

THE ROLE OF A PRINCIPAL
IN
SECONDARY COMMUNITY SCHOOLS IN KWA-ZULU
WITH PARTICULAR REFERENCE
TO
EDUCATIONAL AND INSTRUCTIONAL LEADERSHIP

B Y

REJOICE GLORIA PHUMELELE NGCONGO
B.A.; B.Ed. (S.A.)

A dissertation submitted to the
FACULTY OF EDUCATION
at the
UNIVERSITY OF ZULULAND
in fulfilment or partial fulfilment of
the requirements for the degree of
MASTER OF EDUCATION
in the
Department of Educational Planning and Administration

SUPERVISOR : Prof. A J Thembela
KwaDlangezwa
February 1986.

A C K N O W L E D G E M E N T S

I wish to express my indebtedness to the following persons:

- Professor A J Thembela, Vice-Rector, Academic, University of Zululand, for helpful supervision of this dissertation throughout the period of research. His patience and friendly attitude enabled me to complete this study.
- The Secretary of the Kwa-Zulu Department of Education and Culture, Mr D Y Zimu, who permitted me to enter the schools to conduct the research.
- The Circuit Inspectors and Principals who also allowed me to enter the schools for the field work on the study.
- My friends, particularly Irwin and Carol Friedman, Sikosi Mjali, Wanda Ntsiba and Albertina Sibiya for their unfailing encouragement.
- Teachers and students at Groutville High School and Luthayi Secondary School who were a source of inspiration for me to pursue the project.
- Mr C Mann for checking of the written work.
- Finally, my husband, our children and the whole family for the warm inspiration.

R G P NGCONGO
MPUMALANGA TOWNSHIP
JANUARY 1986

DECLARATION

I, REJOICE GLORIA PHUMELELE NGCONGO, hereby declare that this dissertation represents my own work in conception and execution, and that all sources I have used have been acknowledged by means of references.

Signed by me: R. G. I. Ngongo. on the 30th
day of JANUARY 1986 at MPUMALANGA
HAMMARSDALE.

IV.

TABLE OF CONTENTS

Title Page	i
Acknowledgements	ii
Declaration	iii

CHAPTER 1

ORIENTATION TO THE PROBLEM

	PAGE
1.1 <u>INTRODUCTION</u>	1
1.2 <u>DEFINITION OF CONCEPTS</u>	1
1.2.1 The Concept : Role	1
1.2.2 The Concept : Principal	2
1.2.3 The Concept : Instruction and Instructional Leadership	3
1.2.4 The Concept : Educational Leader	4
1.2.5 The Concept : Community School	5
1.2.6 The Concept : Secondary School	6
1.3 <u>STATEMENT OF THE PROBLEM</u>	6
1.3.1 The Diffuse Role of the Principal ...	6
1.3.2 The Core and Peripheral Tasks of the Principal	7
1.4 <u>AIM OF THIS STUDY</u>	8
1.4.1 To Identify common role expectations between Principals of Secondary Schools in Kwa-Zulu and some co- workers in the Education Service	8

1.4.2	To explore the nature of the Multifaceted role of the principal with particular emphasis to his role as educational and instructional ctional Leader	5
1.4.3	To identify needs areas	8
1.5	<u>LIMITATIONS OF THIS STUDY</u>	9
1.5.1	Geographical areas of research ...	9
1.5.2	Efficacy of methodology	9
1.5.3	Generality about the Principal's Work	9
1.5.4	Uniqueness of the Principal's Job.	10
1.6	<u>DELIMITATION OF THE SUBJECT</u>	10
1.7	<u>SIGNIFICANCE OF THIS STUDY</u>	11
1.7.1	Identifying the current position .	11
1.7.2	Identifying needs area	11
1.7.3	Providing educational planners with information	11
1.7.4	Perception of the Principals by others	12
1.8	<u>METHODS OF RESEARCH</u>	12
1.8.1	General Method	12
1.8.2	Specific Method	12
1.9	<u>PROGRAMME OF THIS STUDY</u>	12
1.10	<u>CONCLUSION TO THIS CHAPTER</u>	13
1.11	<u>REFERENCES</u>	14

CHAPTER 2CONCEPTUAL FRAMEWORK AND REVIEW OF LITERATURE

	PAGE
2.1 <u>INTRODUCTION</u>	16
2.2 <u>A HISTORICAL SURVEY OF THE DEVELOPMENT OF PRINCIPALSHIP IN BRITAIN AND AMERICA</u>	16
2.2.1 Principalsip in Britain	16
2.2.2 Principalsip in America	22
2.2.3 Educational and Instructional Leadership implications of the Historical survey of the British and American Principalsip	25
2.3 <u>THE ROLE OF THE PRINCIPAL</u>	26
2.3.1 The Principal as Manager	27
2.3.2 The Principal as Administrator ..	27
2.3.3 The Principal as Leader	29
2.3.3.1 Leader Behaviour	32
2.3.3.2 Motivation and Leadership	35
2.3.3.3 Leadership and Delegation	36
2.3.4 The Principal as an Educator	36
2.4 <u>RESPONSIBILITIES, DUTIES AND TASKS OF A PRINCIPAL</u>	41
2.4.1 The fourfold role of a Principal in Instruction as curriculum Implementation	41
2.4.2 Recruitment and Selection of teachers	42
2.4.3 Induction and orientation of new teachers	43
2.4.4 Orientation of experienced teachers	44
2.4.5 Allocation of work	45
2.4.6 Supervision of work	45
2.4.6.1 Class visits and checking pupils' work ..	46

VII.

	PAGE
2.4.6.2 Tests and assignments	47
2.4.7 School based in-service education and training	48
2.4.7.1 In-service training versus in-service education	48
2.4.7.2 Staff development	49
2.4.7.3 Orientation	49
2.4.8 Evaluation of teachers	51
2.4.9 The Principal and the community	53
2.4.10 The Principal and the students	57
2.4.10.1 The Principal and discipline	57
2.4.10.2 The Principal and extra mural activities	59
2.4.10.3 Students in decision making at school generally	60
2.4.11 The Principal and finance	61
2.5 <u>RESUME</u>	63
2.6 <u>REFERENCES</u>	64

CHAPTER 3

THE CONSTRUCTION OF AN ACCOUNTABLE QUESTIONNAIRE AND THE APPLICATION THEREOF

	PAGE
3.1 <u>INTRODUCTION</u>	68
3.2 <u>CRITERIA OF A GOOD QUESTIONNAIRE</u>	69
3.2.1 A thorough understanding of the field of study	69
3.2.2 A definite pattern of items	69
3.2.3 A good format	69
3.2.4 Clear introduction and clear directions	70
3.2.5 Conciseness	70

VIII.

	PAGE
3.3	<u>CRITERIA OF A GOOD QUESTION</u> 70
3.3.1	Specificity of items 70
3.3.2	Suitability of language 70
3.3.3	Absence of leading and sensitive questions 71
3.4	<u>TYPES OF QUESTIONNAIRE</u> 71
3.4.1	Structured questionnaire 71
3.4.2	Unstructured questionnaire 71
3.5	<u>VALIDITY AND RELIABILITY OF QUESTIONNAIRE</u> ... 72
3.5.1	Validity of a questionnaire 72
3.5.2	Reliability of a questionnaire 72
3.6	<u>THE QUESTIONNAIRE AS A RESEARCH INSTRUMENT</u> <u>IN THE PRESENT STUDY</u> 73
3.6.1	The suitability of a questionnaire in this study 73
3.6.2	The need for the presence of the researcher to administer the questionnaire 74
3.6.3	The need to use both structured and unstructured questionnaire 74
3.6.4	Questionnaire to experts 75
3.6.4.1	Definition of experts 75
3.6.4.2	The desirability of a questionnaire to experts .. 76
3.7	<u>ENVISAGED STEPS IN STRUCTURING AND</u> <u>ADMINISTERING THE QUESTIONNAIRE</u> 76
3.7.1	The Null Hypothesis 76
3.7.2	Rationale for the choice of the questionnaire items 77
3.7.2.1	Questionnaire on management 77
3.7.2.2	Questionnaire on administra- tion 80

	PAGE
3.7.2.3 Questionnaire on instructional leadership ..	82
3.7.2.4 Questionnaire on the role of the Principal as educator	83
3.7.3 Sampling procedure	83
3.7.3.1 The size of the samples ...	83
3.7.3.2 Sample of Principals	84
3.7.3.3 Sample of inspectors	84
3.7.3.4 Sample of experts	85
3.7.3.5 The method of sampling	85
3.7.4 The Coding procedure	86
3.7.5 Administration of the questionnaire.	87
3.7.5.1 The pilot study	87
3.7.5.2 The actual study	88
3.7.6 A description of the statistical instrument used	89
3.8 <u>RESUME</u>	91
3.9 <u>REFERENCES</u>	92

CHAPTER 4

ANALYSIS OF DATA, USING THE X^2 TEST

4.1 <u>INTRODUCTION</u>	93
4.1.1 a.Type of schools consulted	93
4.1.1 b.Reasons for choosing urban and rural schools	94
4.1.2 Principals' experience as teachers	95
4.1.3 Principals' experience, in years, as principals	95

X.

4.1.4	Academic and professional qualifications of principals as teachers	96
4.1.5	Principals' qualifications in Educational Management and Administration	97
4.1.6	Number of seminars attended by principals on Educational Management and Administration	97
4.1.7	Circuits whose circuit inspectors were questioned	98
4.1.8	Work areas and qualifications categories of experts to whom the questionnaire was sent	98
4.1.9	The purpose restated	99
4.1.10	The primary null hypothesis	99
4.1.11	The Secondary null hypothesis	100
4.1.12	Significance Level	100
4.1.13	Region of rejection	101
4.2	DISCUSSION AND INTERPRETATION OF DATA WITH REGARD TO THE NULL HYPOTHESIS	101
4.2.1	Data relevant to the primary null hypothesis	101
4.2.1.1	Aspect I of the Primary null hypothesis : There is no difference between what experts believe should be the involvement of principals in management tasks and principals' performance of these tasks.....	101
4.2.1.2	Aspect II of the Primary null hypothesis : There is no difference between what experts believe should be the involvement of principals in administrative tasks and principals' participation in these tasks...	115

4.2.1.3	Aspect III of the Primary null hypothesis: There is no difference between what experts believe should be the role of a principal as an educational and instructional leader and the principals' exercise of educational and instructional leadership in KwaZulu	121
4.2.1.4	Aspect IV of the Primary null hypothesis : There is no difference between what experts believe is the role of the principal as an educator and the principals' execution of this role	123
4.3	DISCUSSION AND INTERPRETATION OF DATA WITH RESPECT TO THE SECONDARY NULL HYPOTHESIS	124
4.3.1	Data relevant to the Secondary null hypothesis	124
4.3.1.1	Aspect I of the Secondary null hypothesis : There is no difference between circuit inspectors' and principals' views as to whether the principal in Kwa-Zulu Secondary Community School does significantly perform his task as an educational manager	124
4.3.1.2	Aspect II of the Secondary null hypothesis : There is no difference between circuit inspectors' and principals' views as to whether principals adequately perform their tasks as administrators	137

XII.

4.3.1.3	Aspect III of the Secondary null hypothesis : There is no difference between circuit inspectors' and principals' views as to whether principals adequately perform their tasks as leaders	143
4.3.1.4	Aspect IV of the Secondary null hypothesis : There is no difference between what circuit inspectors believe is the role of the principal as an educator and the principal execution of this role	145
4.4	<u>CONCLUSIONS ON THE X² ANALYSIS</u>	146
4.4.1	The role of the principal as manager in Secondary Community schools in Kwa-Zulu	147
4.4.2	The role of the principal as administrator in Secondary Community schools in Kwa-Zulu	147
4.4.3	The role of the principal as leader in Secondary Community schools in Kwa-Zulu	148
4.4.4	The role of the principal as educator .	149
4.5	<u>RESUME</u>	149
4.6	<u>REFERENCES</u>	150

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1	<u>INTRODUCTION</u>	151
5.2	<u>THE PROBLEM RESTATED</u>	151
5.3	<u>AIM OF THE STUDY RESTATED</u>	151

XIII.

	PAGE
5.4 <u>THE METHODS EMPLOYED</u>	152
5.4.1 A study of literature	152
5.4.2 Observations of Principals at work and discussions with some on their work	152
5.4.3 Empirical study	152
5.5 <u>CONCLUSION ON THE STUDY</u>	153
5.5.1 The role of a Principal is complex	153
5.5.2 The Principal in Kwa-Zulu Community Secondary School does not perform managerial and leadership tasks adequately	153
5.5.3 Principals' awareness of their manage- rial and leadership responsibilities varies remarkably	154
5.5.4 Instructional leadership is limited by paying special attention to Std. 8 and 10, by some Principals	155
5.5.5 Principals in Kwa-Zulu Secondary Community Schools do not sufficiently share information on students' progress with parents	156
5.5.6 Principals tend to pursue routine tasks.	156
5.5.7 The principal's role as educator is affected by shortcomings in managerial and leadership tasks	157
5.5.8 The Primary null hypothesis is confirmed	157
5.6 <u>RECOMMENDATIONS</u>	158
5.6.1 Assistance to Principals to understand requirements of principalship	158
5.6.1.1 Self-development by principals.	158
5.6.1.2 Possible assistance from the Department of Education and Culture toward promoting effect- iveness in Principals	161
5.6.1.3 Possible assistance from the circuit inspectors	162

5.7	<u>THE NEED FOR FURTHER RESEARCH</u>	164
5.8	<u>CONCLUSION TO THIS STUDY</u>	165
5.9	<u>REFERENCES</u>	166

LIST OF TABLESTABLE: —

- TABLE 1. : TYPES OF SCHOOLS CONSULTED
- TABLE 2. : PRINCIPALS' EXPERIENCE AS TEACHERS
- TABLE 3. : PRINCIPALS' EXPERIENCE IN YEARS, AS PRINCIPALS
- TABLE 4. : ACADEMIC AND PROFESSIONAL QUALIFICATION OF PRINCIPALS AS TEACHERS
- TABLE 5 : PRINCIPALS' QUALIFICATIONS IN EDUCATIONAL MANAGEMENT AND ADMINISTRATION
- TABLE 6 : NUMBER OF ATTENDED SEMINARS ON EDUCATIONAL MANAGEMENT AND ADMINISTRATION
- TABLE 7 : WORK AREAS AND QUALIFICATION CATEGORIES OF EXPERTS TO WHOM THE QUESTIONNAIRE WAS SENT
- TABLE 8 : TABLE OF CRITICAL VALUES OF X^2 FOR $df = 1$

XVI.

A P P E N D I C E S

Page

APPENDIX 1	:	To all principals; Preliminary information on the study	167
APPENDIX 2	:	Questionnaire to principals	168
APPENDIX 3	:	Questionnaire to experts	173
APPENDIX 4	:	Questionnaire to Circuit Inspectors	176
APPENDIX 5	:	Letter of appointment to principals	179
APPENDIX 6	:	Letter accompanying questionnaire to experts on educational management and administration	180
APPENDIX 7	:	Letter of appointment to Circuit Inspectors	181
APPENDIX 8	:	(a) Summary of the frequency of responses from principals : Items 1 - 10	182
		(b) Summary of the frequency of responses from principals : Item 11	183
APPENDIX 9	:	(a) Summary of the frequency of responses from experts : Items 1 - 10	184
		(b) Summary of the frequency of responses from experts : Item 11 ..-.....	185
APPENDIX 10	:	(a) Summary of the frequency of responses from Circuit Inspectors : Items 1-10	186
		(b) Summary of the frequency of responses from Circuit Inspectors : Item 11 ..	187
APPENDIX 11	:	Letter granting permission to conduct the study from the Secretary of Education and Culture, Kwa-Zulu	188
APPENDIX 12	:	Summary of the Computation of X^2 for the primary null hypothesis	189
APPENDIX 13	:	Summary of the computation of X^2 for the Secondary null hypothesis	194
APPENDIX 14	:	(a) Junior Secondary Schools and Inspection circuits from which data was collected	199
		(b) Senior Secondary Schools and Inspection circuits from which data was collected	201
		(c) Schools whose principals were questioned for the pilot study	202

XVII.

	Page
APPENDIX 15 : List of experts, their qualifications and places of work	203
APPENDIX 16 : Map of Kwa-Zulu	205
BIBLIOGRAPHY :	206
SUMMARY OF DISSERTATION:	215
OPSOMMING :	218

CHAPTER 1

ORIENTATION TO THE PROBLEM

1.1 INTRODUCTION

What this research is about, is contained in the title. It is thus essential to analyse concepts in the title in order to establish a common understanding of the study.

1.2 DEFINITION OF CONCEPTS

1.2.1 The Concept : Role

An analysis of the concept role calls for an understanding of the concept position. Gray (1979, p.74) defines a position as

"the location which an individual holds in an organisation; it is his relation to other members."

He sees a role (p.76) thus:

"Role is the complex of behaviour that goes with the position and is dependent on the individual's interpretation of the expectations of others in the organisation. "

According to this definition, any task and function performed by the incumbent is derived from the perceptions of what others within the organisation expect of his position and behaviour.

Role performance is also influenced by the incumbent's personal needs. Commenting on Getzel's model on personal and social factors influencing an administrator's behaviour, Gorton (1978, p.324) states:

"that Getzel's model suggests that the administrator's behaviour is a result of interaction between his need dispositions and the role expectations held by others within the institution."

This comment is to receive further scrutiny when analysis of a principal's role in relation to expectations of inspectors, teachers, parents and the school community is made later in Chapter 2, 4 and 5.

1.2.2 The Concept : Principal

Chamber's Dictionary defines a principal as:

"the head of a school; one who takes a leading role." (emphasis mine)

Cawood and Gibbon (1980, p.5) see the principal as "an:

"administrative and organisational leader and the instructional leader of a school and a staff team."

Since, time and again, reference will be made to a principal as a leader, it is essential to explain the term, leader.

According to Cawood and Gibbon, 1980, p.5:

"To lead means basically to be out in front, to go ahead with the intention of being followed."

"The word 'lead' strongly denotes an interpersonal relationship between those who go ahead and those who follow. A leader, then, is one who not only leads, but who wins the confidence of those he leads."

We conclude the analysis of the principal as a leader by quoting Barth (1980, p.186) when he says:

"Leadership is attempting to hold the flood of daily administrivia - forms to fill out, meetings to attend, reports to submit - at arm's length so that other important issues like staff organisation, placement, evaluation of students, and staff development can be closely addressed."

1.2.3 The Concept ; Instruction and Instructional Leadership

Harris et al (1980, p.10) define instruction as:

"Any and all activity, carried within an organised context that directly relates to the learning process that is occurring or being projected, whether it relates directly to the student or to adults, materials, facilities, schedules and so on. Hence instruction may continue when teaching ceases as in homework or self-instructional situations."

Cawood and Gibbon (1980, p.7) see instructional leadership as:

"a process of guiding and encouraging the teacher along a path toward greater professional effectiveness."

Such guidance demands very careful far-sighted and effective planning based on professional insight and constructive and accurate analysis of the teaching-learning activity."

We go along with these views on instruction. In our opinion instructional leadership is not necessarily guidance on methodologies. These are largely determined by the teaching - learning situation. We refer to instructional leadership as any guidance that can promote the teaching and learning experiences of children and the whole didactic situation. This guidance is offered by the principal within the context of his role as manager, administrator and educator.

Instructional leadership, we contend, encompasses curriculum development, staff development, instructional development among others.

1.2.4 The Concept : Educational Leader

Instructional leadership is seen as an aspect of educational leadership. The concept leader has been defined in 1.2.2 above.

The Chambers New Dictionary defines 'educational' as:

"increasing knowledge and wisdom."

The principal as educational leader is engaged in a process of producing mature adults. He contributes to assisting children develop critical thinking, logical judgement, refined cultural values, appreciation thereof and good moral behaviour.

To realise this broad aim there is need, on the one hand, for a relevant curriculum, school aims and objectives, then effective teachers, conducive school climate and relations. Of course, this may not be all for the education of the child. On the other hand this study sees the principal as needing, by virtue of his position, to contribute in these areas to increase knowledge and wisdom to the led.

We refer to Chapter II for a further elaboration of the concept educational leadership.

1.2.5 The Concept : Community School

Seven types of schools are found within the Education System in Kwa-Zulu. One of these is the Community school. The category of the school is determined largely by the body controlling it.

Behr and Macmillan (1971, pp.405 - 406) state that:

"Government policy has been dictated by the principle that since the school is an integral part of any community, the responsibility for establishing, maintaining and controlling schools must rest with that community. Hence the Bantu must take the initiative in building new schools and must assume more responsibility in connection with the financing and administering of education."

The same writers mention that community schools are subsidised by the Government in respect of teachers' salaries, books, buildings and equipment, (1971, p.404).

At the moment all community schools are partly controlled by a body of parent representatives called the school committee. According to the Government Gazette, (1968) the school committee has among its duties, the power to investigate complaints about 'poor' teaching, to recommend inquiry into a teacher's or principal's allegation of misconduct, to control school buildings and furniture, to establish certain school funds.

A community school thus is a one that is established, maintained and controlled by the community through its elected representatives.

1.2.6 The Concept : Secondary School

Secondary school refers, in this study to the standard six to ten level, of a school. This level was chosen mainly because the writer working within it, became aware of the problem under study.

1.3 STATEMENT OF THE PROBLEM

1.3.1 The Diffuse Role of the Principal

There does not seem to be a clear cut set of tasks and duties for a principal. Is a principal mainly a manager, and an administrator? Is a principal an instructional leader? Is he all of these? What then are his managerial, administrative, educational and instructional leadership responsibilities?

The Kwa-Zulu Department of Education and Culture Guide for Principals (pp. 10 - 12) states that the duties of principals are very comprehensive. It goes on to enumerate a series of areas around which the principal's job revolves.

It advises that the principal also teaches. Detailed as the list of responsibilities is, there is no clear explanation of some tasks. For example, how shall a principal take care of buildings and grounds? Will he see to the maintenance of these by reporting to someone else (who shall do the job or see it done), or will he himself organise labour for the maintenance of buildings and grounds? The diffuse role of the principal raises the second issue.

1.3.2 The Core and Peripheral Tasks of the Principal

The Principal's Guide just referred to above (p.V) says:

"The principal bears the full responsibility for everything that happens in his school."

When one looks at the lists of responsibilities of the principal in the Principal's Guide, one wonders what are core responsibilities and what are peripheral ones? Given the many constraints, for example, time limits, a growing complexity of challenges in schools, new methods and techniques in teaching, increase in student population, shortage of teachers, is a principal able to be equally responsible for everything? Are there no responsibilities which do rank higher in principals' priorities?

Research carried out by Cawood (1976) and Park (1980) as reported by Cawood and Gibbon (pp. 8-9) points out that the South African principal spends 42% of his time on administrative and clerical tasks, 27% on teaching, hall and other gatherings, 14% on instructional leadership, 4,7% on contact with parents, 4% on contact with pupils, and 8% on extramural activities and 0,3% on contact with past pupils.

Would this time allocation, as in this research enable the principal to be equally responsible for everything in his school? Is the allocation proportional to each of the principal's responsibilities? Is the position reported about the South African principal also obtaining in Kwa-Zulu? The question raised in this section indicate the nature of the problem. This investigation is an attempt to address these questions.

1.4 AIM OF THIS STUDY

1.4.1 To Identify Common Role Expectations between Principals of Secondary Schools in Kwa-Zulu And Some Co-workers in the Education Service

The Education System in Kwa-Zulu has inherited a lot from the South African System. The latter has, in turn, been influenced from a variety of angles - for example, the English as a result of their settlements in the Republic. By virtue of the universality of the education phenomenon, there is bound to be some commonality in the practice and handling of schools by principals.

1.4.2 To Explore the Nature of the Multifaceted Role Of the Principal, with Particular Emphasis To His Role as Educational and Instructional Leader

This study aims at defining and describing the multifaceted role of the principal as a person in a leadership position.

1.4.3 To Identify Needs Areas

Having ascertained the problem as defined in paragraphs 1.3.1 and 1.3.2 above, this study will broaden awareness of needs and challenges of the principals in secondary schools in Kwa-Zulu.

1.5 LIMITATIONS OF THIS STUDY

1.5.1 Geographical Areas of Research

At the end of 1984 there were 515 secondary schools in Kwa-Zulu - an area stretching from PortShepstone in the South to Ingwavuma in the North. This area covers twenty six districts, totalling approximately 3 028 760 hectares (Survey Department : Ulundi). The wide distribution of circuits makes it humanly difficult to contact all subjects or respondents personally. Therefore the selection of the sample will be limited by the extent of geographical distribution of schools. See map of Kwa-Zulu in appendix 16 (a)

1.5.2 Efficacy of Methodology

Literature to be reviewed will be on the role of the principal in different countries. Each place, country, has a unique education system, with, in some cases, varying role expectations of principals.

The questionnaire as one of the research tools, poses some problems, for example, non-returns, unwillingness of respondents to provide information.

1.5.3 Generality About the Principal's Work

The Kwa-Zulu Principals' Guide quoted in 1.3.1 above indicates how general the principal's work is. Barth (1980, p.178), noting this point, comments:

"In actuality, what a principal is, often bears greater similarity to the doctor in a hospital's emergency ward, he is one who responds."

(Emphasis mine)

It will then point out why and how the principal fits into a role of manager, administrator and leader.

The core of the research will be on educational leadership which is seen as instructional leadership plus educational management and administration as well as community service.

1.7 SIGNIFICANCE OF THIS STUDY

1.7.1 Identifying the Current Position

By exposing the current position about the role of the principal, this study hopes to promote awareness among principals of what is done and can be done in the role. This is not to say that principals do not execute their roles according to role expectations. It is merely to express an assumption made in various education circles and endorsed by the writer, that man is ever in a process of becoming and growth.

1.7.2 Identifying Needs Area

The project has scope to highlight needs for effecting principals' growth. It can serve as a reference for seminars on tasks and other duties of principals in Kwa-Zulu.

1.7.3 Providing Educational Planners with Information

This study is to find out essential resources lacking or needing reinforcement to promote a desirable role performance by principals. This can happen when needs areas are identified. Hence planners in education are assisted by the study.

1.7.4 Perception of the Principals' by others

The study will offer principals an opportunity of seeing the perception of their role by significant others for example circuit inspectors. This opportunity, it is hoped is ground for self-evaluation by principals and for further growth.

1.8 METHODS OF RESEARCH

1.8.1 General Method:

A critical study of literature concerning the problem in this study will be made.

1.8.2 Specific Method

Questionnaire Survey

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

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

A questionnaire survey is thus to be used in this research, it meets one of the main aims of this research. (See 1.4.2 and 1.4.3 above).

A full description of the procedures will be given in Chapter 3.

1.9 PROGRAMME OF THIS STUDY

In Chapter II a brief historical survey of the development of principalship in Britain and America will be given. This is considered necessary to place into clear perspective principalship today.

The multifaceted role of the principal will be discussed then his responsibilities, duties, tasks, will be considered.

Chapter III deals with research instruments. Questionnaires will be discussed with reference to this study. A layout of the structuring of the questionnaires, the manner of selection of respondents, and the application of the questionnaire will be given.

In Chapter IV data will be processed, findings collected and a summary of views from different respondents tabulated. We shall also give conclusions drawn from the questionnaire results.

In Chapter V, the last chapter, conclusions from the whole study and recommendations will be made.

1.10 CONCLUSION TO THIS CHAPTER

The aim and problem in this study have now been put into focus.

1.11 REFERENCES

- 1.11.1 Barth, R 1980:
RUN SCHOOL RUN.
Massachusetts : Harvard University Press.
- 1.11.2 Behr, A L 1983:
EMPIRICAL RESEARCH METHODS FOR THE HUMAN SCIENCES.
Durban : Butterworth.
- 1.11.3 Behr, A L and MacMillan, R G 1971:
EDUCATION IN SOUTH AFRICA.
Pretoria : J L van Schalk Limited.
- 1.11.4 Cawood, J and Gibbon, J 1981:
EDUCATIONAL LEADERSHIP, STAFF DEVELOPMENT, Goodwood,
Cape Town : NASOU, Limited.
- 1.11.5 Gray, H L 1979:
THE SCHOOL AS AN ORGANISATION, STUDIES IN EDUCATION.
England : Nafferton, Driffield.
- 1.11.6 Gorton, R A 1978:
CONFLICT, CONTROVERSY, CRISIS IN SCHOOL ADMINISTRATION
AND SUPERVISION, CASES AND CONCEPTS FOR THE 70'S.
Dubuque : W C Brown Company Publishers.
- 1.11.7 Harris, B M; MacIntyre, K E; Littleton, V C;
Long, D F 1979:
PERSONNEL ADMINISTRATION IN EDUCATION - LEADERSHIP
FOR INSTRUCTIONAL IMPROVEMENT.
Boston : Allyn and Bacon.
- 1.11.8 Kwa-Zulu Government Service:
GUIDE FOR PRINCIPALS OF SCHOOLS.
Ulundi : Department of Education and Culture ZE 31.

- 1.11.9 MacDonald, A M (Editor) 1977:
CHAMBERS NEW ENGLISH DICTIONARY.
Australia : Great Western Press Pty. Ltd.
- 1.11.10 Mouly , G J 1972
EDUCATIONAL RESEARCH. THE ART AND SCIENCE OF
INVESTIGATION.
Boston : Allyn and Bacon.
- 1.11.11 Republic of South Africa:
GOVERNMENT GAZETTE, 1968 No. 1023/2125.
Government Printer : Cape Town.

CHAPTER 2

CONCEPTUAL FRAMEWORK AND REVIEW OF LITERATURE.

2.1 INTRODUCTION

At this stage we hold two assumptions. The first is that over the years, principalship must have come near and nearer towards assisting in improving instruction. We therefore are to review the history of principalship in two countries. This is to help us see the direction of principalship and the position about it currently, in relation to instruction, especially. The second assumption is that this historical review of principalship can contribute to assisting The Kwa-Zulu Department of Education and Culture assess the level Kwa-Zulu principalship has reached and thus help in influencing the role of the principal in the future.

2.2 A HISTORICAL SURVEY OF THE DEVELOPMENT OF PRINCIPALSHIP IN BRITAIN AND AMERICA

2.2.1 Principalship in Britain

The nature of the role of a principal in Britain was initially very diffuse. Up to the nineteenth century, the principal mainly conducted custodial institution. His role gradually took shape as is indicated below:

Characteristics of the development of British principalship - up to 1950:

- (a) Around the nineteenth century, there were no defined qualifications for principalship in Britain.

It is said by Bernbaum in Peters (1976 p.11) that the principal had to be a gentleman and a clergyman for he had usually achieved the position by having some influence directly or indirectly with governors or trustees who were for the most part church dignitaries or members of the aristocracy.

- (b) There were no clear standard for grading principals. It is said that a principal's advancement, once a head depended on his social and political connections not so much on his administrative or pedagogical abilities. (Peters 1976 p.11).
- (c) We learn from the same source that these principals then, were assisted by auxilliaries who were not trained teachers. It is noticeable that a punitive method of discipline by the heads is reported to have been the order of the day: principals used force or threat of force as an aspect of their teaching. We also learn that most of the lessons were conducted in large halls in big groups by the head or him and his assistants. It was out of such conditions that the punitive disciplinary role of the head developed.
- (d) With the revival of religious and evangelical enthusiasm among the educated and middle class, a new element in principalship was introduced. Principals became characterised
 'by a powerful sense of rectitude,
 the passion of their religious beliefs'
 confirming the close association between
 belief and action.' (Bernbaum in Peters
 1976 p.13).

These principals saw as one main priority the moral and spiritual development of their pupils. The headship is said to have had a reputation of reforming, not based on learning or scholarship nor on great administrative prowess, but upon a concern for students and assistant masters' moral welfare.

- (e) The head was also a fundraiser and organiser for such basic aspects as school buildings. He is said to have been granted a fixed small income, but after that depended upon the number of fee-paying pupils. A case is reported by Bernbaum in Peters (1976 p.14) of a certain Thring who used his money, a friend's money and teachers' to build a country grammar school. Thus one concern for heads is said to have been to seek out students among friends or even to transfer students with them when moving from one school to another.

A report by Garstang (1897, p.847) quoted by Bernbaum in Peters (1976, p.14) states that one way of maintaining students' membership involved the head teaching many pupils different subjects himself and also doing a great deal of administrative drudgery. The following quotation from Bernbaum in Peters (1976, p.17) summarises the role of the head around the 1819's.

Heads were regarded as:

'experts in all aspects of life and work of their schools.

They are in charge of teaching, for they either teach a great deal of the time themselves and a number of different subjects or else must recruit and induct teachers of the different subjects.

They must busy themselves with finance and accounting and with recruitment.

They must control a diverse staff and varied batch of pupils, and -moreover, mediate their institution and its personnel to the wider community.'

- (f) Later, after World War II the head concentrated on the selection of the right men, for teaching and promoting esprit de corps. We note that the dimension of promoting teacher morale has not been reported before as part of a principal's role. It is noted that when, after the two world wars, student enrolment increased the budget for schools also increased. Hence the principal was released from thinking about the financial day to day survival of a school.

It is very interesting to note the relationship between factors outside the school, like the economy, funding for education, and the role of a principal. This observation is necessary, even if it is kept as background information to the study, for in our analysis of the role of the principal in Kwa-Zulu, there is likely to be need to ask for the possible reasons and solutions to some situations. Some of these reasons and solutions may be background to this study.

- (g) Around 1950, many changes occurred in British Education, changing the emphasis in the principal's responsibilities. Compulsory education had been introduced, the recruitment of students was thus not a problem. Teachers too had mostly become experts in their fields and thus heads could not maintain their unique dominance over curriculum matters as previously.

This suggests a need for reassessment and redefining of the role of the head in Britain. In this regard, we firstly refer to a study of 315 British headmasters on their social origin, educational experience and role concepts, (Bernbaum in Peters 1976, p.26).

We shall restrict our reference to this report to the heads' perceptions of their work.

Heads, in the sample, were asked to identify the work they delegated and to rate their performance at each particular task for the work not delegated. None of the 315 heads delegated selecting staff to work in their school or obtaining the co-operation of staff for new plans.

According to Bernbaum in Peters (1976, p.30) heads delegate least those tasks which relate to their work as school representatives. Hence no delegation in selecting teaching staff. Such tasks:

"relate to the generalised and personal qualities of leadership."

The study shows that this British sample delegated tasks which have a precise content, for example, advising pupils about careers.

- h) A contemporary view of the role of the head is given by Taylor in Peters (1976, pp. 37 - 48). While Taylor acknowledges the view that a head is a manager, he sees him more as a competent professional whose primary task comprises professional responsibilities. Taylor in Peters (1976, p.38) states that:

"The authority of the head is legitimated not by his skill as manager or facilitator but by his stature as an educated person and an educator."

He sees the tasks of principals as lying also in reconciling and resolving ambiguities soundly. Such ability he believes, is more likely fostered by an extended professional education than management courses, Peters (1976, p.48).

We do not see professional education and management courses as mutually exclusive. What constitutes extended professional education is obviously open to a number of interpretations.

Thembela (1983, pp. 1 - 3) mentions some characteristics of a profession. Among these, he states, a profession commands a body of specialised transmissible knowledge, it requires extended professional preparation marked by intensity and depth of training than length of training, it demands continuous in-service growth for already well qualified people. We assume these are some of the characteristics Taylor refers to in his mention of extended professional education for British principals. We think these qualification can and need be part of principals as managers.

Our assumption is also backed by Mathew R and Tong, S (1982, p.28) who state that a British head is required to be versed in philosophical and pedagogical aspects of the task of educating and to be experts at the management of same. Roy (1983, p.89) also mentions the same requirement for British principals, but deplores 'the fact' (as he sees it) that there is no deliberate training for leadership in his country.

It is our conclusion that most British principals are well qualified as teachers. What is not clear is whether it is now common practice to have extended training on management, in addition to qualifications for teaching for those who aspire to be heads of schools.

2.2.2 Principalship in America

In our review of American principalship, we shall start towards the end of the nineteenth century.

Characteristics of the development of American principalship.

- (a) We learn from Jacobson, Logson and Wiegman (1973, p.28) that the early high school principal's role was diffuse.

He would be a teacher and an administrator of his school. He would serve also as town clerk, church choristor official, visitor of the sick, bellringer of the church, grave digger, etc.

- (b) After the 1830 increase of cities in America there followed an increase in enrolment with the result that superintendents were not able to supervise and administer the work of each school. It was then necessary to appoint someone to:

"... be responsible for the organisation of the school, continuity of teaching materials and progression of pupils through the grades in an orderly manner." (Jacobson et al p.29).

The superintendent appointed the head teacher for those duties.

According to Jacobson et al (1973, p.29) the head had to:

"...function as the head of the school charged to his care, to regulate the classes and causes of instruction of all pupils, to discover any defects in the school and apply remedies to make defects known to the visitor or trustees of the ward..."

The cleanliness of the school, care of buildings and furniture , enlisting teacher co-operation, also fell in his hands.

Blumberg and Greenfield (1980, p.11) refer to Pierce's work to give us an idea of the nature of principalship, long before 1850. It is said that lay boards of education prescribed to principals duties that were of a clerical nature, for example 58,8% of the principal's work involved attending to records and reports.

- (c) During the late 1800's, Blumberg and Greenfield (1980, p.11) report, the emphasis in principal's responsibilities shifted from mere maintenance of records to matters of school organisation and general management. These writers refer to a sampling of duties prescribed by school boards for principals during the period 1853 - 1900 (1980, p.10):

40,5% of these duties related to organisation and general management while only 13,9% focussed on reports and records. The following excerpt from Blumberg and Greenfield (p.10) is fit to indicate powers principals had acquired about early 1900.

"The right to graduate pupils on the basis of the principal's standards, the right to have orders or suggestions to teachers given only through the medium of principals and the right to a voice in transfers and assignments of teachers connected with their schools."

Around this period 1850 - 1900, the principal was frequently released from teaching part of the time (Jacobson et al p.30). The same authors state in the same page, that some principals would be released for one or two and a half days a week to inspect and examine classes other than their own.

The supervisory functions of the principal, according to Jacobson et al (1973, p. 32 - 33) developed after his administrative ones. The principal visited classes, quizzed pupils, paid attention to physical conditions of classes. It is noted that Jacobson (p.32) states that the principals shortcomings in supervisory work

"... were not apparent before 1900 if he maintained proper discipline kept the teachers covering the courses of study uniformly and secured conformity to the methods favoured in the central office."

This point is of particular interest to us in our analysis of supervision as an aspect of educational and instructional leadership.

Blumberg and Greenfield conclude (1980, p.12) by stating that around 1900 three functions of the principal had emerged. He was concerned with the organisation and general management of the school, the supervision of instruction and staff development and the interpretation of the work of the school community.

- (d) As far as qualifications for principalship are concerned, we note that most principals in America hold a Master's Degree, and that some have Doctor's Degree. A number of programs on educational administration are also run.

Jacobson et al (1973, p.46) states that previous experience is also considered for eligibility to principalship, in addition to academic education and professional preparation.

2.2.3 Educational and Instructional Leadership Implications of the Historical Survey of the British and American Principalship.

We realize that the role of a principal in both America and Britain was initially vague and undefined.

The principal seemed to have been responsible for almost everything directly or remotely related to the school.

Progress toward a delimitation of the role came as a result of many factors like in Britain, increase in population, improvement in the economy. As a result of the wide range of factors, British principals further changed from being mere organizers of finance to being responsible for other factors that had to do directly with the school education of the child.

Hence selection of teachers, promotion and building of team morale became part of their job. Accordingly, American principalship underwent different areas of change. From being largely a clerk, the principal gradually assumed a supervisory role, while involved in organisation and management. The current role of principals in both countries seems to have emphasis on the professional duties of principals. These have to do with helping to solve the teachers' needs and the learning problems of children.

This brief historical survey was important to make because South Africa inherited its system of education from other systems of education. The role of a principal in Kwa-Zulu, which is part of South Africa, is influenced, for example, by a British background.

2.3 THE ROLE OF A PRINCIPAL

The historical development of principalship presented above, has pointed out that over the ages, the role of a principal has been subject to changes and adjustments. Currently, a principal is a manager, an administrator, a leader and an educator. While there is overlapping in these aspects, there are distinctions worth exposing. These distinctions constitute the premise for our presentation of this chapter.

2.3.1 The Principal as Manager

Our definition of management will also be a starting point for the more detailed definition of administration and leadership to be given shortly. This will be so because management is regarded in this study as encompassing both administration and leadership.

Guruge (1969, p.191) defines management as a process focussed on:

'decision making, judgement and leadership involving planning, guiding, integrating motivating and supervising.'

He sees administration as the implementation of decisions and providing supporting services.

We see management as movement towards goals through the use of people. It entails, as Guruge (1969, p.191) says decision making, and also conflict resolution and communication.

According to the definitions on management and administration given by Guruge one can administrate without managing. Leadership is closely linked to management and has as a characteristic feature followership.

2.3.2 The Principal as Administrator

Since the principal as administrator is often taken for granted as also a leader, we will at the moment, comment on both concepts - administrator and leader.

Robbins (1976, p.353) says:

"Administrators are appointed. They have a legitimate power base and can reward and punish. Their ability to influence is founded upon the formal authority inherent in their positions. In contrast leaders may either be appointed or emerge from within a group. Leaders can influence others to perform beyond the actions dictated by formal authority."

Principals, in Kwa-Zulu at least, are appointed by the Secretary of Education and Culture and are charged with the administration of schools in their care. All principals are thus administrators by virtue of the nature of their appointment.

Blumberg and Greenfield (1980, p.229) see administration as:

"...a type of organisational behaviour which has as its goal the maintenance of things as they are, on the assumption that the system will produce what it is intended to produce if things are simply running smoothly."

We further listen to Roe and Drake (1980, p.14) who have this to say:

"It (administration) deals with instruction as well as the resources to back up instruction. However, it limits itself to overseeing and supervising the program and teaching processes required by the central office." (emphasis mine).

Maintaining adequate school records of all types, preparing reports for the central office, personnel administration, administering supplies and equipment, communicating to students, staff and school's community as spokesman for the central office, are examples cited by Roe and Drake of the responsibilities of an administrator.

Various factors can cause an administrator to merely maintain a situation. Structural constraint, lack of foresight or insight into the situation, bureaucratic pressures are but some. Administration does call for planning, organising, supervising and control (evaluation) but more at a maintenance than change level.

2.3.3 The Principal as Leader

The concept 'leadership' was touched upon in passing in Chapter I. An element of guiding, assisting the people get things done, realise an objective(s) was implied.

Various approaches to the definition of leadership exist. Whilst we are not directly concerned with theories of leadership in this study, it is going to be necessary to mention some to be able to place our interpretation of leadership in proper perspective. We shall thus very briefly cite some theories of leadership, draw conclusions from them and finally declare views we agree to, as to what a leader is.

- (a) The trait theory views leadership as a personality gift, a leader is said to possess certain characteristics. Hence a leader is born according to the trait theory, not made.

This theory is, as Musaaazi (1982, p.59) says:

"more a study of personality than position."

Moreover leader characteristics on their own are of no use. They can only be made to work when the leader interacts with those he leads.

- (b) The situational approach to leadership states that leadership is situational. A leader in one situation cannot be a leader in another situation, for he is endowed with a technical and professional experience relevant to a particular field only. While technical and professional knowledge are basic to leadership in any situation, alone they do not guarantee a leader out of a person.

Cawood and Gibbon (1980, p.52) observe on the basis of research that:

" technical knowledge does not in itself make a leader nor does professional knowledge, important as it is."

- (c) The title or status approach to leadership sees a leader as:

"a person established in a position recognised in the formal organisation chart as a leadership post."

(Musaazi 1982, p.15)

An apt comment comes from Musaazi himself p.59, when he says:

'mere occupancy of a position is no guarantee that its incumbent is an effective leader, that he does things, initiates new programmes and actually leads his followers or staff.'

- (d) Our view of leadership is an intergrated one. We recognise the significance of technical knowledge and of certain qualities all of which can be used to advantage within a certain structure, of an organisation:

"to help the group define its goals, achieve its objectives or maintain its strength as a body. (Musaazi 1982, p.61)

The functional or group approach to leadership identifies three needs which a group sets to fulfil. Cawood and Gibbon (1980, p.53) in their discussion of the functional approach to leadership say:

"First we may discern the task need, that is the necessity experienced by the group to achieve the purpose for which it has come together... Secondly, there is the need for group cohesiveness, for social harmony, partly as an essential requirement for completing a task and partly as an end in itself. This we may call the team maintenance need. Thirdly there is an area of need present in the lives of the individuals who compose it..."

This is the need area Adair (1977, p.202) calls the individual need.

Obviously, these three needs are interdependent. For them to be realised, somebody has to lead, to guide, assist, define aims and objectives, to plan, control, communicate, evaluate and so forth.

'The performance of these functions is essentially the responsibility of the leader,' Cawood and Gibbon (1980, p.53)

The question is how does a leader guide a group to achieve tasks, group or individuals needs. Obviously there is no one answer to this question. Two factors : leader behaviour and motivation are to be briefly discussed to clarify our concept of a leader.

2.3.3.1 Leader Behaviour

Halpin referred in an article by Bone in Paisey (1983, p.78) identified two main dimensions of leader behaviour. Those are initiating structure and consideration for people. Initiating structure he says, is the establishment of leader relationship with his subordinates specifying what roles the latter are to play, assigning them tasks, planning what they will do to achieve objectives. Consideration is leader behaviour which expresses respect for the individual needs, interest in them as people and warm feelings towards them.

According to a study by Halpin conducted in 1954 the most effective leaders were those who scored highly on both dimensions,, Bone in Paisey (1983, p.78).

Bone, on the same page refers to a study by Halpin (1954) on flight crews of B29 bombers in the Korean war. He found that:

'Those who were considered to score highly on both dimensions were the most effective leaders; those who scored highly on initiating structure and lowly on consideration were.....

... effective and acceptable in time of crisis but resented in the longer term... those who scored highly on consideration but lowly on initiating structure were liked but ineffective, and those who scored lowly on both dimensions were unlikely to be able to act as leaders in anything other than a nominal way.' Bone (1983, p.78)

This research is supported by Blake and Mouton (1964) as quoted by Bone in Paisey (1983 p.78). Referring to leader behaviour in Bone's article, Paisey (1983, p.78), they mention two concepts: 'concern for people' and 'concern for production'. These are comparable to Halpin's initiating structure and consideration for people. A person who scored high on both was shown in their research to be an effective leader.

One more view on leadership behaviour warrants our attention. Fidler (1967) quoted by Bone also in Paisey (1983, p.79) advances the contingency model. This states that:

'leadership style is determined by the needs the individual leader seeks to satisfy in a given situation, and, second, that the effectiveness (in terms of achievement goal) depends upon an appropriate matching of the style adopted with the extent to which the situation is favourable for the leader.'

Fiedler in Paisey (1983, p.79) proposes three situational factors which make it favourable or unfavourable for the leader to lead. These are:

- 'position pioneer' the degree to which the leader's position itself enables him to secure the agreement or compliance of his subordinates.
- 'task structure' measured by the extent to which the task can be clearly specified and broken down into a series of items capable of precise definition.
- 'leader-member relations refer to the extent to which the leader is liked, treated and respected by his subordinates.'

Ours is not to discuss leadership style. Yet we agree with Bone as quoted in Paisey (1983, p.80) when he says:

'It therefore will be helpful to the leader if he can bring his colleagues to agree on clearly stated objectives in relation to various aspects of their work and have these objectives kept before them and progress towards them readily discussed.'

Thus leadership calls for briefing : briefing members of aims and plans, explaining necessity of aims or plans, allocating tasks, planning: gathering all necessary data, and making workable plans, supporting: expressing acceptance of people and their contributions, encouraging and disciplining group and individuals, relieving tension and creating team spirit. It calls for informing: clarifying tasks, keeping people in the picture, receiving information from group and summarising suggestions coherently, controlling: maintaining group standards, influencing tempo, ensuring all actions are taken towards objectives and evaluating:

evaluating of group performance, checking the consequences of proposed solutions, etc. (Cawood and Gibbon 1980, p. 54 - 55).

We contend that all these processes call for consideration of people and initiating structure as well as taking cognisance of situational factors as suggested by Fiedler. When Musaazi (1982, p.168) advises that changes in the school be introduced slowly and be well planned so that they do not create a state of lawlessness situation, reference, we believe, is made to the task-people-situation focus of leadership.

2.3.3.2 Motivation and Leadership

Our very brief reference to theories of motivation is made because it is motivation that is believed to cause followership. If this assumption is correct, it is a leader's task to maximise motivation. For this reason the leader can only function if he is able to know or approximate people's need. Motivation theorists like Maslow (1954, p. 35 - 51), Herzberg (1966) and McGregor (1960) all cited by Bone in Paisey (1983, pp. 74 - 76) give a leader a wide spectrum from which to estimate people's needs. Consideration of people's needs and people involvement in shaping of objectives, generally, makes people care and motivated. According to Yukl (1971) referred to by Bone in Paisey (1983, p.82) it is important in a participative style of leadership to remember that subordinates will only appreciate the opportunity to be involved in decision making if the decisions are important to them.

2.3.3.3 Leadership and Delegation

We realise it is humanly impossible for a principal to do every bit of the leadership function by himself/herself. Delegation is thus essential to strengthen his leadership. We understand delegation as:

'Giving part of your work to your subordinates.

Giving the subordinate the necessary authority to carry out tasks.

Setting up a control mechanism to ensure that work is being done according to predetermined goals.

(Musaazi, 1980 p.106)'.
'

In conclusion to this section, management and leadership have been seen to be characterised by innovations. Innovations will vary from policy, facilities, methods curricula and insights. The wide spectrum of conflicts to be resolved, major decisions to be made and communication inherent for the changes and creations will be encompassed by a role of principal as manager and leader. Yet without the base of administrative tasks, management and leadership are likely to suffer.

2.3.4 The Principal as an Educator

We share a view expressed by van Zyl, van Vuuren, Pienaar and Viljoen (1973, p.19) when they say:

"Education implies that the child has to learn to act and to give preference to a particular way of life in the way he behaves because he himself, under the guidance of the teacher, but ultimately by his own decision, having attached value to it."

This quotation recognises the role of the educator in the process of the education of the child. It also implies that the child is not a passive recipient in his education.

While we acknowledge the significance of other components in the teacher-learning situation, our interest is singling out one component - the educator, then indicate how a principal fits into this role.

An educator is a teacher : an adult who is engaged in

'a purposeful, goal-directed intervention... into the life of a non-adult with a view to making him mentally independent.'
van Zyl et al (1973, p.19)

Education serves to lead the child through positive influencing to maturity. The guide, the educator, needs a number of supportive measures to assist him in the process of the child's education. Mutual trust between the child and him is a prerequisite, it contributes to free the educand to risk, to explore and participate in his own advancement towards adulthood. The educator has a task - to accept the child and help him.

The child, being an active recipient in his education interpretes what he learns, internalises it and gradually decreases his dependance.

Hence a need for a gradual offering of responsibility to a child as he grows, and a need for simultaneously helping him cope with the responsibility given. Child growth and child maturity in this context means the educator becomes more and more redundant.

An educator, being in a position of authority, thus sets norms through for instance, school or class rules. The educand is expected to conform to these. The non-adult's conformity is a responsible acceptance of the educator's authority. His authority is not autocracy nor dogma. It is authority which is subject to what is human; he is thus also subject to norms and values of what is human.

The process in which the educator works with the child is not a mechanical one. A child is helped to realise what is meaningful and to develop a sense and will to give meaning to his life. This comes about as a result of the child's acknowledgment of value.

Whatever habits are encouraged in the child or decisions made for him, these constitute part of his education once he attaches meaning to them. Education should thus prepare a child for self-education and self-discipline.

The teacher or principal as educator thus aims to lead pupils to maturity. It follows therefore that most of what is done in schools should be in its immediate goals geared towards this said aim. The educator is thus a purposeful assistant in the educand's life. Hornsby (in Paisey 1983, p.15) says:

"The effective teacher is one who is continually aware of the issues of purpose and is willing to think them through, to engage actively in the effort to formulate a definition of purpose, and to encourage a belief that the more attention that is focussed on the problem the more likely it is that working solutions in the school can be found."

A principal is an educator when his aim is the growth of a non-adult to maturity. He leads pupils to develop their mental powers and moral sense. Towards this broad ultimate aim, he will have to establish various means, structures and a conducive climate. His management, administrative and leadership qualities and knowledge come in good stead.

Other teachers in the school are co-educators with the principal. It is for this reason that the principal shares experiences, their and his, student problems, methods and techniques of teaching with them. Kwa-Zulu Principals Guide (p.10) has among the duties of the principal the following:

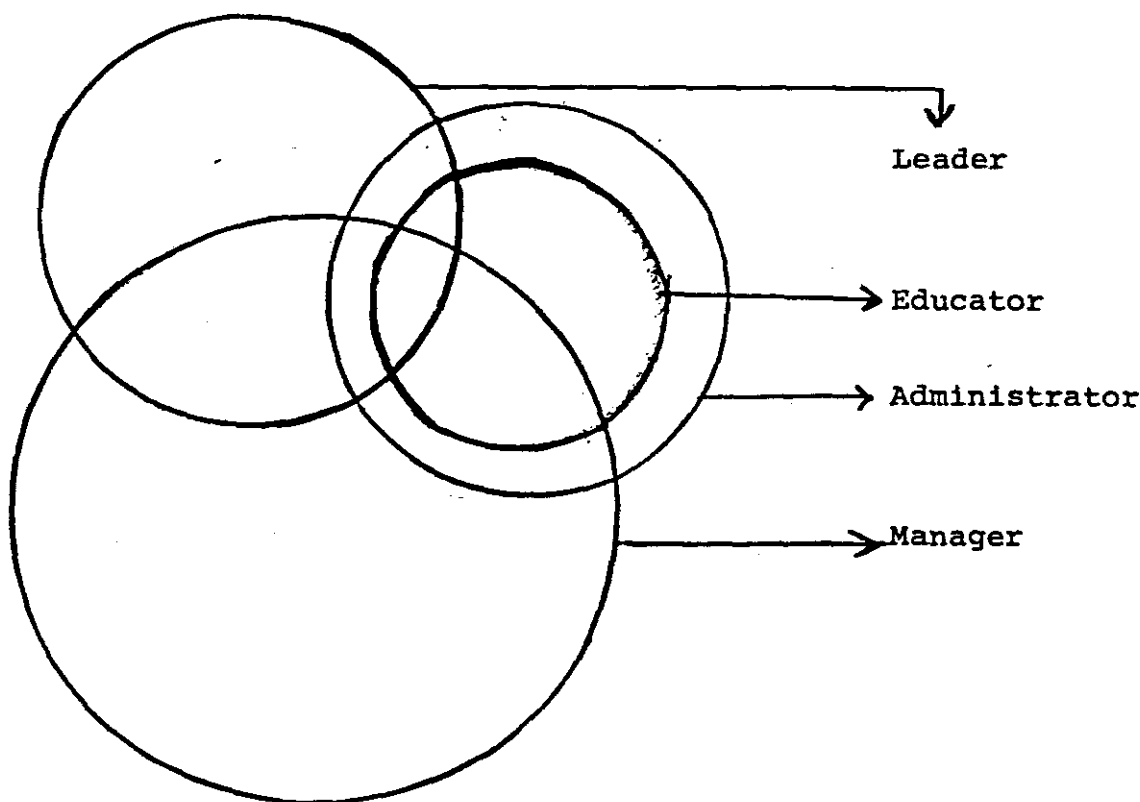
"to teach so that he can remain in contact with pupils, in order that he will know how they are progressing, what study problems they are experiencing, and what method and approach will give the best results for his school."

This excerpt bears out the Kwa-Zulu sees a principal as also an educator.

From the aforesaid, it is clear that a principal as an educator attends in different ways to the process of the education of a child, for whom goals and aims are set. This process is continuous, the child being a party in it. In that process and that interaction, knowledge of the child and his involvement are primary. Education by definition, is thus not an event or happening like passing examinations.

As an educator, the principal has a bifold function. Firstly through his management, administration and leadership, he is likely to either promote or thwart the efforts of others involved in the education of a child. Secondly, he directly engages in educative tasks both in class as a teacher and in his dealings with pupils, the community and teachers as will be shown later - in our rationale for items chosen for the questionnaire in Chapter 3.

Our conceptualisation of this four fold task of a principal can diagrammatically be expressed as follows:



2.4 RESPONSIBILITIES, DUTIES AND TASKS OF A PRINCIPAL

2.4.1 The Fourfold Role of a Principal in Instruction as Curriculum Implementation

Instruction at school is seen in this study, as curriculum implementation. Before we set out to explore the role of the principal in instruction, we will briefly explain the concept curriculum.

Beauchamp (1968, p.79) offers the following definition of a curriculum:

"Whatever content is used purposely by the school as a stimulus to learning."

He further refers to Kring on p.79 who stated that a curriculum

"Consists of the means of instruction used by the school to provide opportunities for student-learning, experiences leading to desired learning outcomes."

This view suggests that a curriculum is not just a subject-package offered in class, but it also embraces the processes of instruction. A curriculum according to this view embraces both intra and extra curricular activities. It takes into consideration the aims and objectives of the school.

Calitz, du Plessis and Steyn (1982, p.4) refer to Tyler's following questions in relation to the issue of curriculum construction

"Wat is die opvoedkundige doelstellings?
Watter leergeleenthede moet ontwikkel word
om die studente in staat te stel om die
doelstellings te bereik?
Hoe moet die leergeleentheid georganiseer
word vir die beste resultate?
Hoe moet die doeltreffendheid van die
kurrikule geevalueer word?"

Partly in response to such questions, these
writers see curriculum as:

"... die beplande onderring - leergebeure
wat die volgende samehangende elemente
bevat: situasie-elemente, doelstellings
en doelwitte, leerinhoudkeuse en - ordening,
leergeleenthede - aktiwiteite en leererva-
rings, en evaluering."

Instruction as implementation is thus part of the
gestalt : the curriculum process, compound of
aspects like curriculum planning and construction,
curriculum evaluation and change. While we are
not concerned with these processes in this study,
we deem it necessary to state that by virtue of
his management, leadership and educator's role,
the principal will somehow contribute to a
construction of a curriculum or implementation or
change. In the part that follows, this view will
be developed.

2.4.2 Recruitment and Selection

Gorton (1976, p.153) sees recruitment as an active
pursuit of potential candidates for the purpose of
influencing them to apply for positions in the
school. While it can be stated that other personnel
besides the principal may recruit teachers, we
maintain that such recruitment can only be satis-
factory if the necessary information about schools
needs, have been secured from the principal.

Increase or decrease in enrolements, changes in the curriculum, staff resignations are examples of factors to be considered on recruiting teachers.

Lippam and Roeh (1974, p.237) and Gorton (1976, p.153) suggest that the principal be involved in the selection process. This is understandable when we consider that teachers are the core resource towards offering instruction. The person who can contribute to the best selection is thus a one who knows instruction needs of the school, best.

Selection includes identifying and defining staff selection criteria, collecting and examining application forms, short listing candidates, conducting the actual selection and informing candidates of results. The procedure promotes assigning the best candidate to schools.

2.4.3 Induction and Orientation of New Teachers

In an article entitled 'The Induction of Beginning Teachers' (Tisker 1982, p.68) maintains that a new teacher experiences change from being a learner responsible to himself to being responsible for instruction of numerous pupils. Hence, we realise, there is a transition to which a principal's professional support can fruitfully fit. Bradley, Chesson and Silverleaf (1983, p.88) say induction is:

"generally used in a much broader sense to include the process by which a new member of staff settles down and becomes confident in his or her teaching."

Induction is thus aimed at facilitating adjustment of personnel to the work environment to which they render service. For induction to serve this purpose, it must have clear objectives.

Hicks and Jameson, (1957, pp. 63 - 66), Castetter (1981, p. 193 - 195) mention some objectives of the induction process : Providing the inductee with information about the school, the pupils, the community, school policy, facilitating appointee - position compatibility, helping appointee to develop a positive attitude, toward the school, are some of the objectives of the induction process.

When one looks at the following statement by Reeder (1953, p.270):

The problem of harmonizing theory and practice in a highly complicated and creative activity like teaching, is a confusing and difficult one not likely to be solved by individuals working alone.

one realises the significance of orientation to improve the teachers' educational competence. We may conclude by referring to Barr and Burton (1947, p.415) poignant statement, when they say:

'There is no teacher at present nor is there likely to be for a long time any teacher who is so expert and so well trained that (he) cannot profit by some of the improvement devices.'

We see this task as calling for management and leadership skills of a principal.

2.4.4 Orientation of Experienced Teachers

In our discussion on supervision of instruction, school-based in-service education and staff development, we shall also refer to orientation of experienced teachers. It will be opportune here to explain what we understand by 'experienced teacher.'

We shall use experienced in the sense explained in the Concise Oxford Dictionary - 'practically acquainted with facts or events or accumulating knowledge as a result of practical acquaintance with facts.' Thus 'experienced teacher' does not merely mean a teacher who has accumulated X years in teaching.

We agree with a view commonly expressed in some education circles that teaching is an ongoing process not a business to be learnt once and always.

2.4.5 Allocation of Work

One point underlying assignment of work according to Lippam and Hoeh Jr (1974, p.242) is congruence between the expectations for the position and the personal characteristics of the teachers. The selection and assignment process should be based largely on this congruence. Induction serves to promote this congruence.

From time to time reassignment may be necessary. If it is to enhance teacher effectiveness and efficiency, it is a facet of the principal's work, but if it is viewed as a panacea for ineffective performance it is not.

2.4.6 Supervision of Work

Wiles and Lovell (1975, p.48) define supervision as:

"An organisational behaviour which has the function of interacting with the teaching behaviour for the purpose of improving the learning situation for children."

Supervision encompasses various processes. Wiles and Lovell (pp. 47 - 145) see supervision as releasing human potential, as communication, as leading, as curriculum development and as improving instruction. Each of these processes together with others is either discussed or referred to, in this study.

We now set out to identify and discuss the supervisory role of the principal under the following headings:

2.4.6.1 Class Visits and Checking Pupils' Work

Lippam and Hoeh Jr. (1974, p.249) maintain that a well planned and systematic programme of class visitation is at the core of any plan to improve instruction. Class visitation enables a principal to know what goes on in the classroom, so that he helps in the improvement of instruction.

Educationists such as Cawood and Gibbon (1980, p.138) advocate classroom visitation that is of a clinical nature and not of an inspection, autocratic character. These writers contend that such an approach will make the classroom visit acceptable to the teacher.

Lippam et al (1974, pp.250 - 255) mention three steps involved in class visitation. Firstly, there is the previsit conference where the principal discusses with the teacher to be visited points like the area currently taught, objectives of the lesson, or methods to actualise these.

He also arranges time for the visit with the teacher. Secondly, there is the actual observation of the teacher and his pupils' behaviour. Observational tools such as a video tape, checklist aid a systematic and even objective observation. Thirdly, there is the post visit conference which according to Lippan et al (p.252) is:

'for the mutual determination of the effectiveness of the lesson in terms of the pre-established goals.'

Clearly productive class visitation is marked by regularity and extended commitment of time from the principal.

2.4.6.2 Tests and Assignments

In addition to class visits, supervision is conducted through checking pupils' work to determine its relevance to the syllabus. and to assess its educational value. Tests and assignments form part of students' work. Tests are administered for different purposes. Jacobson et al (1973, p.304) says:

"No matter the goal of testing, proper interpretation of results is critical."

Jacobson et al (p.304) and Duminy (1980, p.138) advise that test reliability and validity are some of the variables significant in the use of tests at school.

2.4.7 School Based In-Service Education and Training

We understand school based in-service education to mean in-service education that is initiated, controlled and directed by the school as a response to staff and/or school needs. In this definition, we include in-service education that may not be completely school resourced - some material, physical or human may be coming from outside the schools. Such in-service education may largely be school located but may not always be so.

Some distinction among certain concepts related to and overlapping with in-service education, is warranted. This exercise is deemed necessary as firstly a means of presenting our understanding of in-service education and also as a background to our discussion of the role of the principal as instructional leader, through in-service education. The concepts are in-service training, staff development and orientation of experienced teachers.

2.4.7.1 In-Service Training versus In-Service Education

Morant (1981, p.3) states:

'Training is concerned with the acquisition of skills and techniques using standardised learning procedures and sequences. One instance might be learning the mechanics of constructing a school time table...'

"In contrast the broader concept of in-service education is bound up with the notion of bringing about teachers' professional, academic and personal development through the provision of a whole series of activities of which training should be rated as but one aspect (emphasis

2.4.7.2 Staff Development

Griffin (1983, p.2) sees staff development as:

"any systematic attempt to alter the professional practices, beliefs and understanding of school persons towards an articulated end."

According to this definition staff development is not confined to teachers only. Administrators, clerical staff benefit from staff development.

In-service education and staff development are, in this case, to be used with reference to teachers at school, synonymously.

2.4.7.3 Orientation

Finally we define orientation : Chambers New English Dictionary defines 'orient' as:

' to come to understand new, at first bewildering surroundings.'

We understand teacher orientation as mainly initiated by the principal or his representative. It aims at directly or indirectly promoting instructional improvement through helping the teacher adjust to and be conversant with school policy, goals, resources and even limitations. In so far as school policy and goals are subject to continuous renewal and adjustment, even old teachers may need to be reorientated to these.

On the other hand, in-service education involves teachers individually and/or as staff analysing their existing practices in school, identifying individual or staff professional problems and needs, planning the solution of such problems and fulfilment of the needs, with or without guidance coming mainly from the principal. It goes without saying that the three processes overlap and are all an extension of induction.

We maintain that the principal is in a singular position to promote in-service education and training at school. Through processes like supervision of teachers, heads of departments' report, feedback from inspectors, parents or even students' observations, he assesses teachers' and school needs. He is in a best position within the school to secure or help secure a different available range of resources necessary for school in-service education and training. If necessary, he assists in the planning of the programme and objectives of in-service education and training.

Of equal importance to in-service education and training based at school, is the planning and principal's evaluation thereof. Planning will clarify such issues as who will be participants, when, for what purpose, what resources and provisions are necessary.

Evaluation will help individual teachers or the staff to see if objectives were met, to identify strengths and weaknesses and thereby pave way for an improved programme.

2.4.8 Evaluation of Teachers

Staff evaluation is conducted by principals for various reasons. In this study, we are interested in evaluation with an aim to promote staff improvement and performance in instruction.

Evaluation starts at the selection level, when a teacher is employed because of certain characteristics which make him eligible for the post. It then becomes a continuous process. Assuming that a principal sets goals with his staff, in groups or with individuals, evaluation comes as a logical step to see how well proposed goals are met, and determine which goals are not met. Yearly evaluation processes are most likely to be accepted by teachers if formative evaluations have been conducted.

Teacher evaluation must take into account the objectives of what it evaluates. One aim of evaluation of teachers is for instance to establish how effective they are. In our view it is necessary for a principal to stipulate how effectiveness can be assessed, in other words, it is deemed proper for principals to set objectives to 'measure' teacher effectiveness. These are the very objectives teachers would generally strive for - towards effectiveness.

There may not be any uniform interpretation of effectiveness. Reference will be made here to a research study by Rosenshine and Furst : (Gorton, 1976, p.199) on the categories of effectiveness they identified important in developing staff evaluation criteria. These categories include:

- "(1) variability of materials, techniques and tasks
- (2) clarity of presentation, including organisation
- (3) enthusiasm
- (4) task orientation reflected in the businesslike and achievement orientation of the teacher
- (5) student opportunity to learn
- (6) teacher use of student ideas
- (7) teacher use of concepts which provide directions for students..."

Gorton on the same page refers to another research by Gage on teacher effectiveness. Gage, according to Gorton (1976, p.199), stated that teacher effectiveness has to do with the teacher's ability to ask questions that elicit thought processes and behaviour. It involves, he said, setting students in proper frames of reference before the lesson and summarising major points at various times during and at the end of the lesson.

Detailed reference is made to the two sets of research because teacher evaluation in the context of instruction is an aspect of instructional leadership of the principal considered in this study, essential.

The two research projects quoted, have in our view common areas:

A businesslike and achievement orientation of the teacher is to us, almost the same as giving a summary during and at the end of the lesson - both aim to reinforce learning, by pupils.

A principal can minimise subjectivity when evaluating if he uses a kind of instrument. Rating scales and check lists are examples.

We agree with Gorton (1976, p.197) when he suggests the use of self evaluation by teachers. Since it is possible that there might be a significant difference between the principal's assessment of the teacher effectiveness and the teacher's self assessment, self evaluation by the teacher gives the principal an idea of the teacher's conception of his effectiveness.

In conclusion, both the teacher and the principal need to discuss evaluation reports, if possible, the principal may give specific suggestions for improvement or specific examples of superior performance.

Shipman (1979, p.165) sees evaluation as an intergral part of the total organisation of learning.

"The purpose of evaluation is to increase the effectiveness of schooling. Effectiveness is judged by the degree to which objectives have been met."

Shipman (1979, p.30)

Some criteria to assess whether objectives are met or not are thus necessary.

2.4.9 The Principal and the Community

Educationists such as Gorton (1976, p.343), Musaazi (1982, pp. 237 - 249) and others maintain that a school is not an independent entity, it operates in a social context one basic element of which is the community.

While it may be important here to define the parameters of a school community, we are to realize that these limits may differ from place to place, hence a difficulty in setting limits. Suffice it to say that a school is part of, at least, a local community or as Campbell et al (1971, p.141) say:

'an attendance area.'

Innumerable examples can be cited to illustrate the relationship between a school and a community. The school exists to serve a community. The school depends on the local community for financial support, the community exercises influence to the school through bodies like school committees and school councils.

The role of the principal in relation to the community is thus to develop good understanding of the community and an ability in building and maintaining effective school-community relations. Since these relations are based on the satisfaction of certain interests people express, we agree with Gorton (1976, pp. 343 - 345) when he says that the school administrator needs to study the characteristics of people who reside in the community. The writer further adds that the principal needs to be knowledgeable about groups and organizations, from the community, which have special interests in education and in the school. He may even meet leaders of such groups.

An awareness of the different places where people in the community meet, the various methods of communication they use, constitute an informal community structure which the principal can use to communicate with the community and to assess what the community's opinions about the school are.

Other elements worthy of the principal's consideration, are the expectations and attitudes of community members. It will be understood that the heterogeneous nature of a community, will not allow uniform expectations about the school, yet it is essential to know these expectations since they give the principal an idea of standards by which the community evaluates the performance of the school.

The message that we have sounded in this sub-section, is that communication between the school and the community is essential because of the interdependence of these two parties. We now set to outline the nature of communication, we believe, positive in the school community relations, the means by which the school community contact can be enhanced with the principal taking the lead for the possible benefit of the school in particular.

Gorton (1976, p.369) writes:

'School community communication should be a two way process. The school has something to communicate to parents and other residents of the immediate community and the school's professional personnel should recognise that the community has something important to communicate to the school.

In identifying the major community elements earlier in this sub-section, we implied that one element for the principal's consideration is the range of communication measures used by and in the community. Such range constitutes the media which the principal can make use of to communicate effectively with the community.

On analysis of the media the principal may find out methods parents prefer to use or have used in their contact with the school. The principal needs to select the means of communication on sound criteria - for example the reliability of the means in getting messages to parents, the limited scope of the misinterpretation of the message the means allow.

Finally a two way communication allows feedback. In as much as the school sends messages to the community, the community is most likely to have messages for the school. Various means to secure community feedback can be used by the school. Allowing space by the school for feedback comments, suggestions or questions in the printed information sent to parents, is one way of promoting two way communication. It is the principal's task to analyse feedback or have it analysed for consideration towards improvement of school-community relations and communication.

Different means can be used to link the community and the school. Parent-teacher associations are an example. From a table of possible community-school links by Musaazi (1982, pp.246 - 248) it is realised that the principal is the pivot on which the school community links are set in motion. He can initiate and promote the co-ordination of most interests that reinforce community-school relations.

While the school is not represented only by the principal in its contact with the community, the principal has a role to other school personnel towards school community relations. He could stress to teachers, students and school employees the public relations implications of their role. We believe teacher effectiveness as laid out above, is one example of paving the way for good community-school relations.

A school-community communication is a continuous process. The principal communicates the school values, expectations, requirements and aims. He defends the school if necessary, but also allows the community to question. He strives for co-operation.

2.4.10 The Principal and the Students

In this section we are going to discuss the principal's role with reference to:

- (a) students' discipline and discipline problems at school
- (b) students' extra mural activities and
- (c) students' involvement in decision making generally within the school.

We are to attempt this discussion with a view that any school in any culture has as one of its aims, to enable students to be responsible people capable of making sound decisions for their lives.

One of the people who assists the child to maturity is an educator. His dealings with pupils is the setting within which the said assistance is rendered. One criterion of this maturity is self discipline which the educator needs to foster.

2.4.10.1 The Principal and Discipline

Cawood (1980, p.293) makes a distinction between order and discipline. Order is seen as a starting point for discipline. It is in the hands of authority, for example, principal, while discipline is an inward disposition that 'grows out of inner acceptance and that concerns the will towards right action.'

Order is thus a means and should be seen thus to achieve discipline. In the treatment of discipline problems, the aim should be thus to correct the wrong and assist in self discipline.

Different varieties of discipline problems exists in schools. According to Gorton (1976, pp. 258 - 259) it is essential that the principal and the staff define the types of behaviour it considers as discipline problems.

The Kwa-Zulu Principals Guide (1980, p.23) maintains that it is essential for the school to diagnose the reasons for misbehaviour. The principal decides how he may best proceed in his investigations, one procedure is to first explore possible causes whose remediation may be under the school's influence. Secondly, the principal may see if the problem does not lie in school related factors. Diagnosis of a problem is important, especially when we consider that all behaviour is caused. For this reason, it may be helpful even to explore home and environment factors in his diagnosis to find out what possibly causes a problem.

Duminy and Thembela (1983, p.60) advocate a friendly and sympathetic relationship between a teacher (and by implication principal) with his pupils. We realise that it is this relationship which opens up chances for a two way communication, which in turn facilitates order and can promote discipline.

They also advise on the same page that the teacher meets the council of prefects regularly, to get their views. He needs to be prepared to accept some of their reasonable suggestions and recommendations.

In controlling misbehaviour, a principal uses punitive and/or non-punitive measures. None generally seems a panacea for the absolute elimination of misbehaviour. Hence a need for a wide range of alternatives to choose one(s) most consistent with the offence.

2.4.10.2 The Principal and Extra Mural Activities

We contend that students need to have an opportunity to express their interests and needs on the basis of which cocurricular activities are then planned. They may also formulate and recommend alternative activities in keeping with the school's philosophy and objectives. The principal, in consultation with teachers delegated for sports, may then refine and renew the recommended activities.

Gorton (1976, p.322) recommends setting well defined objectives for each extra mural activity as well as the whole extra mural activity program. He states that each activity should be directed by a well qualified advisor to whom the school has given a clear job description. This assumes that the principal should ensure, during selection of staff, that he gets teachers with such qualification, as well. Student officers should, according to Gorton, have role descriptions and be offered regular in-service training to develop their competencies.

Ideally a comprehensive range of students' extra mural activities is necessary to allow wider participation by students. For this reason the principal and his staff need to develop a comprehensive plan of commitment to students' extra mural activities.

In his address, entitled Extra Mural Activities, Ngcobo, 1985, advises that cocurricular activities need to have as one of their purposes the promotion of the purposes of class work and reinforcement of stability of pupils' personalities. (We refer to our definition of a curriculum above).

We believe that an extra mural activities' programme should be subjected to regular evaluation to discard unworkable or irrelevant activities and to promote workable ones. The student advisor and student officers must participate in the evaluation. A set of evaluation standards based on the students needs, interests and the sports activities will be the criteria for the evaluation.

2.4.10.3 Students in Decision Making at School Generally

We contend that the principal can involve students in some school decision making generally. Election of student councils, prefects or students' school subject societies, and involving students in such election, is a step in offering students an opportunity of making decisions.

The nature of educational leadership binds the school and the principal, in particular to involve students in their education, through offering them opportunities for decision making.

This offer by the principal can open up healthy communication channels, between the principal and students, and the teachers and students. Such channels can foster security in students and trust in the principal and teachers.

With trust and confidence in teachers, the school tone and discipline improves. Hence extending opportunities for decision making to students, is useful background for effective tuition, some of the conditions of which are healthy teacher-pupil communication and mutual trust.

2.4.11 The Principal and Finance

Financial resources are an indispensable element in the running of a school. For this reason, it is essential to discuss critically the role the principal plays in school finance.

Gorton (1976, p.123) sees the principal's role in relation to the budget as consisting of : firstly developing the budget, secondly administering services and products funded by the budget.

Gorton (1976, p.124) states that a principal may operate within a centralised budget building process or decentralized budgetting or both. In a centralized budget the principal merely submits to the powers that be, all the necessary data for budget development, and these powers work out the budget on set formulae. In a decentralized budget the principal develops the budget, basing it on the uniqueness of certain characteristics in his school. Parents, teachers and sometimes students are generally involved.

Budget development ideally is based on the assessment of needs, and definition of educational objectives. Traditionally budget development is based on needs identification without objectives being drawn out fully. Provision for evaluation is also not pronounced.

We contend that the principal guides the school to certain objectives. Hence it is logical that the budget be objective orientated not merely things or equipment directed. While checking an inventory of stock at hand, prevents duplicating in buying stock, it is not guarantee that unnecessary stock may not be bought. Unless objectives which supplies fulfil are laid down, danger exists that unnecessary equipment is bought.

The principal has a duty to avoid or alleviate problems attendant to budget development. One example comes when some personnel budget for the equipment for which they lack knowledge of using. This problem may be counteracted by requesting the concerned personnel to state in writing the rationale for proposing each item, how it will be used and the degree to which the users possess the necessary skill to use it.

Once the budget has been developed and approved, the principal has to administer it. Budget administration involves purchasing, accounting, ensuring expenditure within the allocation and producing periodic budget reports.

Lastly the principal has to evaluate the budget, its effectiveness and efficiency. Gorton (1976, p.136) says:

"Budget effectiveness is determined by evaluating the extent to which the funds allocated for each of the programs in the school are achieving their objectives. Budget efficiency is determined by evaluating the extent to which the products and services purchased with budget funds are purchased at the lowest price consistent with the items usability, durability and reliability. It also involves the monitoring of products and services utilisation."

2.5 RESUME

This chapter has outlined the development of principalship in Britain and America. The purpose of this outline was to indicate the nature and significance of a post of a principal at school in general and with reference to instructional and educational leadership.

We have explored various responsibilities and tasks which are encompassed in a principal's role. We have also highlighted the fact that the role of a principal is essentially fourfold. He is a manager, a leader, an administrator and an educator.

The overlappings and distinctions in the various aspects of a principal's role were pointed out. It was shown that, in his role, a principal can and must promote instructional and educational leadership.

With this theoretical background in mind, we shall now proceed to describe the empirical procedures that were followed in investigating the topic of our study.

2.6 REFERENCES

- 2.6.1 Barr, A S and Burton, W H 1947:
DEMOCRATIC LEADERSHIP IN THE IMPROVEMENT OF LEARNING. New York : Appleton Century Co.
- 2.6.2 Beauchamp, G A 1968:
CURRICULUM THEORY. Wilmette, Illinois :
The Kaggs Press.
- 2.6.3 Behr, A L 1971:
A TEXTBOOK OF EDUCATIONAL METHOD. A GUIDE FOR
TEACHERS IN SERVICE AND STUDENTS IN TRAINING.
Pretoria : J L van Schaik Limited.
- 2.6.4 Birley, D, 1978:
THE EDUCATION OFFICER AND HIS WORLD. London :
Routledge and Kegan Paul.
- 2.6.5 Blumberg, A and Greenfield, W, 1980:
THE EFFECTIVE PRINCIPAL, PERSPECTIVES ON SCHOOL LEADERSHIP.
Boston : Allyn and Bacon Inc.
- 2.6.6 Bolam, R 1982:
SCHOOL FOCUSED IN-SERVICE TRAINING.
London : Heinemann Educational Books.
- 2.6.7 Bradley, J; Chesson, R; Silverleaf, J 1981:
INSIDE STAFF DEVELOPMENT. :
NFER Nelson.
- 2.6.8 Calitz, L P; du Plessis, S J P; Steyn I N 1982:
DIE KURRIKULUM 'n HANDLEIDING VIR DOSENTE EN ONDERWYSERS. Durban : Butterworth.
- 2.6.9 Campbell, R F; Bridges, E M; Corbally, J E Jr.;
Nystrand, R D and Ramsayer, J A 1971:
INTRODUCTION TO EDUCATIONAL ADMINISTRATION

- 2.6.10 Castetter, W B 1981:
THE PERSONNEL FUNCTION IN EDUCATIONAL ADMINISTRATION
New York : MacMillan Publishing Co.Inc. London :
Collier MacMillan Publishers.
- 2.6.11 Canoughe, C; Bells, S; Glaister B and Hand G 1981:
IN-SERVICE : THE TEACHER AND THE SCHOOL.
London : Kogan Page.
- 2.6.12 Cawood, J and Gibbon, J 1981:
EDUCATIONAL LEADERSHIP AND STAFF DEVELOPMENT.
Goodwood : Cape Town : Nasou Limited.
- 2.6.13 Dennys, J 1980:
LEADERSHIP IN SCHOOLS.
London : Heinemann Educational Books.
- 2.6.14 Duminy, P A 1980:
GENERAL METHOD FOR PRIMARY TEACHING.
Cape Town : Longman.
- 2.6.15 Duminy, P A and Thembela, A J 1983:
TEACHING SCIENCE I.
Cape Town : Maskew Miller, Longman.
- 2.6.16 Entwistle, H 1978:
CLASS CULTURE AND EDUCATION.
London : Methuen.
- 2.6.17 Gorton, R A 1976:
SCHOOL ADMINISTRATION, CHALLENGES AND OPPORTUNITIES
FOR LEADERSHIP.
Dubuque Iowa : W M C Brown Co.
- 2.6.18 Griffin, G A 1983:
STAFF DEVELOPMENT, EIGHTY SECOND YEARBOOK OF THE
NATIONAL SOCIETY FOR THE STUDY OF EDUCATION.
Chicago : N.S.S.E.

- 2.6.19 Hicks, W C: Jameson, M C 1957:
THE ELEMENTARY SCHOOL PRINCIPAL AT WORK:
New Jersey, Prentice Hall : Englewood Cliffs.
- 2.6.20 Hoyle, E and Megary, J 1980:
PROFESSIONAL DEVELOPMENT OF TEACHERS. WORLD
YEARBOOK OF EDUCATION.
London : Kogan Page.
- 2.6.21 Jacobson, P B: Logson, J D and Wiegman, P R 1973:
THE PRINCIPALSHIP - NEW PERSPECTIVES.
New Jersey, Prentice Hall, Inc. : Englewood Cliffs.
- 2.6.22 Lippam, J S and Hoeh, Jr. 1974:
THE PRINCIPALSHIP FOUNDATIONS AND FUNCTIONS.
New York : Harper and Row.
- 2.6.23 Matthew, R and Tong, S 1982:
THE ROLE OF THE DEPUTY HEAD IN THE COMPREHENSIVE
SCHOOL.
London : Ward Lock Educational.
- 2.6.24 Morant, R W 1981:
IN-SERVICE EDUCATION WITHIN THE SCHOOL.
London : George Allen and Unwin.
- 2.6.25 Musaazi, J C S 1982:
THE THEORY AND PRACTICE OF EDUCATIONAL ADMINISTRATION.
Nigeria : MacMillan
- 2.6.26 Ngcobo, S D 1985:
AN ADDRESS ON EXTRA MURAL ACTIVITIES - delivered
at Mpumalanga Circuit on the 23 August 1985.
- 2.6.27 Peters, R S 1976:
THE ROLE OF THE HEAD.
London : Routledge and Kegan Paul.
- 2.6.28 Paisey, A 1983:
THE EFFECTIVE TEACHER IN PRIMARY AND SECONDARY
SCHOOLS.
London : Ward Lock International

- 2.6.29 Reeder, H 1953:
SUPERVISION IN THE ELEMENTARY SCHOOL.
Boston, Houghton : Mifflin Co.
- 2.6.30 Robbins, S P 1976:
THE ADMINISTRATIVE PROCESS. INTEGRATING THEORY
AND PRACTICE. New Jersey : Prentice Hall Inc.
Englewood Cliffs.
- 2.6.31 Roe, W H and Drake, T L 1980:
THE PRINCIPALSHIP.
New York : MacMillan Publishing Co.
- 2.6.32 Roy, W 1983:
TEACHING UNDER ATTACK.
London : Croom Helm.
- 2.6.33 Shipman, M 1979:
IN-SCHOOL EVALUATION. London : Heinemann
Organisation in School Series. Heinemann
Educational Books.
- 2.6.34 Thembela, A J 1983:
ARTICLE ON PROFESSIONALISM IN EDUCATION.
Unpublished typed article.
- 2.6.35 Tisker, R 1982:
IN EDUCATIONAL MANAGEMENT.
Onderwysebestuur Bulletin 32. Ned Inod.
- 2.6.36 Wiles, K and Lovell, J T 1975:
SUPERVISION FOR BETTER SCHOOLS.
New Jersey : Prentice Hall.
- 2.6.37 Wood, C L; Nicholson, E W and Findley, D G 1975:
THE SECONDARY SCHOOL PRINCIPAL.
Boston : Allyn and Bacon Inc.
- 2.6.38 Van Zyl, P; Van Vuuren, J C; Pienaar, J J 1973:
FUNDAMENTAL PEDAGOGIS U.E.D. GUIDE : UNISA

CHAPTER 3

THE CONSTRUCTION OF AN ACCOUNTABLE QUESTIONNAIRE AND THE APPLICATION THEREOF

3.1 INTRODUCTION

The nature of the study under investigation, is basically descriptive. Hence a descriptive method will be used to collect data.

Gay (1976, p.123) defines descriptive research as follows:

"Descriptive research involves collecting data to test hypotheses or to answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are."

A type of descriptive technique to be used in this investigation is the survey. A survey according to Mouly (1970, p.180) is orientated

"toward the determination of the status of a given phenomenon."

In this study we want to determine whether principals in Kwa-Zulu Secondary Schools do perform management, administrative and instructional leadership tasks adequately.

Mouly (1978, p.181) sees the scientific value of a survey as lying in its development of further insight leading to the derivation of hypotheses under more vigorously controlled methods.

In this study, we are to discuss the questionnaire as a research technique used in a survey and its relevance to the present study, in particular. The data collected through the questionnaire, will be analysed statistically.

3.2 CRITERIA OF A GOOD QUESTIONNAIRE

Research calls for consideration of certain criteria which qualify a questionnaire scientifically worthwhile. These criteria ensure the validity and reliability of a questionnaire as a research instrument. A good questionnaire reflects:

- 3.2.1 A thorough understanding of the field of study and the aim of the study. Mouly (1970, p.191) says that 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."

Hence only pertinent questions should be asked. Chapters I and II, of this study are basis for the questionnaire used in this study.

- 3.2.2 A definite pattern of items: Various researchers state the necessity of grouping questions on a subtopic together, to give order and to enable the respondent to orientate himself to the trend of thought. Behr (1983, p.151) suggests that a questionnaire should start with simple factual questions which can be answered without much difficulty, then complex ones be put at the end.

- 3.2.3 A good format: The physical layout of a questionnaire partly determines its attractiveness to the respondent and may thus encourage the respondent to read and answer it. A legible, clear and uncluttered questionnaire is important.

3.2.4 Clear introduction and clear directions:

Accompanying a questionnaire should be an appealing cover letter which introduces to the respondent the purpose of the study. This letter needs to emphasize the importance and significance of the study, other than its necessity for the researcher's intended degree. The cover letter will also indicate the deadline date by which the completed questionnaire should be returned. Gay (1976, p.131).

Then, before the actual questionnaire, comes directions. These will specify how to respond.

- 3.2.5 A good questionnaire is also characterised by conciseness. When a respondent answers a questionnaire, he is doing the researcher a favour. Hence a questionnaire must take the minimum time of the respondent. It must be brief and to the point.

3.3 CRITERIA OF A GOOD QUESTION

While consideration of criteria of a good questionnaire in general is essential, that of individual items is equally essential. Some criteria of good questions are now discussed:

- 3.3.1 Specificity of items: Behr (1983, p.151) emphasizes that care must be taken to ensure that questions are unambiguous and clearly worded. Absence of ambiguity to foster the acquisition of required data is thus essential for the content validity of items.
- 3.3.2 Suitability of language: The language must suit the general conceptual level of respondents. Questions need to take cognisance of the background of respondents and the nature of information they are supposed to know and to give for the purposes of research.

3.3.3 Absence of leading and sensitive questions:

Gay (1976, p.130) advises against leading questions which suggest that one response may be more appropriate than the others. Touchy questions might discourage honest responses.

3.4 TYPES OF QUESTIONNAIRE

Questionnaires fall mainly into two categories: structured and unstructured.

- 3.4.1 Structured Questionnaire: These call for preformulated questions. The respondent is offered ready made alternative answers from which to choose his response.

This type of questionnaire minimises the risk of misinterpretation. Responses may also be easily analysed. It also has a higher scope for returns, since it takes the minimum time of the respondent, compared to the unstructured questionnaire, to be discussed later. Its chief disadvantage is that it may encourage the respondent to give an answer that does not reflect his feelings. The respondent may choose the answer merely for the sake of answering.

- 3.4.2 Unstructured Questionnaire: This kind of questionnaire calls for an open-ended response. Once a question is asked, the respondent is free to give his original response in a way he chooses. This does not permit insight into the reasons for responses. A few disadvantages are inherent in this type of questionnaire, as well. Some of these are that responses are difficult to score and analyze. Some of the information an unstructured questionnaire fetches, according to Gay (1976, p.129) is extraneous to the objectives of the study.

It is the task of the researcher to decide whether to use an open ended (unstructured) or closed (structured) questionnaire or both. Which type to use should not be an arbitrary decision. According to Mouilly (1978, p.192) such a decision is made on the basis of the criteria of validity, reliability and usability of the type of question, and by implication, type of data the question invites.

3.5 VALIDITY AND RELIABILITY OF QUESTIONNAIRE:

3.5.1 Validity of a Questionnaire: Validity of any research instrument refers to the extent to which an instrument measures what it purports to measure. A questionnaire is thus valid for a particular group and for a particular purpose. Validation of research instrument is brought about in different ways. For the purpose of this study, content validity is essential.

Wiersma (1980, p.215) says content validity refers:

"to the extent to which the test items refer to the academic discipline, skills or behaviour being measured."
(We refer to paragraph 3.2 above)

Content validity is, Wiersma adds, ensured by making items which are a representative sample of the content. It refers to validity of each item as well as the questionnaire as a whole.

3.5.2 Reliability: Reliability of a measuring instrument is defined by Wiersma (1980, p.212) as:

"consistency - consistency of the instrument in measuring whatever it measures."

The higher the reliability of a questionnaire the higher is its validity, says Behr (1983, p.116).

It is, however, the researcher's view that a measuring instrument may have reliability yet be not highly valid. It can yield similar results on different occasions, yet the results constitute the data the investigation did not intend to secure. In our view, high reliability ensures high validity only if items of a research instrument measures, most relevently and fully the field of study.

3.6 THE QUESTIONNAIRE AS A RESEARCH INSTRUMENT IN THE PRESENT STUDY (Respondents: principals and inspectors)

3.6.1 The suitability of a questionnaire in this study

The purpose of this study was defined in Chapter I. A conceptual framework for assessing the role of Secondary school principals in Kwa-Zulu, was formed in Chapter II. Such an assessment can be obtained best by soliciting the opinions and perceptions of principals themselves on their tasks and observations of people whom it is assumed, are in a position of making regular assessment of principals' functioning. These people, the circuit inspectors, should be able to give a founded assessment of principals' perceived roles.

The wide distances between schools and circuits will allow one technique to be used with all principals and inspectors. The questionnaire has been chosen.

However, informal discussions will be initiated with some principals, on their work. These discussions will supplement responses on questionnaires. Time available to the researcher as well as to respondents cannot allow the use of the questionnaire and say an interview, in the strict sense of the word, with all respondents.

Kwa-Zulu has a total population of 515 secondary schools as at 31.12.1984, some from rural, some from urban background and some falling in between. Therefore a large sample is required if it is to be representative of the population. Considerable time will thus be taken by one test.

3.6.2 The need for the presence of the researcher to administer the questionnaire

Some of the data sought may be construed as of a personal nature. The researcher deems it essential to provide for personal encouragement to respondents to be relaxed and free to answer questions. The researcher also hopes to get the opportunity to converse with some principals, informally, on their work. We refer to 3.6.1.

Further, while effort has been made to ensure that questions call for information which all principals and inspectors under study, should know, there might be need for clarification.

3.6.3 The need to use both structured and unstructured questionnaire

Both the structured and unstructured items will be made. The combination is sought to reinforce validity.

The structured questions will be largely used for the following reasons:

- 3.6.3.1 They will allow the researcher ease in scoring and analysing data from the three sets of samples, principals, inspectors and experts on educational management, educational and instructional leadership.

3.6.3.2 They will demand the minimum of the respondents time. Only a letter representing the response chosen, will be written. Since there are no clear cut laid out routine tasks of a principal in Kwa-Zulu and since it is doubtful that these principals have a common extensive course on administration and educational management, their perceptions of expectations of their role may be too diverse. To establish whether they do execute administrative and educational management tasks; calls for channelling their perceptions on this question. Structured questions may facilitate their answering.

The unnecessary bottling of respondents opinion, is, however, offset by few unstructured items.

3.6.4 Questionnaire to experts

3.6.4.1 Definition of experts: Chambers New English Dictionary 1977 define expert as:

"Skillful --- showing special knowledge or skill."

We regard an expert as a person with special knowledge based on extensive and intensive theoretical and practical learning about a particular field. Experts to whom the questionnaire will be sent for this study are people who have acquired or assumed to have acquired this knowledge on educational administration, management, educational/ instructional leadership.

Inference as to this credential will be based on the criteria of academic qualification in or related to educational management administration and instructional leadership, on work(s) published in this regard and on experience related to this field at work.

3.6.4.2 The desirability of a questionnaire to experts

The theoretical framework developed in Chapter II, was based on literature review which is largely based on foreign countries literature. It seems there is not much written literature on the subject locally. While the universality of the phenomenon under study is acknowledged, it is felt that local factors may influence the perception of the ideal by different people from different countries. Hence the researcher is to conduct empirical investigation on a few South African, White and Black experts (refer to appendix 15) on the subject, to assess what they see as the ideal involvement of a principal, in administrative, management, educational and instructional leadership tasks.

3.7 ENVISAGED STEPS IN STRUCTURING AND ADMINISTERING THE QUESTIONNAIRE

3.7.1 The Null Hypothesis states that:

Principals in Kwa-Zulu Secondary Community schools do not perform management, administrative instructional leadership and educational functions adequately.

The criteria for adequacy are based on literature review, and empirical study conducted with experts.

3.7.2 Rationale for the choice of the questionnaire items

The questionnaire items are based on the null hypothesis stated above. They also reflect each of the four aspects or categories for research in this study. The 'divisions' (with all the over-lapping acknowledged in Chapter 2) are based on the distinction we made on the concepts management, administration, leader and educator in Chapter 2. We refer to Appendix 2 - 4 for the questions.

3.7.2.1 Questionnaire on Management

(a) Items 1.1 - 1.5 recruitment, selection, appointment of staff demand careful consideration of school needs. This calls for sound decision making to secure staff of the best available academic experience and personality disposition.

(b) Items 2.1 - 2.3

Castetter (1976, p.189) states:

"Attainment of desired results in any organisation depends upon the behaviour of people it employs."

Items 2.1 - 2.3 therefore look at induction of teachers as a principal's management and leadership task meant to:

"enhance development of desirable performance-related behaviour of individuals as they are initiated in new assignments." Castetter (1976, p.189)

- (c) Items 3.4 - 3.5 assess management functions of guiding and leading as indicated in willingness to discuss class visits with the visited teachers. We refer to 2.3.6.1 above.

- (d) Items 4.2 - 4.5

Communicating with parents and teachers about students' performance, class and school problems are regarded as important in establishing team work among the principals, the teachers and parents. It offers opportunity to see issues on school work from the perspective of the parent and the teacher. We believe as these issues are looked at singly and jointly by all the parties as they communicate, the principal is at an advantage to resolve whatever problems and conflicts at school. The opinions of the parents and the teachers indicate the direction he needs to give and decision he needs to take.

- (e) Item 5.1 - 5.2 assess some of the management and leadership functions of a principal with regard to identification and fulfilling teachers' school and class needs.

It was stated in 2.3.3.2 that, research indicates that subordinates are more likely to participate in decision making if decisions are important to them, if they feel they (decisions) attend to their needs.

These items establish the degree to which principals allow staff, opportunity to identify the needs on which staff development programmes can be based. The items also assess the extent of guidance given in the said need identification.

(f) Items 6.2 - 6.3

Items 4.2 - 4.5 suggests that teachers are co-educators with the principal and other parties.

The question whether principals allow staff to participate in discussions on school rules, assesses firstly whether principals recognise the fact that teachers are co-educators, and secondly indicates the latitude the principals allow for presentation and resolution by staff of feelings which might conflict, on the issue of school rules. Lastly if the staff contribute to a desired school climate and discipline as a team then it is logical that they be participants in the design of that climate and discipline. Items 6.2 and 6.3 thus contribute to assessing the extent to which principals are managers and educators of their teachers. (We are to link this part on management with a part of administration shortly).

(g) Items 7.2 - 7.4 assess whether principals grant students any responsibility in extra-mural activities at least, and whether, a two way communication between pupils and them is practised.

Items 7.2 - 7.4 tests management and leadership inclinations of principals and further indicate the scope for educational influence a principal can open up through his management.

3.7.2.2 Questionnaire on Administration

- (a) Items 1.1 - 1.5 above could as well be categorised as administrative, even in terms of our definitions and distinctions on the concept : management and administration as pointed out in Chapter 2. Yet in terms of the demand of judgement and decision making these need , if maximum possible matching of vacancy needs and personnel calibre is to be done, we think they call for the management dimension of a principal's function.
- (b) Items 3.1; 4.1; 6.1 and 7.3 are administrative in nature because they assess the presence of supporting structures like written school rules (for control), time table and students' representatives. It is common practice that schools have these, sometimes in compliance to Departmental stipulations. (For example principals are departmentally required to have their time tables).

It is also expected of a principal as administrator to evaluate students' work. (Item 4.1 has to do with this point).

In our view these are administrative tasks through which a part of management is carried out but also on which further management needs must arise if there is to be dynamism in the school.

In paragraph 2.4.1 in Chapter 2, we noted that a curriculum involves intra- and extra mural activities as well as any experience used by the school and leading to desired learning outcomes. It follows that working out such a curriculum calls for synergistic effort of a principal, staff and sometimes pupils. Also assuming that Halpin's 1954 study referred to in Chapter 2 hold some truth both consideration of structure of work activities and people are essential management tasks.

This is the dynamic characteristic of management which can be built on an administrative issue - like the installation of a practice on school rules, extra mural activities and others. This is the element of management picked up by items 6.2; 7.2 and 7.4. Appendix 2; 3 and 4.

- (c) Items 3.2 - 3.3 assess an administrative function of control.
- (d) Items 8 - 10 refer to supportive administrative functions for which even personnel of different qualifications than professional educators and educational managers would be relevant. The items assess how much time principals give to these tasks.

3.7.2.3 Questionnaire on Instructional Leadership

- (a) Items 2.1 - 2.3 and 3.4 - 3.5
(principals and inspectors) Appendix 2 and 4; 2.1 - 2.3 and 3.3 and 3.4
(Appendix 2 and 3, principals and experts) all indicate the scope the principal allows in opening opportunities for followership by teachers for the realisation of the aims and objectives of instruction.

This scope would be facilitated by other management tasks as indicated in items 4.2 - 4.5 and 11.

- (b) Items 5.1 - 5.2

Our concept of a leader as laid out in Chapter 2, stressed a leader as someone who guides, assisting personnel and the team to achieve their individual, task and group needs. Items 5.1 - 5.2 assess opinions of experts and principals as to the extent principals need to measure to this definition of a leader. Principals are then asked to rate themselves in this regard, for example when they are asked how often they assist in discussions on class-related topics like ways of marking homework for a big class.

(c) Item 11

Class visits as an indication of control is an administrative matter. In so far as a principal uses class-visit to promote the quality of instruction he has instilled his leadership skill in it. Item 11 assess if the principals integrate these purposes of class visits, when they do conduct them.

3.7.2.4 Questionnaire on the Role of the Principal AS Educator

- (a) It is obvious that unless management, administration and leadership are contributing to broad school aims like enabling students to become more mature, more responsible and mentally independent people, who can also contribute to the enrichment of their communities, its value is questionable.

Items 6.2 - 6.3; 7.1 - 7.4 specifically assess the role of an educator in achieving some school objectives based on the broad aim just pointed out in the preceding paragraph.

3.7.3 Sampling Procedure

- 3.7.3.1 The size of the samples: In setting up the size of the samples of principals and inspectors especially, the principle of representativeness is to be observed. To the best of our ability and as far as circumstances allow, the samples will be representative of their respective populations.

Gay (1976, p.77) states that the minimum number of subjects acceptable as representative in descriptive research involving a large population is 10%, and for smaller ones 20%. The terms small and big are, of course, open to many interpretations.

At least our samples of principals and inspectors will be not less than 12% and 32% respectively.

Other than representativeness as a condition for determining our sample size, two other factors are also to be considered. These are the number of variables we measure in our questionnaire and the statistic we shall use to analyse data, (cf Chapter 4).

3.7.3.2 Sample of Principals

Out of 515 secondary schools, a minimum of 60 or (12%) will be chosen. Fifteen will be junior rural secondary schools, fifteen will be junior urban secondary schools, fifteen will be senior rural secondary schools and fifteen will be senior urban secondary schools. Questionnaires will be administered to at least one hundred principals.

3.7.3.3 Samples of Inspectors

There are twenty-five circuits in Kwa-Zulu. It is desirable to administer questionnaires to at least 13 since they are a small group. Such a step would contribute towards the reduction of sample bias.

Inspectors whose circuits have both rural and urban schools will be chosen.

3.7.3.4 Samples of experts

Since there is no way of knowing the South African population of experts in this field, an arbitrary sample of at least ten people will be chosen. These will be from the Black and White population of South African experts on educational management, educational and instructional leadership.

3.7.3.5 The Method of Sampling

The researcher is to use cluster sampling. Basically principals of schools within certain circuits are to be chosen. However, care is to be taken that among the principals chosen for answering the questionnaire there are those who head junior secondary rural schools, junior secondary urban schools, senior secondary rural schools and senior secondary urban schools.

Hence all strata are to be represented, each with a minimum of fifteen principals. This will allow 12% of the principals' population or more. Hence cluster sampling is to be combined with the stratified sampling.

Behr (1983, p.15) defines stratified sampling as sampling where the population is divided into homogeneous groups, (in our case rural junior secondary schools, urban junior secondary schools, rural senior secondary schools and urban senior secondary schools).

3.7.4 The Coding Procedure

For each question or item up to 10: the respondent will choose one of the four responses:

NEVER which is represented by A
SELDOM which is represented by B
OFTEN which is represented by C
ALWAYS which is represented by D

He/She will then place his response in the box at the end of the question. The response is made in the form of an alphabet.

For Item II

This is an unstructured question. The final categories for coding the responses are five; four have directly to do with instructional leadership and one either remotely or not.

The categories are as follows:

- (1) To identify problem areas so as to promote teaching and learning, and
- (2) To establish needs areas
- (3) To indicate support for the teacher
- (4) To assess the teacher-pupil relationship
- (5) To see that the syllabus is well adhered to, to assess amount of written work and chances for a pass at the end of the year.

Category (1) - (4) will be collapsed into one: A, and (5) will be B.

3.7.5 Administration of the Questionnaire

3.7.5.1 The Pilot Study

The questionnaire was administered to the Mpumalanga Circuit Inspector, and to the principals of Gabigabi Junior Secondary, (an urban Junior Secondary), Nogutshwa and Dlidli Junior Secondaries (rural schools), Isibukosezwe and Phezulu Senior Secondaries (urban schools) and Masijabule and Ngangezwe Senior Secondaries (rural schools). (Refer to Appendix 14 c)

The purpose of the pilot study was to have the questionnaire evaluated to check ambiguity and suitability of language and scope to elicit honest responses.

It was realised as a result of the pilot study that certain questions needed rephrasing to ensure correct interpretation. It was also realised that the instruction about categories of responses needed to appear more often, not only at the beginning of the questionnaire. Hence they were later written on all the pages of the questionnaire.

The researcher also saw the need for allowing provision for principals to state the nature of their schools, whether urban or rural and the level, junior or senior secondary. The reason for this need is given in the discussion on data gathered through the research. (Introduction in Chapter 4).

The most important realisation was that one principal who stated he didn't and couldn't visit teachers in classes, was uncomfortable about giving an honest answer on the question related to class visits inspite of the initial assurance about anonymity of respondents. This contributed to convincing the researcher about the need to administer the questionnaire personally for clarification where necessary and to give personal assurance about anonymity, where required.

3.7.5.2 The actual study

(a) Permission to Conduct the Study

This was sought from the Secretary of Education and Culture Kwa-Zulu, the Circuit Inspectors and the principals themselves. All these parties were contacted per letter but it was necessary to make follow up requests per telephone to some circuit inspectors and principals. The researcher, on a whole, was given good co-operation (cf Appendix 5, 6, 7 and 11).

(b) Conducting the Actual Study

The Principals:

The researcher called at schools at the appointed time to administer the questionnaire with principals who had got the letter of appointment. Only a brief introduction of the purpose of the visit of the researcher was necessary. While the respondent filled in the questionnaire,

the researcher would be looking at another copy of the questionnaire. The questionnaire took 15 minutes to complete. The individual contact, at the school, allowed free communication between the researcher and the respondent about the questions and the principals work. It offered the researcher an opportunity to see a bit about principals at work.

All together one hundred and three principals from schools spread within 13 circuits were consulted. See Table I and Appendix 14.

In addition to questions directly based on the hypothesis, additional information, related to the project and necessary to put the picture about principalship in Kwa-Zulu into clear focus, was asked from principals. For this information we refer to Appendix I, and Tables 1 - 6.

The Circuit Inspectors and Experts:

The questionnaire was also given to 13 inspectors and sent to 20 experts. All the 20 experts to whom it was sent returned it. We refer to Table 7. All responses appear in Appendixes 8, 9 and 10.

3.7.6 A Description of the Statistical Instrument Used

To analyse data, the chi square for two independent samples was used.

Gay (1976, p.257) states:

"The chi square can be used to compare frequencies occurring in different categories or the categories may be groups with respect to the frequency of occurrence of different events."

Siegel (1956, p.104) also says:

"When the data of research consist of frequencies in discrete categories, χ^2 test may be used to determine the significance of difference between two independent groups. The measurement involved may be as weak as normal scaling.

The Hypothesis under test is usually that the two groups differ with respect to some characteristic and therefore with respect to the relative frequency with which group members fall in several categories."

Our contention is that principals' performance of their role differs from experts' expected performance of principals' role. This is indicated by the frequency in which principals and experts, principals and inspectors fall in different categories.

Hence principals and experts responses (in the form of the frequency of occurrence and desired occurrence) was compared and principals and inspectors responses also compared.

The formula: $\chi^2 = \frac{(o - e)^2}{e}$ Tuckman (1978, p.274) was used, to determine the difference between principals and experts on one hand and principals and inspectors on the other.

The comparisons was done to test the hypothesis that principals' performance as managers, administrators, instructional leaders and educators, differs from experts' opinion regarding these tasks. We also tested the hypothesis that there is no difference in inspectors perceptions of principals as managers, administrators, leaders and educators and principals' performance of these tasks.

3.8 RESUME

In this Chapter, we looked into the questionnaire as a research tool in general and with reference to this study. We also presented steps in structuring the present questionnaire with reference to the main and secondary hypothesis. It was necessary to give sampling procedures followed and the summary of the procedure of conducting the study.

We mentioned the statistical test used and gave motivation for the choice thereof. In the next chapter we are to analyse the data collected and make interpretations thereon.

3.9 REFERENCES

- 3.9.1 Behr, A L 1983:
EMPIRICAL RESEARCH METHODS FOR THE HUMAN SCIENCES.
Durban : Butterworths.
- 3.9.2 Castetter, W B 1981:
THE PERSONNEL FUNCTION IN EDUCATIONAL ADMINISTRATION.
New York : MacMillan.
- 3.9.3 Gagne, R B and Briggs, L J 1978:
PRINCIPLES OF INSTRUCTIONAL DESIGNS.
New York : Holt, Rinehart and Winston.
- 3.9.4 Gay, L R 1976:
EDUCATIONAL RESEARCH. COMPETENCIES FOR ANALYSIS
AND APPLICATION.
Ohio : Charles E Merrill Publishing Co.
- 3.9.5 Mouly, G J 1970:
THE SCIENCE OF EDUCATIONAL RESEARCH.
New York : Nostrand Reinhold Co.
- 3.9.6 Nisbert, J D and Entwistle, NJ 1970:
EDUCATIONAL RESEARCH METHODS.
London : University of London Press Ltd.
- 3.9.7 Siegel, S 1956:
NONPARAMETRIC STATISTICS FOR THE BEHAVIOURAL
SCIENCES.
New York : International Students MacGraw Hill.
- 3.9.8 Tuckman, B W 1978:
CONDUCTING EDUCATIONAL RESEARCH SECOND EDITION.
New York : Harcourt Bruce Javanovick Inc.
- 3.9.9 Wiersma, W 1980:
RESEARCH METHODS IN EDUCATION.
An Introduction : Itasca, Illinois : Peacock.

CHAPTER 4

ANALYSIS OF DATA, USING THE X^2 TEST

4.1 INTRODUCTION

Before we interpret data derived from the X^2 analysis, we shall present some background data assumed to be related to principalship. This data was collected through research. It was realised in Chapter 2, in our presentation of the development of the British and American principalship, that there are particular requirements for the job. Some of these were seen by some writers as influencing the role of a principal. Taylor, in Peters (1976, p.48) referred, for instance, to the necessity of what he called extended professional education for principals, to realise and approach more promisingly their tasks as educators. Jacobson et al (1973, p.28) see the present day principalship as a professional job, calling for a certain level of education and training. Student enrolment, teacher qualification and other issues have affected the role of a principal in the British Education system. Some data related to principalship in Kwa-Zulu Secondary Community schools and conclusions thereon, now follow.

4.1.1 (a) Types of Schools Consulted

Schools whose principals were questioned, came from rural, semi-rural, urban and semi-urban schools and the number are represented in the following table.

Table 1 : Types of Schools Consulted

	Senior Secondary	Junior Secondary	Total
Rural	23	41	64
Urban	23	16	39
Total	46	57	103

4.1.1 (b) Reasons for Choosing Urban and Rural Schools

In the International Encyclopaedia of the Social Sciences, (1972, p.583) it is conceded that the trend is to see a rural-urban continuum, than rural-urban dichotomy.

We learn from the said encyclopaedia on p.582 that while, according to the broad general consensus, rural refers to populations living in areas of low density and too small settlements, there are wider variations in the cutting point. Low density, it says, implies less anonymity and assumes less deviancy than in the city.

Thembela (1975, p.8) discusses the concepts "urban and rural schools" in fair detail and refers to various authors who have written on these concepts. He refers particularly to The World Year Book of Education, 1970 which discusses the problem of education in cities; and The World Year Book of Education, 1974 which discusses education and rural development.

However, many significant changes in rural societies are taking place, as a result of different ways of linkage with the urban life. This results in more universalistic norms. The varying degrees of 'being rural' and of being 'urban' of environments explain the continuum referred to above..

The spread across the rural-urban continuum was made, to reduce the chances of conclusions on the role of a principal, which might come out as a result of factors existing and prevalent in one type of environment.

In this study, schools in and around metropolitan areas, with high density, a relatively higher advance in technology, like Umlazi, KwaMashu (near Durban) and all schools in townships are labelled urban. All schools outside the townships and away from metropolitan areas like Indala (near Pholela) are called rural. There is no absolute line of demarcation between the two.

4.1.2 Table 2 : Principals' Experience as Teachers

	1-11 Mnths	1-3 Yrs	3-5 Yrs	5-10 Years	10-15 Years	15-20 Years	20+ Yrs	Total
No.	-	5	33	33	7	1	24	103
%	-	4,9	32,03	32,03	6,8	1,0	23,3	100%

Most principals in secondary schools in the sample have been teachers for about 30 years. We assume this period affords principals enough continuity of contact with pupils. The contact is assumed necessary for communication with pupils, and for giving a principal more feel of the school and its needs.

4.1.3 Table 3 : Principals' Experience, in Years, as Principals

	1Year	2-3 Yrs	3-5 Yrs	5-10 Years	10-20 Years	21+ Yrs	Total
No.	12	23	34	26	6	2	103
%	11,7	22,3	33	25,2	5,8	1,9	100%

Most principals have been in the job for 3-10 years. We assume, this is sufficient opportunity to be aware of the complexities and demands of management and administration as basic support structures for instructional leadership.

Coupled with their management as class teachers or subject teachers, the experience more principals in the sample have, seems to put them in good stead to be sensitive to the requirements of their role as leaders and educators.

4.1.4 Table 4 : Academic and Professional Qualification Of Principals as Teachers

Category	A	B	C	D	E	F	Total
No.	8	32	20	31	12	-	103
%	7,76	31,06	19,41	30,09	11,65		100%

The categories for teacher qualification are based on the memorandum regarding teachers who had prematric training and who subsequently acquired additional qualifications, (African Teachers' Association of South Africa, 1985.)

Eight principals in the sample are in Category A which is matric plus one year teacher training, 32 principals have matric plus two years' training, 20 principals have matric plus three years' teacher training, 31 have matric plus four years teacher training and 12 have matric plus five years teacher training (an honours degree).

At least 41,7% of the principals in the sample are in the D - E categories, i.e. have junior degrees, with 11,7% of these with a B. Ed. or Honours degree. While the percentage of degreed principals is less than the one of the non-degreed principals, it indicates a definite trend towards appointing personnel of high academic qualification for principalship.

These qualifications are assumed to be part of the requirements of an incumbent for a task calling for academic excellence as the position of a principal does. The qualifications show a definite improvement on the early requirements in England or America.

The town clerk, visitor of the sick or bell-ringer of the early American principalship is certainly not all that is required for the task today.

4.1.5 Table 5 : Principals Qualifications in Educational Management and Administration

University Courses

	None	Course I	Course II	Course III	Total
No	90	5	3	5	103
%	87,4	4,9	2,9	4,9	100%

If the contention that management and administration as a unit, is an art and a 'science', there should be transferrable, learnable skills. 87,4% of principals in Kwa-Zulu Secondary schools have not had the opportunity to gain access to this knowledge at tertiary education level.

4.1.6 Table 6 : Number of Seminars Attended by Principals on Educational Management and Administration

	None	1	2	3	4	5	6	7	8	Total
No.	39	21	27	2	1	3	2	2	6	103
%	37,9	20,4	26,2	1,94	0,97	2,91	1,94	1,94	5,82	100%

Attendance at seminars of this kind is seen as in-service education. Looking at the table, it seems that there is no policy on this issue for the whole of Kwa-Zulu. The study does not advocate blind uniform practice on in-service education even for managers.

However, working from the premise that new challenges and needs arise each day for any principal, 37,9% is too high a number for having not attended even one seminar, especially because no principal had an experience of less than twelve months of those questioned. Hence even principals with the minimum experience of 1-3 years, who are 35 in number (12+23 table 4.1.3) would be expected to have had some exposure into a seminar of this kind.

4.1.7 Circuits Whose Circuit Inspectors were Questioned
(c/f Appendix 14)

The thirteen circuits whose circuit inspectors answered questions, are in control of schools, ranging from rural to urban areas. This allows for representativeness.

4.1.8 Table 7 : Table of Work Areas and Qualifications
Categories of Experts to Whom the Questionnaire
Was sent

7 (a) Experts' Range of Qualifications

Junior Degree+ Professional Cert. in Teaching	Honours Degree+ Professional Cert. in Teaching	Masters' Degree	Doctors' Degree	Total
1	4	11	4	20

7 (b) Experts' Areas of Work

Principals of Secondary Schools	Colleges of Education	Dept. of Education Universities	Dept. of Education Kwa-Zulu	Other	Total
2	2	12	2	2	20

Experts were picked from colleges of Education (in positions that have to do with management), from the Personnel Department of Education and Culture whose qualifications are along management lines, from Universities, from people who have written literature on educational management, and from schools whose principals are acknowledged authorities on educational management and instructional leadership.

4.1.9 The Purpose Restated

The question we are to answer is whether principals in Kwa-Zulu Secondary community schools, attend to management, administrative and educational functions adequately.

We also wish to find out if there is agreement between circuit inspectors and principals as to the role a principal plays as manager, administrator, leader and educator.

Our yardstick of 'adequate' will be constituted by experts' opinion both from empirical study and literature review in Chapter 2.

4.1.10 The Primary Null Hypothesis

The primary null hypothesis states that there is no difference between expert opinion on the role of a principal as manager, administrator, instructional leader and educator and the degree of performance of this role by a principal in Kwa-Zulu Secondary Community Schools.

4.1.11 The Secondary Null Hypothesis

The secondary null hypothesis states that there is no difference between circuit inspectors and principals' perceptions as to whether principals adequately perform their role as managers, administrators, leaders and educators.

Both the primary and secondary hypotheses, thus, have each four aspects, which will be discussed under 4.2, 4.3 and 4.4. These aspects centre on the role of a principal as manager, administrator, leader and educator.

4.1.12 Significance Level

We choose $\alpha = 0,05$ for N 103 and 20(123) principals and experts respectively, and N 103 and 13(116) principals and inspectors respectively.

Our alternative hypothesis does predict the direction of differences between each of the two groups, hence a one tailed test will be used (Siegel 1956, p.13).

The table of critical values of X^2 with degree of freedom $(k - 1) (r - 1) = 1$ is as follows:

Table 8 : Table of Critical Values of X^2 for $df = 1$

Level of Significance for One Tailed Test					
,10	,05	,025	,01	,005	,0005
Level of Significance for Two Tailed Test					
,20	,10	,05	,02	,01	,001
1,64	2,71	3,84	5,41	6,64	10,83

4.1.13 Region of Rejection

The region of rejection consists of all values of X^2 which are so large that the probability associated with their occurrence is equal to or less than 0,05. According to the table of critical values of X^2 the region of rejection in this instance consists of all X^2 values less than 2,71. Anything greater than 2,71 will mean H_0 is rejected, anything less than 2,71 will mean H_0 is accepted.

4.2 DISCUSSION AND INTERPRETATION OF DATA WITH REGARD TO THE PRIMARY NULL HYPOTHESIS.

4.2.1 Data relevant to the Primary Null Hypothesis

For data relevant to this hypothesis, we refer to Appendix 8 and 9. The items referred to in the discussion that follows are those found in Appendix 2 and 3.

4.2.1.1 Aspect I of the Primary null hypothesis

There is no difference between what experts believe should be the involvement of principals in management tasks and principals' performance of these tasks.

(a) Sub Null Hypothesis 1: Item 1.1

There is no difference between experts' view on whether principals should be part of the recruiting body for teachers and the principals involvement in teacher recruitment.

- (i) 67% of principals state they never or seldom recruit teachers, while 80% of experts believe principals should often or always be involved in teacher recruitment. Only 33% state they are often to always part of recruitment teams, while 20% experts think principals should

- (ii) A chi square of 15,44 is computed.
- (iii) The null hypothesis is thus REJECTED.

(b) Sub Null Hypothesis 2 : Item 1.2

There is no significant difference between experts' view regarding principals involvement in the selection of teachers and principals' actual role in teacher selection.

- (i) 52,4% of principals maintain that they either never or seldom participate in teacher selection, while 100% of the experts believe that principals need to be part of teacher selection. 47,6% of principals state they are often or always part of teacher selection bodies.
- (ii) The chi square for this hypothesis is 18,74. The null hypothesis is thus REJECTED.
- (iii) While experts' opinion indicates that principals must often (to always) be part of teacher selection, more principals are never or seldom involved in teacher selection

4.2.1.1 (c) Sub Null Hypothesis 3 : Item 1.3

There is no significant difference between experts' belief regarding principals' involvement in the appointment of teachers and principals' actual participation in teacher appointment.

- (i) 65% of principals state that they are never or seldom involved in the appointment of teachers while 95% of experts believe teachers should be part of the appointing bodies of teachers. 35% of principals state they are often or always part of the appointing parties, while 5% of experts state principals should be seldom part of the appointing bodies for teachers.
- (ii) A chi square of 24,6 is computed. The null hypothesis is thus REJECTED.
- (iii) We note that there is no uniformity in the role of principals in teacher appointment in Kwa-Zulu Secondary Community Schools.

4.2.1.1 (d) Sub Null Hypothesis 4 : Item 1.4

There is no significant difference between experts' opinion regarding principals' role in recommending teachers for appointment and the practice by principals in recommending the appointment of teachers.

- (i) 51,5% of principals report that they are never or seldom involved in the recommendations for appointment of teachers, while 90% of experts believe principals should recommend teacher appointments. 48,5% of principals report they often or always recommend appointments of teachers, while 10% of experts think it is seldom necessary for principals to recommend for teacher appointment.

- (ii) A chi square of 11,6 is computed. The null hypothesis is thus REJECTED.
- (iii) Our observation on the preceding sub null hypothesis applies. The result of the analysis suggest that teachers are sent to the school, or come to the school to start work, without the principals' having had opportunity to indicate his preference for appointees.

While this does not happen in all cases, as the percentages show, it happens to a large extent, 51,5%.

(e) Item 1.5

- (i) The question whether principals supply circuit inspectors with their staffing needs in preparation for staffing was asked from principals only. Of the 103 principals 5,82% said they never do so, 15,3% said they seldom do so, 23,3% said they often do so and 55,34% said they always do.
- (ii) According to these raw scores, more principals do supply their inspectors with their staffing needs.

Looking at sub null-hypothesis 4, it seems some do so without making recommendations for appointees of their choice according to requirements of their needs.

(f) Sub Null-Hypothesis 5 : Item 2.1

There is no significant difference between experts' opinion as to whether induction programmes should be conducted every year for newly qualified teachers and the...

practice about induction for newly qualified teachers.

- (i) 44,6% of principals report they never or seldom conduct induction programmes for newly qualified teachers. 55,3% report they often or always do. 100% of the experts believe induction programmes should always be conducted for newly qualified teachers.
- (ii) A chi square of 14,33 is obtained. The null hypothesis is thus REJECTED. There is a difference between experts' and principals' opinion in this regard.
- (g) : Sub Null Hypothesis 6 : Items 2.3 for Principals and 2.2 for experts

There is no significant difference between experts' opinion regarding the duration of an induction programme for teachers and the duration of an induction programme given by principals.

- (i) It was explained to principals that 'duration' was not measured only in terms of minutes and hours, but in terms of regularity. It was also pointed out that in-service education that is school based, and that is conducted during the year for new teachers is for purposes of this study, included in this question.

- (ii) 84,5% of principals report that their induction programme never to seldom take more than two weeks, while 100% of experts believe that an induction programme need to take more than two weeks. Only 15,5% of principals report that their induction programme does take more than two weeks..
- (iii) A chi square of 55,93 is obtained. The null hypothesis is REJECTED.
- (h) Item 2.2 for principals : This item asked principals how often they conduct induction programmes for experienced teachers who are, however new to their schools. The question was asked from principals and inspectors only.
- (i) 56,3% of principals report that they never or seldom conduct induction programmes for experienced teachers who are, however, new to their schools. 43,7% report they often or always do.
- (ii) There could be many reasons for the picture pointed by the percentages in (i) above. We pointed out some of the aims and objectives of induction in Chapters 2 and 3. We are to comment on the implications of the results of this sub-null hypothesis under conclusions, in Chapter 5.

- (i) Sub Null Hypothesis 7 : Items 3.4 from Questions to Principals and Items 3.3 From Questions to Experts

There is no difference between what experts believe should be the frequency of discussions on class visits with visited teachers and the actual frequency of principal-teacher discussions following class visits:

- (i) 31,1% of principals report that they never or seldom engage in discussions on class visits with visited teachers. 68,9% state they often do, while 95% of experts believe it is often or always necessary for principals to discuss their observation on class visits with visited teachers.
- (ii) A chi square obtained is 5,85. The null hypothesis is thus REJECTED.
- (iii) The results suggest principals' discussion on class visits with visited teachers is slightly inconsistent.

- (j) Sub Hypothesis 8 : Item 3.5 (From Questions to Principals) and 3.4 (From Questions to Experts)

There is no difference between experts' views and principals experience on whether discussion on class visits are helpful to the teacher.

- (i) 14,6% of principals state discussions on class visits are never or seldom helpful to the teacher. 85,4% report they often are helpful. 95% of experts believe these discussions are often or always helpful. Only 5% of experts think they are seldom helpful.

(ii) A chi square of 1,35 is computed. The null hypothesis is thus ACCEPTED. Both principals and experts equally believe that class visits are helpful to the teacher.

(iii) The results suggest that failure to discuss observations on class visits is due to other factors, not the belief by principals that the discussions would be useless.

(k) Sub Null Hypothesis 9 : Item 4.2

There is no difference between experts' views as to the frequency of discussions on evaluation of students' performance by the principal with teachers and the obtaining average frequency of discussions on evaluation of students' performance by principals with teachers.

(i) 33% of principals maintained that they never or seldom discuss evaluation of pupils' performance with teachers, 67% say they often do. 95% of experts believe discussions on evaluation of pupils' performance should be often.

(ii) The chi square obtained is 6,57, thus the null hypothesis is REJECTED.

(iii) It is noted that while principals' performance with respect to the frequency of discussions on evaluation of pupils' work, does not measure to expert opinion, MORE principals in the sample discuss evaluation on pupils' work, with teachers.

(1) Sub Hypothesis 10 : Item 4.3

There is no difference between experts' belief as to whether evaluation of pupils' performance should be discussed with parents and the practice by principals about discussions on pupils' performance with parents.

(i) 83,5% of principals state that they never or seldom discuss pupils' performance with parents, only 16,5% say they often do. 95% of experts believe principals should often or always discuss pupils' performance with parents.

(ii) A chi square of 48,17 is obtained. The null hypothesis is REJECTED.

(iii) In view of the unpleasant implications of these results, especially when it is considered that parents are co-educators, it seems worthwhile to explore possible reasons for this omission and to suggest possible solutions. This is attempted in the next chapter.

(m) Sub Null Hypothesis 11 : Item 4,4

There is no difference between what experts believe should be the average frequency of principal-parent meetings a year and the obtaining average frequency of principal-parent meetings a year.

- (i) 85,4% of principals report they never or seldom meet parents at school. (Seldom meant once - twice a year). 14,6% report they often meet parents in principal-parent meetings. (Often meant twice - 8 times a year). 95% of experts are of the opinion that the principal needs to meet parents often in principal-parent meetings.
- (ii) A chi square of 54,52 is obtained. The null hypothesis is REJECTED.
- (iii) Principal-parent meetings as management tasks serve as a platform for principals to act as a spokesman of the aspirations, needs problems, etc. of the school - including issues that have to do with pupils' learning. The parents are also offered an opportunity to articulate their observations on the progress at school.
- (n) Sub Null Hypothesis 12 : Item 4.5

There is no difference between what experts think should be the frequency of discussions on pupils' performance between principals and parents AND the current average frequency of these discussions by principals and parents.

- (i) 70% of principals report that they never or seldom discuss pupils' performance in their meetings with parents, 30% state they often do. 85% of experts believe pupils' performance should often be one of the items in parent-principal meetings.
- (ii) A chi square of 21,03 is computed. The null hypothesis is thus REJECTED.

- (iii) It is noted for consideration in Chapter 5 firstly that most principals report they have an average of two meetings a year with parents and secondly that in those meetings pupils' performance is seldom one of the items.

(o) Sub Null Hypothesis 13 : Items 5.1

There is no difference between principals' and experts' perceptions as to teachers' ability to define needs on which staff development programmes can be based.

- (i) 56,3% of principals maintain that teachers at secondary schools in Kwa-Zulu are never or seldom able to define needs on which their development as staff can be based. 85% experts believe teachers are often able to do so. 43,7% of principals believe teachers are often able to define their school related needs.

- (ii) A chi square of 3,77 is found. The null hypothesis is REJECTED.

- (iii) It would be of interest to know more of the possible reasons of the teachers' inability to identify their needs. Reasons like the nature and consistency of guidance given to promote awareness of need, principal-teacher communication on this aspect.

(p) Sub Null Hypothesis 14 : Item 6.2

There is no difference between experts' and principals' belief regarding teachers' maturity to contribute to the compiling of school rules.

(i) 39% of principals believe teachers are seldom mature enough to contribute to compiling school rules. 61% believe they are often mature to do so. 85% of experts believe teachers are mature to contribute to the compiling of school rules.

(ii) A chi square of 4,18 is obtained. The null hypothesis is REJECTED.

(q) Sub Null Hypothesis 15 : Item 6.3

There is no difference between experts' views as to the degree to which teachers need to partake in the discussion on school rules to list for the school, and what principals report is the degree of participation in discussion on reasons for inclusion of rules by the teachers.

(i) 50,5% of principals state that teachers never or seldom partake in discussions concerning why certain rules must be included and some excluded. 49,5% say their teachers often or always partake. 90% of experts believe teachers should partake in discussion on rules to be chosen.

(ii) A chi square of 11,29 is obtained. The null hypothesis is REJECTED.

(iii) It seems principals are being deprived of teachers' views in the question of school rules, which (rules) contribute to setting the school norms. This is seen as a point of concern, with various implications for the school, its tone and its discipline. This said deprivation may also render the principal unable to resolve conflicting ideas on rules, at an early stage.

According to Sub-null hypothesis 14, teachers' failure to partake in discussion on written rules for the school, is not due to teachers' immaturity to do so. It would be interesting to know the possible reasons. This is seen as food for thought to principals as managers.

(r) Sub Null Hypothesis 16 : Item 7.1

There is no difference between experts' and principals' views regarding the degree to which students may be afforded an opportunity to participate in planning of extra-mural activities.

(i) 72,8% of principals and 100% of the experts believe students often need to be given an opportunity to partake in planning extra-mural activities. Only 27,2% of principals state pupils should seldom be given this opportunity.

(ii) A chi square of 6,95 is computed. The null hypothesis is REJECTED.

(iii) Principals' views differ from experts' on the extent to which pupils should be allowed time to take part in planning extra-mural activities.

(s) Sub Null Hypothesis 17 : Item 7.2

There is no difference between principals' observations as to students proven ability to participate in planning extra mural activities, and experts' opinion as to whether pupils can be co-planners with principals in extra mural activities.

- (i) 75,7% of principals report that students can often participate successfully in planning extra mural activities. 24,3% report they seldom can. 90% of experts believe they often can.
- (ii) A chi square of 7,44 is obtained. The null hypothesis is REJECTED.
- (iii) We understand the results to mean that more principals have seen, as demonstrated by students, that students can shoulder a measure of responsibility in planning extra mural activities. If so, while the results show a discrepancy between principals and experts in this regard they indicate generally leadership by principals. The results suggest that principals open opportunities for student involvement in this part of students' education. While the null hypothesis is rejected, thus indicating a difference between experts and principals, in both sub hypothesis 16 and 17, more principals agree with experts.
- (t) Sub Null Hypothesis 18 : Item 7.4

There is no difference between experts' and principals' belief as to the need for a principal to discuss the tasks of students' representatives.

- (i) 40,8% of principals never or seldom see a need to discuss the tasks of students representatives with them. 59,2% often do. 80% of experts think there is often need for principals to discuss tasks of students representatives with them participating, 20% think there is seldom any need to do so.

- (ii) A chi square of 3,12 is computed. The null hypothesis is REJECTED, albeit narrowly.

4.2.1.2 Aspect II of The Primary Null Hypothesis states:

There is no difference between what experts believe should be the involvement of principals in administrative tasks and principals participation in these tasks.

4.2.1.2 (a) Sub Null Hypothesis 19 : Item 3.1

There is no difference between experts' belief that principals' time tables need allow them time to visit teachers in classes and the provision given for class visits by principals.

- (i) 51,5% of principals report that their time tables never or seldom accommodate class visits. 48,5% report they often do. 95% of experts believe principals' time tables need to often allow for visiting teachers in classes.
- (ii) A chi square of 14,8 is computed. The null hypothesis is REJECTED.
- (iii) What principals do regarding supervision of work and what experts opinion suggests are different.

4.2.1.2 (b) Comments on Item 3.2 (Appendix 2)

- (i) This item does not compare experts and principals. Principals were asked how often do they comply with their time tables for class visits. 60,2% said they never to seldom do so, while 39,8% said they often do.

- (ii) If this raw picture has anything to consider, it is the possibility that most principals do not have the opportunity to know what goes on in classes. In our view this poses potential problems for the principals' instructional leadership role.

4.2.1.2 (c) Sub Null Hypothesis 20 : Item 3.3
(Principals) versus 3.2 (Experts)

There is no difference between experts' belief that principals' need to provide themselves with an assessment form when visiting teachers in classes, and principals' practice in this regard.

- (i) 43,7% of principals maintain they never or seldom have an assessment form when conducting class visits. 56,3% say they often do. 47,3% of experts say that it is seldom necessary to have an assessment form; when conducting class visits. 52,7% of experts believe it is often necessary to have an assessment form.
- (ii) A chi square of 0,086 is obtained. The null hypothesis is ACCEPTED.
- (iii) The indication that assessment forms may not always be necessary for class visits, poses consideration for other purposes of these visits. They may not be for assessment of compliance to some standards only. Teacher support, morale boosting, motivation to pupils may be reasons for paying visits to classes.

4.2.1.2 (d) Sub-Null Hypothesis 21 : Item 4.1

There is no difference between experts' and principals' views regarding the average frequency to evaluate students' performance.

- (i) 23,3% of principals state they seldom or never evaluate students' performance. 76,6% state they often do. 30% of experts think it is seldom necessary to evaluate students' work. 70% believe it is often necessary.
- (ii) A chi square of 0,38 was obtained. The sub null hypothesis is thus ACCEPTED. There is no difference between experts' belief and what is practised by principals regarding the frequency of evaluating students' work. (It had been stated to principals that frequency meant monthly)

4.2.1.2 (e) Comment on Sub Null Hypotheses 11 & 12 : Items 4.4 and 4.5 above, from an administrative angle:

- (i) A chi square of 54,52 and 21,03 was obtained. Principal-parents' meetings can have various purposes. In so far as they are an implementation of a Departmental policy to report, on different issues of the school; figures about passes and failures, school income and expenditure, and others, they are limited to basic, administrative tasks.
- (ii) We therefore understand the results of the analysis to point at both administrative and management tasks of principals. According to the results, the former tends to suffer as well.

4.2.1.2 (f) Sub Null Hypothesis 22 : Item 6.1

There is no difference between experts' belief that schools often need to have written school rules and the practice in schools regarding the existence of written rules.

- (i) 41% of principals report they never or seldom have written school rules, 59% said they often or always do. (Seldom meant not every year, often meant almost yearly, always meant yearly). 75% of experts believe written school rules are often or always necessary. 20% said written school rules are seldom necessary and 5% were undecided.
- (ii) A chi square of 2,7 is obtained. The null hypothesis is ACCEPTED.
- (iii) Experts' belief regarding the existence of written school rules and what principals do in this regard, are the same.

4.2.1.2 (g) Sub Null Hypothesis 23 : Item 7.3

There is no difference between experts' views that schools need to have students' representatives yearly and principals' belief as to the frequency of the need of students representatives (again on a yearly basis).

- (i) 44,7% of principals never or seldom have students' representatives. 55,3% often or always do. 100% of experts think there is always need for students representatives

- (ii) The chi square of 14,4 is computed. The null hypothesis is thus REJECTED.
- (iii) There is a difference between experts' and principals' views regarding whether schools should have students representative councils.

4.2.1.2 (h) Sub Null Hypothesis 24 : Item 8

There is no difference between experts' opinion as to the average time to be given to official correspondence by principals and the average time given to the said correspondence by principals.

- (i) 88,3% of principals reported that they spend most of their time, on a weekly basis, on official correspondence. 11,7% reported they seldom do. 55% of experts believe it is seldom necessary for a principal to spend time on official correspondence, 45% believe it is often necessary for a principal to do so.
- (ii) A chi square of 21,07 is obtained. The null hypothesis is REJECTED.
- (iii) There is a difference between experts' and principals' belief as to how often principals should spend time on official correspondence.

4.2.1.2 (i) Sub Null Hypothesis 25 : Item 9

There is no difference between what experts think is a reasonable amount of time to spend on ordering supplies for school building or attending to activities that have to do with buildings and the amount of time principals do spend on these activities.

- (i) 35% of principals state they seldom spend time attending to building matters 65% state they often or always have to. 80% of experts maintain it is never or seldom necessary for a principal to use his time on matters that have to do with putting up and maintaining buildings. 20% state it is often necessary.
- (ii) A chi square of 13,55 is obtained. The null hypothesis is REJECTED.
- (iii) There is a difference between experts' belief and what is practiced by principals about taking an active role in putting up and maintaining school buildings.

4.2.1.2 (j) Sub Null Hypothesis 26 : Item 10

There is no difference between experts' opinion regarding whether principals should have as one of their top priorities, the fetching of school mail and the frequency, on a weekly basis, at which principals fetch post.

- (i) 59,5% report they often have to fetch post. 43,5% stated they never or seldom do so. 95% of experts believe principals need never or seldom concern themselves with fetching mail for their schools.
- (ii) A chi square of 27,03 is obtained. The null hypothesis is REJECTED.
- (iii) There is a difference between experts' belief and principals' practice with regard to this hypothesis.

4.2.1.2 Aspect III of The Primary Null Hypothesis

There is no difference between what experts believe should be the role of a principal as an educational and instructional leader and the principals' exercise of educational and instructional leadership in Kwa-Zulu.

(a) Comments on Sub Null Hypotheses 5 and 6 from a Leadership Angle

- (i) A chi square of 14,33 and 55,95 was obtained for sub null hypotheses 5 and 6 respectively, rendering both hypotheses to be REJECTED.

These hypotheses measure both management and leadership tasks, in the sense that induction serves to guide and groom personnel for their new assignments and is meant to maximise chances for followership and promotion of school policy and aims.

4.2.1.3

(b) Comments on Sub Null hypotheses 7 and 8 from a Leadership Angle

- (i) A chi square of 5,85 and 1,35 was obtained for sub hypotheses 7 and 8 respectively, rendering the former sub hypothesis to be REJECTED and the latter to be ACCEPTED.
- (ii) Discussions on class visits are seen as an opportunity for discussion of existing teaching and learning needs and for working out possible solutions to realise those needs : be they individual (e.g. concerning the teacher), tasks orientated (e.g. subject method) or group orientated (e.g. class, school). According to the results, principals are not as able (in terms of time) to conduct these visits as experts suggest but they (principals) equally believe in their worth.

- 4.2.1.3 (c) As a leadership function, evaluation of students' work is seen as offering a principal opportunity to see if various instructional needs are met. With a chi square of 0,36 the null hypothesis was ACCEPTED.

4.2.1.3 (d) Comments on Sub Hypotheses 9 - 13

Chi squares of 6,57; 48,17; 54,52; 21,03 and 3,77 were obtained. These indicate that the principal does not have adequate opportunity to guide on instructional areas or to discuss with relevant parties, like teachers, areas that relate to students' learning.

4.2.1.3 (e) Sub Hypothesis 27 : Item 11

There is no difference between the aims and objectives of class visits as seen by experts and as practised by principals.

- (i) 94,4% of responses given by principals were aims and objectives that promote instruction. (We refer to Chapter 3 : Coding Procedure). 5,6% of the aims and objectives for class visits which were given by principals are considered remotely or not related to promoting instruction. All experts gave aims and objectives that promote instruction .
- (ii) A chi square of 5,74 was computed. There is a difference between the aims and objectives of class visits as seen by experts and as seen and executed by principals. The null hypothesis is REJECTED.

- (iii) Ten principals did not answer this question. They said they do not conduct class visits.

4.2.1.4 Aspect IV of The Primary Null Hypothesis

There is no difference between what experts believe is the role of the principal as an educator and the principals' execution of this role.

- (a) Items 6,2; 6,3; 7,1; 7,2; 7,3 and 7,4 Sub Hypotheses 14; Sub Hypothesis 15; Sub Hypothesis 16; Sub Hypothesis 17; Sub Hypotheses 18 and 23 with a chi square of 4,18; 11,29; 6,95; 7,44; 3,12 and 14,4 respectively.

- (i) In each case the null hypothesis was REJECTED.

- (ii) While the above items have been approached from a management and administrative angle we believe that, it is within the context of allowing for gradual participation and exercise of responsibility by the led that the role of an educator as portrayed in Chapter 2 is realised.

DISCUSSION AND INTERPRETATION OF DATA WITH RESPECT TO THE SECONDARY NULL HYPOTHESIS.

- 4.3.1 Data Relevant to the Secondary Null Hypothesis:
(We refer to Appendix 8 and 10, and Questionnaire Items in Appendix 2 and 4, for the Discussion that follows).

4.3.1.1 Aspect I of the Secondary Null Hypothesis States:

There is no difference between circuit inspectors' and principals' views as to whether the principal in Kwa-Zulu Secondary Community School does significantly perform his task as an educational manager.

(a) Sub Null Hypothesis 1 : Item 1.1

There is no difference between circuit inspectors' views and principals statements as to whether principals often recruit teachers for their schools.

- (i) 67% of principals report they never or seldom recruit teachers, 33% said they often do. 23,1% of inspectors state principals seldom recruit teachers, 76% say they often or always do.
- (ii) A chi square of 9,57 is computed.
- (iii) The null hypothesis is REJECTED. There is a difference in perceptions between principals and circuit inspectors as to whether principals significantly perform the task of recruiting teachers.

(b) Sub Null Hypothesis 2 : Item 1.2

There is no difference between whether circuit inspectors involve principals in the selection of teachers and principals' opinions as to whether they are part of the selection team for teachers.

- (i) 52,4% of principals maintain they never or seldom are involved in the selection of teachers, 47,6% state they often are. 76,9% of the circuit inspectors state principals are seldom part of teacher selection, while 23,1% say they often are.
- (ii) A chi square of 2,72 is computed. The null hypothesis is thus REJECTED, narrowly.
- (c) Sub Null Hypothesis 3 : Item 1.3

There is no difference between circuit inspectors' and principals' views as to whether principals are, in practice, part of the appointing body, of teachers.

- (i) 65% of principals report that they never or seldom are part of the appointing bodies. 35% believe they often are. 76,9% of inspectors also say principals are never or seldom involved in the process of appointing teachers, while 23,1% say they are.
- (ii) A chi square of 0,81 is obtained. The null hypothesis is ACCEPTED. Principals and inspectors both believe the former are seldom part of the appointing body for teachers.

- (d) Sub Hypothesis 4 : Item 1.4

There is no difference between circuit inspectors' perceptions as to whether principals can recommend for teacher appointment and principals' perceptions that they do recommend.

(i) 51,5% of principals state they never or seldom recommend teachers for appointment, 48,5% say they often or always do. 23,1% of circuit inspectors maintain principals are never or seldom able to recommend for teacher appointment, 76,9% say they often are able to recommend for teacher appointment.

(ii) A chi square of 3,78 is obtained. The null hypothesis is REJECTED.

4.3.1.1 (e) Sub Hypothesis 5 : Item 21

There is no difference between circuit inspectors' beliefs and principals' reports as to how often principals have an induction programme for new recently qualified teachers.

(i) 44,4% of principals state they never or seldom have an induction programme for new recently qualified teachers, 55,3% report they often do. 100% of inspectors believe principals never or seldom have an induction programme for new recently qualified teachers

(ii) A chi square of 14,95 is obtained.

(iii) The null hypothesis is REJECTED.
Inspectors believe principals seldom have an induction programme for recently qualified teachers while more principals say they often have an induction programme for recently qualified teachers.

4.3.1.1 (f) Sub-Null Hypothesis 6 : Item 2.2

There is no difference between circuit inspectors' beliefs and principals' reports that the latter do have an induction programme for experienced teachers who are new to the school.

- (i) 56,3% of principals say they never or seldom induct experienced but new teachers to the school. 43,7% state they often do. 61,5% of inspectors maintain that never or seldom do principals conduct an induction programme for new, but experienced teachers, 38,5% say they know of principals who conduct induction courses for new but experienced teachers.
- (ii) A chi square of 0,13 is computed.
- (iii) The null hypothesis is ACCEPTED with a higher percentage of principals who report they never or seldom conduct induction program for experienced teachers and a higher percentage of inspectors who believe principals never or seldom do so.

4.3.1.1 (g) Sub Null Hypothesis 7 : Item 2.3

There is no difference between inspectors' opinion and principals' report as to whether induction programmes run by principals, take more than two weeks.

- (i) 84,5% of principals maintain their induction programmes never or seldom take more than two weeks, 15,5% say they often have induction programmes which take more than two weeks.

92,3% of inspectors maintain that principals never or seldom have an induction programme which takes more than two weeks while 7,7% believe principals often have induction programmes which take more than two weeks.

(i) A chi square of 0,56 was obtained.

(ii) The null hypothesis is ACCEPTED.

4.3.1.1 (h) Sub Null Hypothesis 8 : Item 3.4

There is no difference between inspectors' observations as to the frequency of principal-teacher discussions on class visits and the actual frequency of these discussions.

(i) 68,9% of principals state they often or always discuss class visits with their teachers, while 69,2% of inspectors report that according to their observations principals often or always discuss class visits with visited teachers, and 30,8% of inspectors believe principals never or seldom discuss class visits.

(ii) A nil chi square resulted.

(iii) The null hypothesis was thus ACCEPTED.
More principals often or always discuss class visits - so do inspectors believe.

4.3.1.1 (i) Sub Null Hypothesis 9 : Item 3.5

There is no difference between circuit inspectors' observations and principals' reports as to whether discussions on class visits are helpful to the teacher.

- (i) 85,4% of principals report that the said discussions are often or always helpful to the teachers and 84,6% of circuit inspectors believe they often are. 14,6% of principals report the discussions are never or seldom helpful while 15,4% of circuit inspectors are also of that opinion.
- (ii) A chi square of 0,007 was obtained.
- (iii) The null hypothesis is ACCEPTED.

4.3.1.1 (j) Sub Null Hypothesis 10 : Item 4.2

There is no difference between inspectors' view on the frequency at which principals are believed to discuss evaluation of students performance with teachers and the actual frequency at which the said discussions take place.

- (i) 67% of principals state they often discuss their evaluation on students' performance with teachers, while 42,2% of inspectors state principals often discuss students' performance with teachers. 33% of principals report they seldom discuss their evaluation on pupils' performance with teachers, while 58,8% of circuit inspectors are of the view that principals never or seldom discuss their evaluation on pupils' performance with teachers.

- (ii) A chi square of 2,2 was obtained.
- (iii) While there are differences in percentage between the two groups, on this point, these are not statistically significant. The null hypothesis is thus ACCEPTED.

4.3.1.1 (k) Sub Null Hypothesis 11 : Item 4.3

There is no difference between circuit inspectors' observations on the frequency at which principals are able to discuss evaluation of pupils' performance with parents and principals' report on the frequency of the named discussions.

- (i) 16,5% of principals report they often have discussions on students' performance with parents, while 42,2% of circuit inspectors are of the opinion that principals often discuss students' performance with parents. 83,5% of principals state they never or seldom have the said discussions, and 58,8% of circuit inspectors are of this belief.
- (ii) A chi square of 6,27 is obtained.
- (iii) The null hypothesis is REJECTED.

4.3.1.1 (l) Sub Null Hypothesis 12 : Item 4.4

There is no difference between circuit inspectors' belief on the frequency of principal-parent meetings and the actual frequency of these meetings.

- (i) 85,4% of principals state they seldom have meetings with parents, 77% of circuit inspectors are of this opinion. 14,6% of principals maintain they often have principal-parent meetings, while 23% of inspectors are of this view.
- (ii) A chi square of 0,7 is obtained.
- (iii) The null hypothesis is ACCEPTED. There is agreement between inspectors and principals on the point that parent-principal meetings are rare.

4.3.1.1 (m) Sub Hypothesis 13 : Item 4.5

There is no difference between circuit inspectors' observations on the frequency of principal-parent discussions on pupils performance and principals' report on the frequency of these discussions.

- (i) 70% of principals report they never or seldom discuss students' performance in principal-parent meetings, 30% say they often or always do. 38,5% of inspectors believe principals never or seldom discuss pupils' performance in principal-parent meetings, while 61,5% believe they often do.
- (ii) A chi square of 4,96 is obtained.
- (iii) The null hypothesis is REJECTED. Circuit inspectors' perceptions and principals' reports differ on this issue.

4.3.1.1 (n) Interpretation of Item 5.1 : Appendices 2
And 4

The question asked from circuit inspectors and principals in this item has been found unsuitable for a statistical analysis, because it asks slightly different things from each group. Hence only summaries in terms of percentages are given.

To the question where principals are asked to indicate teachers' maturity to define school related needs on which staff development programmes can be based, 56,3% of principals state teachers are never or seldom able to define such needs. 43,7% state they often are.

To the question where inspectors were asked to indicate how often principals do organise sessions for teachers to define school related needs on which staff development programmes can be based, 53,8% inspectors report that principals never or seldom organise these sessions, 46,2% said they often do.

The percentages suggest that principals seldom allow teachers opportunity to discuss their needs on which staff development may be based. Principals also believe that teachers are seldom able to identify these needs. Perhaps it is as a result of this belief that principals do not offer teachers the opportunity to identify and discuss their needs.

4.3.1.1 (o) Sub Null Hypothesis 14 : Item 5.2

There is no difference between circuit inspectors' views as to whether principals consistently lead or assist to lead staff on staff development programmes AND principals' report on whether they consistently do so.

- (i) 51,5% of principals report they never or seldom assist staff in staff development programmes. 48,5% say they often do. 53,8% of circuit inspectors state principals seldom assist staff in staff development programmes, 46,2% say principals often do this task.
- (ii) A chi square of 0,027 is obtained.
- (iii) The null hypothesis is ACCEPTED. Both principals' reports and inspectors' suggestions indicate that principals are inclined to seldom lead or assist to lead on staff development programmes. Both sub-null hypotheses 13 and 14, pose a challenge to a principal's role as manager and leader. We refer to Chapter 5.

4.3.1.1 (p) Sub Null Hypothesis 15 : Item 6.2

There is no difference between circuit inspectors' and principals' views on whether teachers are mature enough to contribute to the compilation of school rules.

- (i) 61% of principals state that teachers are mostly mature enough to contribute to the compilation of written school rules, while 84,6% of circuit inspectors are of this opinion.

39% of principals report teachers are never or seldom able to contribute to compiling written school rules while only 15,4% of circuit inspectors hold this view.

(ii) A chi square of 2,8 is obtained.

(iii) The null hypothesis is REJECTED, narrowly.

4.3.1.1 (q) Sub Null Hypothesis 16 : Item 6.3

There is no difference between circuit inspectors' opinions as to the consistency at which teachers discuss the reasons for the choice of rules and principals' reports as to whether teachers always discuss the choice of rules (each time the written rules are made).

(i) 50,5% of principals state that teachers never or seldom discuss reasons for chosen rules, 49,5% state they often do. 38,5% of circuit inspectors report teachers never to seldom discuss their choice of rules while 61,5% say they often do.

(ii) A chi square of 0,69 is obtained.

(iii) The null hypothesis is ACCEPTED. While more inspectors feel teachers participate in discussions on written rules to a larger extent than principals do, the difference is statistically not significant.

4.3.1.1 (r) Sub Null Hypothesis 17 : Item 7.1

There is no difference between inspectors' and principals' opinions as to the degree to which principals think students must be allowed opportunity to participate in planning extra-mural activities.

(i) 72,8% of principals say they believe students must often be allowed an opportunity to partake in planning extra mural activities. 27,2% think they should never or seldom be allowed this opportunity. Only 38,5% of inspectors report that principals often think pupils need to be allowed time to partake in planning extra-mural activities while 61,5% of inspectors report principals never or seldom think pupils need be given this opportunity.

(ii) A chi square of 6,53 is computed.

(iii) The null hypothesis is REJECTED.
Inspectors maintain principals seldom think students must partake in planning extra mural activities. More principals believe they often think students should be part of this planning.

4.3.1.1 (s) Comments on Item 7.2 (Appendices 2 and 4

The question asked from inspectors and principals through this item was not exactly the same, to allow statistical analysis thereon.

Inspectors were asked to state the degree to which principals allow students time to participate in planning extra mural activities. 69,2% of inspectors are of the opinion that principals seldom allow students opportunity to participate in planning extra mural activities, 30,8% of them believe principals often or always allow pupils opportunity to plan extra mural activities.

Principals were asked to indicate the degree to which pupils can participate positively in planning extra mural activities. 24,3% of principals think pupils can never or seldom partake positively in planning extra mural activities while 75,7% think they often can participate positively.

4.3.1.1 (t) Sub Hypothesis 18 : Item 7.4

There is no difference between inspectors' and principals' beliefs as to whether it is beneficial to the school to discuss tasks of the students representative council with those councils.

- (i) 40,8% of principals maintain it is never or seldom helpful to the school to discuss duties of the students representative councils with them, 59,2% report it is often or always helpful. 15,3% of the inspectors report it is never or seldom advantageous to the school to discuss the tasks of the students representatives with them, 71,59% state it is often always helpfu.

(ii) A chi square of 3,12 is obtained.

(iii) The null hypothesis is REJECTED, albeit narrowly.

4.3.1.2 Aspect II of the Secondary Null Hypothesis

There is no difference between circuit inspectors' and principals' views as to whether principals adequately perform their tasks as administrators.

4.3.1.2 (a) Sub Null Hypothesis 19 : Item 3.1

There is no difference between circuit inspectors and principals' views on the frequency at which the principals' monthly time table allow them time to visit teachers in classes.

(i) 51,5% of principals report that their monthly time tables never or seldom allow them time to visit teachers in their classes, 48,5% say theirs often allow them time to see teachers in their classes. 15,4% of circuit inspectors believe principals time tables never or seldom allow them time to visit teachers in classes, while 84,6% believe the time tables often allow them time for this job.

(ii) A chi square of 3,44 is obtained.

(iii) The null hypothesis is REJECTED.
Inspectors believe principals' time tables often allow them time to visit teachers in classes, while principals maintain it is seldom so.

4.3.1.2 (b) Sub Null Hypothesis 20 : Item 3.2

There is no difference between circuit inspectors' observations as to how often principals are able to abide by their time table on class visits and principals' report on how regular they do abide by their time tables.

- (i) 60,2% of principals report they never or seldom abide by their time tables for class visits, 39,8% report they often do. 53,8% of circuit inspectors believe principals never or seldom abide by their time tables, 46,2% believe they often do.
- (ii) A chi square of 0,17 is obtained.
- (iii) The null hypothesis is thus ACCEPTED. Both inspectors and principals believe the latter are seldom able to abide by their time tables on class visits.

4.3.1.2 (c) Sub Null Hypothesis 21 : Item 3.3

There is no difference between circuit inspectors' opinions and principals' reports as to the frequency at which principals do provide themselves with assessment forms/any observational tool, each time they visit teachers in classes.

- (i) 43,7% of principals report they never to seldom have assessment forms or an observational tool when they visit teachers in classes, 56,3% report they often do.

53,8% of circuit inspectors maintain that principals never or seldom provide themselves with any observational tool, 46,2% observe principals often have some kind of observational tool when they visit teachers in classes.

- (ii) A chi square of 0,5 is computed.
- (iii) There is thus no difference between circuit inspectors' opinions and principals' report on this question.

The null hypothesis is thus ACCEPTED.

4.3.1.2 (d) Sub-Null Hypothesis 22 : Item 4.1

There is no difference between circuit inspectors' beliefs as to how often principals evaluate the performance of pupils and principals reports as to the regularity at which they evaluate pupils' performance.

- (i) 23,3% of principals maintain they never or seldom evaluate pupils' performance, 76,7% report they often do. 53,8% of inspectors believe principals never or seldom evaluate pupils' performance, 46,2% think they often do.
- (ii) A chi square of 5,41 is obtained.
- (iii) The null hypothesis is REJECTED.
Principals' reports on the frequency of evaluation of pupils performance differ from inspectors' perceptions.

4.3.1.2 (e) Comments on Sub-Null Hypotheses 12 and 13:
Items 4.4 - 4.5

(i) A chi square of 0,7 and 4,96 were obtained on these sub null hypotheses, rendering the null sub hypotheses to be ACCEPTED AND REJECTED respectively.

(ii) We are of the opinion that principals as managers and administrators more frequently need the platform for discussions with parents. Meetings offer this platform. According to results on item 4.4 there is tendency for deprivation of this opportunity. According to the results on item 4.5, there is lack of agreement between circuit inspectors and principals on the question asked in this item.

4.3.1.2 (f) Sub-Null Hypothesis 23 : Item 6.1

There is no difference between circuit inspectors' beliefs and principals' report as to whether principals have written school rules.

(i) 41% of principals report they never or seldom have had written school rules over the last 3 years. 59% report they have had them each year. 53,8% inspectors believe principals never or seldom have written school rules, 46,2% report they often or always do.

(ii) A chi square of 0,87 is obtained.

(iii) The null hypothesis is ACCEPTED.

4.3.1.2 (g) Sub-Null Hypothesis 24 : Item 2.3

There is no difference between circuit inspectors' views and principals' reports as to whether schools have students' representative councils.

- (i) 44,7% of principals report they never or seldom have students representative councils. 55,3% report they often or always do. 100% of circuit inspectors believe schools do have students representative councils.
- (ii) A chi square of 9,71 is obtained.
- (iii) The null hypothesis is REJECTED.

4.3.1.2 (h) Sub-Null Hypothesis 25 : Item 8

There is no difference between circuit inspectors' beliefs and principals' reports on how frequently principals spend time on official correspondence.

- (i) 88,3% of principals state they often have to spend their time on official correspondence as opposed to 11,7% who report they do not often or always use their time on this task. 84,6% of inspectors believe that principals often spend their time on official correspondence, 15,4% of inspectors are of the opinion that principals seldom spend their time on official correspondence.
- (ii) A chi square of 0,13 is obtained.

- (iii) The null hypothesis is ACCEPTED.
Inspectors support principals in that the latter often spend time on official correspondence.

4.3.1.2 (i) Sub-Null Hypothesis 26 : Item 9

There is no difference between circuit inspectors' views and principals' report as to the amount of time principals spend ordering supplies for school buildings or engaged in activities that have to do with the school buildings.

- (i) 35% of principals report they seldom spend time on the tasks referred to in this sub hypothesis. 65% report they often do. 7,7% of inspectors report principals seldom spend time ordering supplies for school buildings or engaged in activities that have to do with school buildings. 92,3% of inspectors report principals often spend time on these tasks.

- (ii) A chi square of 3,85 is obtained.

- (iii) The null hypothesis is REJECTED.

4.3.1.2 (j) Sub Null Hypothesis 27 : Item 10

There is no difference between principals' reports and circuit inspectors' beliefs, as to the frequency at which principals spend time fetching mail from Post Offices for their schools.

- (i) 32% of principals report they never or seldom spend time fetching school mail. 68% of principals report they often spend time fetching the mail. 52,8% of inspectors report principals seldom fetch post while 46,2% report principals often fetch post.
- (ii) A chi square of 4,04 is obtained.
- (iii) The null hypothesis is thus REJECTED. Principals believe they often spend time fetching post while inspectors maintain they seldom do so.

4.3.1.3 Aspect III of the Secondary Null Hypothesis

There is no difference between circuit inspectors' and principals' views as to whether principals adequately perform their tasks as leaders.

- (a) Comment on Items 2.1 and 2.2 Appendix 2
And 4 : Sub Hypotheses 5 and 6

A chi square of 14,95 and 1,26 were obtained, resulting in the former sub-null hypothesis being REJECTED and the latter ACCEPTED.

The results of sub hypothesis 5 and 6 suggest that, according to inspectors, principals do not orientate teachers to new assignments, while both principals and inspectors suggest through sub hypothesis 6, item 2.2 that principals are inclined not to guide experienced teachers who are new to the school.

4.3.1.3 (b) Comment on Sub Hypothesis 8 Item 3.4 :
Appendices 2 and 4

A nil chi square was obtained, suggesting that the null hypothesis is ACCEPTED. Inspectors agree with principals that the latter often have discussions on class visits with teachers. In the sense that these discussions are an opportunity for identifying needs areas and assisting teachers to realise them, the results are interpreted to mean there is often potential for leadership by principals through discussions on class visits.

4.3.1.3 (c) We refer to sub-hypothesis 9, whose X^2 was 0,0007.

4.3.1.3 (d) Sub-Null Hypotheses 10 - 13 : Items 4.2-4.5

A chi square of 2,2; 6,27; 0,7 and 4,96 was obtained for these sub hypotheses. We interpret results for item 4.2 to mean that while a higher percentage of principals report they often discuss evaluation of pupils' performance with teachers, and a higher percentage of inspectors say principals seldom do this, the differences are not significant.

The results for item 4.3 and 4.4 suggest principals inadequately make use of discussions on pupils' work with teachers and parents, since the discussions are either not pursued or seldom pursued. This, in our view, limits significantly the effectiveness of principals as leaders. Results for item 4.5 strongly indicate insufficient personal communication between parents and principals.

In the sense that schools are part of the communities and that schools would normally give expression to communities' needs with the principal as one of the leaders, principals again have their chances of being leaders mainly with a participative slant, reduced.

4.3.1.3 (e) Sub Null Hypothesis 28 : Item 11.

There is no difference between the aims and objectives of class visits as seen by circuit inspectors and practised by principals.

- (i) 94,4% of the responses given by principals had to do with the promoting of instruction. 5,6% of the responses were remotely or not related to instruction. 83,3% of the inspectors' responses had to do with promoting instruction and 16,6% very remotely so or never.
- (ii) A chi square of 5,5 was computed. There is a difference between the aims and objectives of class visits as reported by principals and as observed by inspectors.

4.3.1.4 Aspect IV of the Secondary Null Hypothesis :

There is no difference between what circuit inspectors believe is the role of the principal as an educator and the principal execution of this role.

4.3.1.4 (a) Sub Hypotheses 15, 16, 17 and 18 Based on Questionnaire Items 6,2; 6,3; 7,1 and 7,4 with Chi Squares of 2,8; 0,69; 6,53 and 3,12 allow the following Additional Interpretations:

- 6,3 Less principals are of the view that teachers often discuss reasons for inclusion of written school rules. Allowing such discussion by the principal is an educational opportunity which is likely to promote teacher growth.
- 7,1 More principals report they allow students opportunity for responsibility in planning extra mural activities than is the number thought of by inspectors. Hence principals see themselves more as educators in this regard than inspectors see them.
- 7,4 Inspectors think it is more to the advantage of the school to discuss tasks of students' representatives with the students representatives. While more principals also hold the same view, the percentage is less than that of inspectors.
- Both items 7,1 and 7,4 indicate an inclination of a principal in Kwa-Zulu Community Secondary Schools as educator to pupils.

4.4 CONCLUSIONS ON THE χ^2 ANALYSIS

The following table shows the results of the
hypothesis testing for the null hypotheses.

Of the eighteen sub null hypotheses for this aspect of the primary null hypotheses, sixteen are REJECTED.

The conclusion is that principals in Secondary Community Schools in Kwa-Zulu, do not perform the management tasks adequately. Only in one sub-null hypothesis, ie. sub-null hypothesis 8, is there no difference of opinion between experts' beliefs and principals' opinion.

The analysis of data in the secondary null-hypothesis, supports the conclusion just made.

4.4.2 The Role of the Principal as Administrator in Secondary Community Schools in Kwa-Zulu

With reference to this aspect of the null hypothesis in five out of eight sub-null hypotheses of the Primary Null Hypothesis there is a difference between experts' opinion and principals' statements. In two of these more experts are in the often to always category, while in three they are in the never to seldom category. In the rest, both principals and experts are in agreement.

The principal does perform administrative tasks, as indicated in the no difference results on analysis of some sub-null hypotheses. Yet according to the results of sub-null hypotheses 19, 23, 24, 25 and 26 of the primary null hypothesis, his role as administrator also needs to improve. According to these results the principals' role tends to feature in organisational and clerical tasks for which other personnel could be employed - for example fetching mail, maintaining school buildings, answering correspondence.

The results of the Secondary Null Hypothesis also bear this out, to a large extent.

4.4.3 The Role of the Principal as Leader in
Secondary Community Schools in Kwa-Zulu

It has come out that the difference between the role of a principal as leader and manager is narrower, than between his role as manager and administrator.

Of the relevant sub null hypotheses on this aspect, experts differ from principals' views in all, while inspectors differ from principals in five out of 11 sub null hypotheses. For a principal to offer guidance it is essential to establish needs to which such guidance is addressed. Such needs are more likely to surface if the people guided and offering instruction are given an opportunity to discuss and communicate their needs with the principal. Continuous principal-teacher discussions on instruction and principal-parent discussions on pupils' work, are supportive to successful leadership at school.

Our conclusion is that principals are not sufficiently able to offer opportunity to teachers and parents, to express their needs.

The X^2 of 6,57 for Sub Null Hypothesis 9, 48,17 for sub null hypothesis 10 and others of the primary null hypothesis indicate that the principal does not have adequate opportunity to guide on instructional areas or to discuss with relevant parties areas that relate to students' learning. The X^2 of 2.2 sub null hypothesis 10, of the secondary null hypothesis 4,96 sub null hypothesis 13 of the secondary null hypothesis, tend to give weight to this view. So does sub null hypothesis 27 of the primary null hypothesis and 28 of the secondary null hypothesis.

4.4.4. The Role of the Principal as Educator:

We refer particularly to sub null hypotheses 14, 16, 17, 18 and 23 of the Primary Null Hypothesis and 15, 17, 18 and 24 of the Secondary Null Hypotheses: In all these sub-null hypotheses, there was a difference between experts and principals on one hand and principals and inspectors on the other.

In our mind the role of a principal as educator is given ground only within a context of his managerial and leadership role mainly but with the support of his administration, as well. Hence to the extent that he is efficient and effective as manager and leader, he is likely to be so as educator.

5 RESUME

In this chapter we attempted to find out how principals in Kwa-Zulu Secondary Community Schools compare with regard to some managerial, administrative, leadership and educational requirements for principalship.

We then discussed and interpreted data derived from the X^2 analysis. In this regard, we have borne in mind the nature of the Null-Hypotheses, hence the sub-divisions thereof. However, in the discussions and analysis of data, we also indicated the interrelatedness of the four aspects as earlier acknowledged under 2, 3, 4 (c/f diagram).

The conclusions drawn from this chapter are now to be discussed together with conclusions on the whole project. This is done in the next chapter.

4.6 REFERENCES

- 4.6.1 The African Teachers' Association of South Africa, 1985:
MEMORANDUM REGARDING TEACHERS WHO HAD PRE-MATRIC TRAINING AND WHO SUBSEQUENTLY ACQUIRED ADDITIONAL QUALIFICATIONS.
Johannesburg : Southern Sun's Airport Hotel.
- 4.6.2 Gills, D S 1972:
INTERNATIONAL ENCYCLOPAEDIA OF THE SOCIAL SCIENCES.
New York : MacMillan & Free Press Vol. 13414.
- 4.6.3 Jacobson, P B; Logson, J D and Wiegman, P R 1973:
THE PRINCIPALSHIP. NEW PERSPECTIVES.
New Jersey : Prentice Hall Englewood Cliffs.
- 4.6.4 Peters, R S 1976:
THE ROLE OF THE HEAD.
London : Routledge and Kegan Paul.
- 4.6.5 Siegel, S 1956:
NON-PARAMETRIC STATISTICS FOR THE BEHAVIOURAL SCIENCES.
International Students Edition. New York : McGraw Hill:
- 4.6.6 Thembela, A J
A SOCIO-PEDAGOGIC DESCRIPTION OF SOME FACTORS WHICH INFLUENCE THE QUALITY OF A DIDACTIC SITUATION IN URBAN AND RURAL SCHOOLS IN NATAL.
Unpublished M.Ed. Dissertation. KwaDlangezwa: University of Zululand.
- 4.6.7 Tuckmann, B W 1978:
CONDUCTING EDUCATIONAL RESEARCH.
New York : 2nd Edition Harcourt Bruce.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

We shall now recapitulate on the whole research project, draw conclusions and make recommendations.

5.2 THE PROBLEM RESTATED

One aspect of the problem in this research is that the role of a principal is diffuse and complex. The other aspect lies in identifying priorities in a principal's role. In this respect it was necessary to find out whether the principal in Kwa-Zulu Secondary Community school performs his role adequately, in terms of the defined core tasks which were identified as important for a principal to perform his work effectively.

5.3 AIM OF THE STUDY RESTATED

The research aimed at defining and discussing the role of a principal in Kwa-Zulu with particular reference to educational and instructinal leadership.

To do so, the researcher had to define and discuss the role of a principal in general, to establish a framework within which to study the problem stated in 5.2 above, formulate, test and prove or disprove the null hypotheses.

The study also offered a birdsview of role expectations on prinvipalship in America and Britain, from a historical perspective. The purpose for this outline was also to highlight common role expectations for principals, and to assess how Kwa-Zulu Secondary School principals compare to their colleagues, in terms of expectations as managers and leaders.

.4 THE METHODS EMPLOYED

5.4.1 A Study of Literature

Literature study on the historical development of principalship was made. A study of educational management, administration and leadership, from literature again, was pursued. This study enabled the researcher to be sharply aware of the nature of the problem.

5.4.2 Observations of Principals at work and Discussions With some on their work

The researcher had the opportunity to observe a few school principals at work and to share some work experiences with them. The researcher's observations contributed to make her wonder about the nature of the phenomenon, principalship. The researcher felt an urge to study it closely. Some conclusions on the nature of principalship were drawn but had to be tested by the actual research.

5.4.3 Empirical Study

Having studied the role of the principal theoretically, the writer used a research instrument, the questionnaire, to investigate the role of a principal in Kwa-Zulu Secondary Schools. The questionnaire was administered for the purpose of clarifying certain issues relating to the principal's role and to observe the principals at work. The field investigation provided the researcher with the opportunity to discuss with the principals on their role. The conversation constituted informal interviews, which also have a bearing on conclusions made from the study.

The questionnaire was also administered to thirteen circuit inspectors as explained in Chapters three and four, and was sent to twenty experts. The data gathered from the various respondents was analysed through the X^2 test, to determine its

5.5 CONCLUSION ON THE STUDY

5.5.1 The Role of a Principal is Complex.

The study identified four main areas of a principal's role. It was found that the principal operates as a manager, an administrator, a leader and an educator.

It came out of this research that in carrying out their functions principals in Kwa-Zulu Secondary Community Schools have to perform a host of purely administrative and clerical tasks, for example they often have to do monthly bookkeeping for school monies, some principals have to fetch school mail from the post office.

5.5.2 The Principal in Kwa-Zulu Community Secondary School does not Perform Managerial and Leadership Tasks adequately

Managerial and leadership tasks like induction and in-service education for teachers are not adequately pursued by principals. As a matter of fact, with regard to induction, all the inspectors questioned said they do not know of a principal who conducts an induction programme, while 53,8% said principals never or seldom allow teachers opportunity to identify needs on which staff development programmes can be based.

It was also found out that principals do not sufficiently perform such management tasks as post class-visit discussions with visited teachers. Principals are also not involved in objectives setting and curriculum development. It came out also that there is not enough interaction with the led teachers especially.

(The point on teachers being unable to identify their needs or to discuss reasons for the choice of rules included in the school prospectus is one example of insufficient communication between the principal and teachers).

In our view the principal's inability to perform such management and leadership tasks limits his opportunity to guide and motivate, to develop the school and assist it attain meaningful results in terms of giving instruction and education effectively.

5.5.3 Principals' Awareness of their Managerial and Leadership Responsibilities varies remarkably

The researcher deduced that principals at Secondary Community schools in Kwa-Zulu, are at varying points in their awareness of the nature of their role, particularly in relation to management, educational and instructional leadership. Some principals were not aware that it was their management function to control, supervise, evaluate and counsel.

Some are fairly aware of the managerial aspect of their responsibilities. To some principals, however, the emphasis of their responsibilities seems to lie in achievements like building new classrooms or adding a building to the school during their term of office.

Whilst these activities are necessary for the existence of the school, it is noted that other tasks like the development of teachers as instructors and educators, are not rated as adequately as desired by a significant percentage of principals.

5.5.4 Instructional Leadership is Limited by Paying Special Attention to Std 8 and 10, by some Principals

To the item asking principals to state aims and objectives of class visits, some principals stated as one of their aims, that they wished to assess chances for a pass rate, particularly in senior classes.

In the informal interview the researcher would then try to find out which were the senior classes referred to. It came out that it was the Std 8 and 10.

In some schools where the researcher arrived in the morning about seven or late in the afternoon about four, and there happened to be lessons on, it came out that the lessons were for standard eight or ten classes.

It is also the researcher's experience that schools which give extra tuition on Saturdays or vacation do so to Standard 8 and 10. There is also the tendency that the committed, dedicated teachers are allocated to these classes. (The writer excludes allocation based on qualification).

From conversations with a number of principals, it was found that most principals do not pay attention to educational issues like improving study skills of their students, teaching or learning problems encountered in schools. In other words most principals play no role in assisting staff to improve the quality of teaching and learning.

Encouraging extra tuition to Standard 8 and 10 is seen by the researcher as no panacea for educational and instructional ills of the classes in question. Instead it is viewed as reinforcing these ills for the schools in question. To the writer, special attention of this kind to Standard 8 and 10 suggests that the students' education and instruction are events which can be started only seriously at a certain point (Std 8 or 10) of the pupil's school career.

The repercussions of placing such emphasis to these classes and to these examinations thus limits the role of a principal as leader and manager.

5.5.5 Principals in Kwa-Zulu Secondary Community Schools do not Sufficiently share information on students progress with parents

Most principals are unable to discuss with pupils' parents, pupils' work and performance at school. This suggests that parents as co-educators are often ignorant of pupils' performance at school.

In most schools whose principals were questioned parents get to know the child's performance from the June and December reports only, if parents ever read these at all.

5.5.6 Principals tend to pursue routine tasks

The researcher found that principals tend to use considerable time in routine tasks some of which are admittedly administrative. For example appending their signatures for having seen teachers' scheme of work and preparation books.

In a large number of schools observed the principals support mainly the old, tried and tested activities like, in sport, soccer, netball and choral music. It is in the minority of schools where apparently manageable 'innovations' are attempted for example karate, in sport.

5.5.7 The Principal's Role as Educator is Affected by Shortcomings in Managerial and Leadership Tasks

The principals in Kwa-Zulu Secondary Community Schools seem to be aware of the need for being educators.

The existence of students' councils in most schools, as found through question 7.3 of appendixes 2, 3 and 4 and the practice to have staff meetings are, to an extent, testimonies to this conclusion.

Yet it was found through the questionnaire and conversation with some principals, that most principals' roles as educators are adversely affected by various shortcomings in their managerial and leadership tasks.

5.5.8 The Primary Null Hypothesis is confirmed

Principals in Kwa-Zulu Secondary Community Schools do not perform managerial, administrative, educational and instructional leadership tasks adequately. The primary null hypothesis receives support from the secondary null hypothesis.

5.6 RECOMMENDATIONS

5.6.1 Assistance to Principals to Understand Requirements of Principalship

In the researcher's view, principals need assistance to understand and be conversant with cardinal requirements of their role, so that they are more of actors than reactors who tend to be overwhelmed by the generality and routines of their tasks. Towards this assistance various parties that have to do with the functioning of principals for instance the Department of Education and Culture Kwa-Zulu, the circuit inspectors and principals themselves need to contribute.

Below are recommendations which are considered likely to assist principals become effective in their role. These recommendations stem from our contention supported by literature study that management and leadership is an art, but also a science and technology, whose body of knowledge is learnable and transmissible, and which improves the learner as he practises it.

5.6.1.1 Self-development by Principals

(a) Study of Educational Management, Administration and Leadership:

Principals need to study educational management, administration and leadership to understand their business as educational managers, administrators and leaders.

(b) Workshops by Principals themselves on their role:

Principals within their localities can organise their own workshops on their work and where desirable, invite outside

(c) Maximum Efforts by Principals to free Themselves from routine Tasks:

It is partly the task of principals in community schools to free themselves from a number of routine tasks to be able to perform managerial and leadership tasks. From some school fund a school can for instance hire a postman or neighbouring schools can join hands to employ a postman.

(d) Use of a Participative Style of Management and Leadership is essential whenever Necessary:

Management and leadership by definition implies that principals need to involve teachers and the led in general, in their work. It is essential for principals to increase possibilities for followership and to ensure teachers', pupils' and parents' needs are met as far as possible.

(e) The Need to Integrate Motivation to Pass Examination with Instructional Leadership and the Nature of Education:

Our observation earlier on that some principals tend to allow special attention to Std 8 and 10, because of the importance attached to the examination for these classes, suggests that these examinations may be regarded as important target for achievement. While examinations are important and while it is the principal's task to motivate pupils and teachers towards success in examinations, the writer contends that it is equally important that principals also focus on areas of instructional leadership, for example

curriculum development (and we use curriculum in its broad sense: see Chapter 2 and the section on educational leadership). We maintain it is that focus that prepares a child to engage in the educational activity purposefully and assist him to realise his potential.

(f) The Need for Parent-teacher Associations:

We argued in Chapter 2 that schools are part of their communities. We also saw the importance of school-community communication.

In the light of the conclusion that parents are not sufficiently involved in the education of their children, it is essential for principals to attempt to open up opportunities for parent-teacher (principal) discussions. Therefore it is recommended that principals encourage formation of parent-teacher associations (where they are also members) to share information on problems, needs and interests of students, with an aim to improve the quality of the pupils' education.

(g) Evaluation of Self Improvement Programmes:

It is hereby recommended that an evaluation procedure be devised to ensure that the implemented activities for self improvement by the principals, are effective.

Principals have to design structures and strategies to effect evaluation. Formative evaluation will have to be carried out by principals all the time. Summative evaluation should also be done at regular intervals to ensure purposeful implementation of the programme. The Department can also co-operate with principals at this juncture in connection with summative evaluation. We refer to 5.6.1.2 (c) below.

5.6.1.2 Possible Assistance from the Department of Education and Culture toward Promoting Effectiveness in Principals

(a) Pre-service education and training on Educational management, administration and leadership for potential principals:

It is recommended that the Department of Education and Culture appoints principals a year or two before the schools they are to man start functioning, to allow time for pre-service education and training of this personnel.

We envisage pre-service education that covers theory and practice; as well as internship.

(b) Regular In-service for Principals:

The Department of Education and Culture should conduct regular in-service courses for principals. These can involve activities like simulation, role play, case studies related to educational management, administration in general, educational leadership and instructional leadership in particular.

We need to stress that we envisage in-service training for principals based mainly on their expressed or suggested problems and needs. Principals would have to be part of their needs identification process.

(c) Evaluation of the assistance given by the Education Department and other interested Parties towards principal effectiveness:

The Department of Education and Culture would also have to devise ways and means to assess improvement in the role of the principals as various forms of assistance are given to them to promote their effectiveness.

(d) Regular Research on educational management and leadership and needs of principals:

It is essential that the Education Department conducts research from time to time on management and leadership needs and problems of principals for it to know the type of assistance required. We refer, in this regard, to 5.6.1.2 (b) above.

5.6.1.3 Possible Assistance from the Circuit Inspectors

(a) Introductory Remarks:

Before we suggest assistance inspectors can render to promote principal effectiveness, we wish to state that in our view inspector assistance in this regard should be a temporary measure.

It is necessary at this stage because principals do not seem to understand their tasks. Once they do, they can on their own, and with the assistance of the Department of Education and Culture, enrich their functioning.

We also think inspectors are also managers at a different level with a different set of tasks. They need not be loaded with responsibilities which belong to principals. Besides it is not conducive to growth and effectiveness for principals to depend on inspectors in this regard.

Ndlala (1985) conducted research on the pedagogical significance of supervision and inspection with special reference to KaNgwane. He found that Inspectors were not performing their tasks adequately. Until inspectors themselves learn to perform their tasks adequately, it is doubtful if they will be of much help to the principals.

(b) Support by Inspectors to In-service Courses for Principals:

Inspectors' interest in in-service education and training for principals would be supportive.

(c) Circuit-based courses and seminars on specific management, educational leadership and instructional leadership tasks:

Inspectors should design their own circuit-based seminars on management, educational leadership and instructional leadership.

Some of these can be based on observed experienced needs and on inspection reports.

- (d) To promote managerial and leadership effectiveness inspection needs to stress managerial and leadership competency in addition to administrative competency.
- (e) Special Assistance to Instructional Leadership by Inspector-subject Advisers:

Inspectors who are subject advisers can assist principals in instructional leadership by finding needs areas within the range of the subjects they are in charge of. Needs areas can be identified by various parties connected with instruction in the relevant areas, for example the principal from his control or supervision reports. Guidance can then be given to principals on how to facilitate the working of the teachers in those subjects.

5.7 THE NEED FOR FURTHER RESEARCH

We submit that this research exposed the role of a principal in Kwa-Zulu Secondary Community School, generally. While it drew attention to educational and instructional leadership by a principal more can be researched about instructional leadership even if this leadership is by other personnel, besides principals. Further research will hopefully also focus on the various aspects of the role of principals.

5.8 CONCLUSION TO THIS STUDY

In conclusion we refer to Barth (1980, p.214) who says:

RUN SCHOOL RUN.

"...effective principals make better schools. Principals more than anyone else can insulate teachers from distracting debilitating outside pressures so they can devote their precious energies to students.....principals have the capacity to stimulate the growth of the school community, to lead by responding thoughtfully and purposefully to children, teachers and parents."

NEEDS OF THE FUTURE

It is hoped the contribution of this study has been to highlight this vital point.

REFERENCES

Unpublished M. Ed. Thesis
University of ...

5.9 REFERENCES

- 5.9.1 Barth, R S 1980:
RUN SCHOOL RUN.
Harvard University Press: Masachusetts.
- 5.9.2 Guruge, A W P 1969:
A FUNCTIONAL ANALYSIS OF EDUCATIONAL ADMINISTRATION
IN RELATION TO EDUCATIONAL PLANNING.
UNESCO II EP: Ocassional Paper No. 16.
- 5.9.3 Ndlala, W 1985:
THE PEDAGOGICAL SIGNIFICANCE OF SUPERVISION AND
INSPECTION IN BLACK SECONDARY SCHOOL WITH SPECIAL
REFERENCE TO KANGWANE.
Unpublished M.Ed. dissertation. KwaDlangezwa :
University of Zululand.

A P P E N D I C E S

APPENDIX 1

TO ALL PRINCIPALS : PRELIMINARY INFORMATION ON THE STUDY

KINDLY FILL IN THE FOLLOWING INFORMATION FIRST:

1. Is your school in an urban or rural area?
(Cross what applies)
2. For how many years have you been a teacher?
Answer : years
3. For how many years have you been a principal of a
secondary school?
Answer : years
4. What are your academic and professional qualifications?
Answer :
5. What are your qualifications in educational management
and administration?
Answer :
6. How many seminars on educational management and
administration have you been able to attend?
Answer : seminars.

APPENDIX 2

QUESTIONNAIRE TO PRINCIPALS

The management and administration of a school involves performance of certain activities by the principal or his delegates.

Attached are a series of statements dealing with some of these activities. For each activity you are requested to say how frequently in your situation you think you perform it.

Please answer freely and frankly. You are not to sign your name. As indicated earlier in the letter of appointment, the study aims at getting a picture of what principals are able to do under whatever conditions they work in.

You will kindly choose one of the following responses:

NEVER = A
SELDOM = B
OFTEN = C
ALWAYS = D

Record your response in the form of the alphabet in the box provided at the end of each item.

STATEMENTS

- 1.1 How often, each time there was recruitment of teachers, were you part of the recruiting body? ☐
- 1.2 How often, each time there is selection of teachers for your school are you involved in selection? ☐
- 1.3 How often, each time there should be appointment of teachers, are you part of the appointing body? ☐
- 1.4 How often, each time there should be a recommendation for appointment of a teacher, do you recommend? ☐
- 1.5 When there are vacant posts to be filled in by teachers, how often do you supply your inspector with your staffing needs? ☐

- 2.1 With regard to new recently qualified teachers, how often do you have an induction programme? ☐

NOTE: Always (D) = Yearly

Often (C) = Almost yearly but not so

Seldom (B) = Once in three years

- 2.2 With regard to new but experienced teachers how often do you have an induction programme? ☐
- 2.3 How often does your induction programme take more than two weeks? ☐

2.

- 3.1 How often does your monthly time table allow you time to see teachers in their classes? ☐
- 3.2 When you do have time for class visits reflected in your time table, how often are you able to pay these visits? ☐
- 3.3 If you do get time for the class visits, how often are you able to provide yourself with an assessment form? ☐
- 3.4 On the average, how often are you able to discuss your observations on class visits with the visited teachers? ☐
- 3.5 In your opinion how frequently are discussions on class visits helpful to the teacher? ☐

Kindly remember the responses:

NEVER = A

SELDOM = B

OFTEN = C

ALWAYS = D

4.1 How often a year do you evaluate the performance of pupils? ☐

4.2 On the average, how often a year are you able to discuss evaluation of student performance with teachers? ☐

4.3 On the average, how often are you able to discuss evaluation of students' performance with parents? ☐

4.4 On the average, how often a year do you meet parents formally at school? ☐

Note: One - Two times = Seldom
Three - Eight = Often
Monthly = Always

4.5 If you have formal parent-principal or parent-teacher-principal meetings how often do you have pupils' performance as one of the items? ☐

5.1 How often in your opinion are teachers in your school able to define their school related needs on which staff development programmes can be based? ☐

5.2 How often a year do you have time to lead or assist others to lead staff on learning more about different teaching methods or any school activity that can make them better teachers? e.g. ways of marking homework for a big class. ☐

6.1 How often in the last three years have you had written school rules? ☐

Note: Yearly - Always

Twice in the last three years - often

Once in the last three years - seldom

6.2 How often are your teachers, mature enough to contribute to the compilation of school rules? ☐

6.3 If your staff do participate in the compilation of rules, how often do they discuss the reasons for the inclusion of rules? ☐

7.1 In your circumstances how often each year do you think students at secondary level need to be afforded an opportunity to participate in planning of extra-mural activities? ☐

7.2 In your circumstances how often do you think students can participate positively in planning of their extra-mural activities? ☐

7.3 Over the last three years how often have you had students representative councils? ☐

Note: Every year - Always

Twice in the last three years - Often

Once in the last three years - Seldom

Never in the last three years - Never

7.4 If you have students' representatives how often does it help them in their effectiveness, to spell out their tasks together with them participating? ☐

8. How often, on a weekly basis, do you spend time on official correspondence? ☐

9. How often, in a year, do you spend time ordering supplies for building or engaged in activities that have to do with your school buildings? ☐

10. How often a week do you fetch posts for your school? ☐

Note: Daily - Always

Three - Four times = Often

Once - Twice = Seldom

11. Principals who are in a position to visit teachers in classes have certain aims and objectives. If you are one of those, will you please give about three reasons why you see class visits as essential.

☐

(a)

.....

(b)

.....

(c)

.....

APPENDIX 3

QUESTIONNAIRE TO EXPERTS

QUESTIONNAIRE ON THE ROLE OF PRINCIPALS

- 1.1 How often each time there is recruitment of teachers, is it necessary for a principal to be part of the recruiting team? ☐
- 1.2 How often each time there is selection of teachers is it necessary for a principal to be part of the selection team? ☐
- 1.3 How often each time there is recommendation for appointment of a teacher, should a principal also make his recommendation? ☐
- 1.4 When there are vacant posts to be filled in by teachers, how often should a principal supply the appointing body with his staffing needs? ☐
- 2.1 With regard to new recently qualified teachers, how often should a principal bother with an induction programme? ☐
- 2.2 Do you think an induction programme should:
Never (A) or
Seldom (B) or
Often (C) or
Always (D) last more than two weeks?
(Kindly put your response in the box in the form of a corresponding alphabet.) ☐
- 3.1 How often should a principal's timetable allow for visiting teachers in classes? ☐
- 3.2 How often should a principal provide himself or herself with an assessment form when he visits teachers in classes? ☐
- 3.3 How often should a principal discuss observations on class visits with the visited teachers? ☐
- 3.4 In your opinion how often are discussions on class visits useful to the teachers? ☐

- 4.1 In your opinion how often should a principal evaluate performance of pupils? ☐
- 4.2 How often should evaluation of pupils' performance be discussed by the principal with teachers? ☐
- 4.3 How often should the evaluation of the pupils' performance be discussed with parents? ☐
- 4.4 How often should a principal meet parents each year? ☐
- 4.5 If the school has formal teacher-parent-principal meetings, how often would you like pupils' performance to be discussed? ☐
- 5.1 How often do you think teachers are able to define needs on which staff development can be based? ☐
- 5.2 How often should staff development programmes be based on the principal's conception of teachers needs? ☐
- 6.1 How often do you think that schools really need to have written school rules? ☐
NOTE: Every year = Always
Almost every year = Often
Once in three years = Seldom
- 6.2 How often are teachers in secondary schools mature enough to contribute towards compiling written school rules? ☐
- 6.3 How often would you prefer to see staff discussing the inclusion of written rules? ☐
- 7.1 How often do you think students must be provided with an opportunity to participate in planning of extra-mural activities? ☐
- 7.2 In your opinion how often do you think students can participate positively in planning of extra-mural activities? ☐

7.3 How often is it necessary for students to have students representatives? ☐

7.4 How often is there need for a principal to spell out the tasks of student representatives with them actively participating? ☐

8. How often a week would you ideally think a principal needs to spend time on clerical duties? ☐

9. How often each year would you ideally think a principal needs to spend time ordering supplies for school buildings or engaged in activities that have to do with buildings? ☐

10. How often a week would you ideally think a principal needs to fetch post from the Post Office, for his school? ☐

11. Will you indicate three aims and objectives you would have as a principal in visiting teachers in classes? ☐

11.1

11.2

11.3

APPENDIX 4

QUESTIONNAIRE TO CIRCUIT INSPECTORS

QUESTIONNAIRE ON THE ROLE OF PRINCIPALS

- 1.1 How often in the past, each time there was recruitment, were principals part of the recruiting team? ☐
- 1.2 How often each time there is selection of teachers for your schools, is it possible to involve teachers in selection? ☐
- 1.3 How often each time there should be appointment of teachers do principals form part of an appointing body? ☐
- 1.4 In the past, how often have principals shown sufficient maturity to make recommendations to you for appointment of teachers? ☐
- 2.1 How often have you seen or heard of a principal who has an induction programme for new recently qualified teachers? ☐
- 2.2 How often do the principals in your Circuit have an opportunity to induct new but experienced teachers? ☐
- 2.3 Do you think any of the principals in your circuit has an induction programme which takes more than two weeks? ☐
- 3.1 How often do principal's monthly time table allow them time for visiting teachers, in their classes? ☐
- 3.2 When the time for class visits is reflected in the principal's time table, how often do you think, it is used for that purpose? ☐
- 3.3 For those principals who get time for class visits and do conduct them, how often are they able to provide themselves with an assessment form or any observational tool? ☐
- 3.4 How often do you think principals are able to discuss their observations on class visits with visited teachers? ☐

3.5 In your opinion how frequently are principal-teacher discussions on class visits, helpful?

☐

4.1 How often a year do principals evaluate the performance of pupils?

☐

4.2 On the average, how often a year do you think they discuss evaluation of students' performance with teachers?

☐

4.3 On the average, how often do you think, circumstances allow principals to discuss evaluation of students' performance with parents?

☐

4.4 On the average, how often each year, do you think principals meet parents formally at school?

☐

NOTE: Once - twice a year = Seldom
Three - Eight times a year = Often
Monthly = Always

4.5 If there are formal parent-teachers-principals meetings, how often would you say pupils' performance is one of the items?

☐

5.1 How often do principals organise sessions for teachers to define school related needs on which staff development programmes can be based?

☐

6.1 In your opinion, how often do schools have written school rules?

☐

NOTE: Every year = Always
+/- Once - twice in two years = Often
+/- Once in three - five years = Seldom

6.2 How often are teachers mature enough to contribute to the compilation of school rules?

☐

6.3 In the schools where staff contribute to the compilation of school rules, how often do teachers discuss reasons for the choice of rules they include in their set of rules?

☐

7.1 In your opinion, how often do principals think students should be allowed an opportunity to participate in the planning of extra-mural activities? ☐

7.2 In your opinion, how often do principals allow students time to participate fully in planning extra-mural activities? ☐

7.3 In your opinion, how often do schools have students' representatives? ☐

7.4 Of those schools that have students' representatives, how often do you think the principal has, to the advantage of the school, spelt out the representatives' tasks with them? ☐

8.1 How often, a week, do principals spend time on official correspondence? ☐

9.1 How often, a year, do principals spend time ordering supplies for school buildings or spend time engaged in activities that have to do with their school buildings? ☐

10.1 In your opinion, how often a week do principals spend time on fetching post from the Post Office for their school? ☐

11. Principals who are in a position to visit teachers in classes have certain aims and objectives for doing so. Will you please give just three reasons why you think those principals see class visits as essential. ☐

11.1
.....

11.2
.....

11.3
.....

APPENDIX 5

'LETTER OF APPOINTMENT TO PRINCIPALS'

Dear Mr/Mrs

May I kindly call at your school on
for a brief viist that has to do with my M.Ed. study on;
The Role of Principals in Community Schools in Kwa-Zulu,
with particular reference to Educational and Instructional
leadership.

The Secretary of Education and Culture, Kwa-Zulu, has
granted me permission to visit principals in secondary
community schools in Kwa-Zulu for the purpose of
conducting the research. However, I need your consent
as well, to visit you. The questionnaire takes only
13 - 15 minutes.

Thank you.

Yours sincerely

REJOICE NGCONGO

APPENDIX 6

Luthayi Secondary School
Private Bas X1009
HAMMARSDALE
3700

Dear Dr/Prof/Mr/Mrs

Kindly complete the attached brief questionnaire for me.

The questionnaire is for an M.Ed. study on:

"The Role of a Principal in a Secondary Community School
in Kwa-Zulu with particular reference to
educational and instructional leadership."

Your opinion on each of the questions is vital. The study
compares at some stage what principals do and what founded
opinion says. Your opinion is thus essential in discussions/
debate as to priorities in principals' tasks.

Kindly choose one of the following responses, in answering
each question, besides question II:

Never = A
Seldom = B
Often = C
Always = D

You are asked to indicate your response by an alphabet, as
shown above and place the alphabet in the box, at the end of
the question.

May I request you to sign your name at the end of the
questionnaire and give me your address. This information
is of interest to me for whatever communication, I would
like to engage in, with you on the subject, later.

Thank you for your co-operation.

Yours sincerely

REJOICE NGCONGO

APPENDIX 7

LETTER OF APPOINTMENT TO CIRCUIT INSPECTORS

The Circuit Inspector

.....
.....
.....
.....

Dear Sir

As a circuit inspector your opinion of what happens in Kwa-Zulu schools is important and founded. This opinion is once more to be sought in a brief questionnaire for an M.Ed. study on:

"The Role of principals in secondary community schools in Kwa-Zulu with particular reference to educational and instructional leadership."

The Secretary of Education and Culture (Kwa-Zulu) has granted me permission to conduct the research in Kwa-Zulu schools.

May I please come and see you in your office on for the research questionnaire, which I kindly request you to answer.

Yours sincerely

REJOICE NGCONGO

APPENDIX 8

SUMMARY OF THE FREQUENCY OF THE PRINCIPALS' RESPONSES

ITEM	*A	*B	TOTAL
1.1	69	34	103
1.2	54	49	103
1.3	67	36	103
1.4	53	50	103
1.5	22	81	103
2.1	46	57	103
2.2	58	45	103
2.3	87	16	103
3.1	53	50	103
3.2	62	41	103
3.3	45	58	103
3.4	32	71	103
3.5	15	88	103
4.1	24	79	103
4.2	34	69	103
4.3	86	17	103
4.4	88	15	103
4.5	72	31	103
5.1	58	45	103
5.2	53	50	103
6.1	42	61	103
6.2	40	63	103
6.3	52	51	103
7.1	28	75	103
7.2	25	78	103
7.3	46	57	103
7.4	42	61	103

8.	12	91	103
9.	36	67	103
10.	33	70	103

*A : stands for 'never' and 'seldom'. Responses in these two categories were collapsed into one category: A

*B : stands for 'often' and 'always'. Responses in these two categories were collapsed into one : B

8b Summary of the frequency of principals responses for Item II

ITEM	PERCENTAGE OF AIMS & OBJECTIVES DIRECTLY RELATED TO INSTRUCTIONAL LEADERSHIP	PERCENTAGE OF AIMS & OBJECTIVES REMOTELY RELATED TO INSTRUCTIONAL LEADERSHIP	TOTAL
11	94,4%	5,6%	100

APPENDIX 9

SUMMARY OF THE FREQUENCIES OF EXPERTS' RESPONSES

ITEM	*A	*B	TOTAL
1.1	4	16	20
1.2	-	20	20
1.3	1	19	20
1.4	2	18	20
2.1	-	20	20
2.2	-	19	19
3.1	1	19	20
3.2	9	10	19
3.3	1	19	20
3.4	1	19	20
4.1	6	14	20
4.2	1	19	20
4.3	1	19	20
4.4	1	19	20
4.5	3	17	20
5.1	3	17	20
5.2	13	7	20
6.1	4	15	19
6.2	3	17	20
6.3	2	18	20
7.1	-	20	20
7.2	2	18	20
7.3	-	20	20
7.4	4	16	20

8.	11	9	20
9.	16	4	20
10.	19	1	20

*A : stands for 'never' and 'seldom'. Responses on these two categories were collapsed into one category : A.

*B : stands for 'often' and 'always'. Responses in these two categories were collapsed into one : B.

9b Summary of the frequencies of Experts' responses

Item 11:

Item	Percentage of aims & Objectives directly related to instructional leadership	Percentage of aims & Objectives remotely related to instructional leadership	Total
11	100%	--	100%

APPENDIX 10

SUMMARY OF THE FREQUENCIES OF INSPECTORS' RESPONSES

ITEM	*A	*B	TOTAL
1.1	3	10	13
1.2	10	3	13
1.3	10	3	13
1.4	3	10	13
2.1	13	-	13
2.2	8	5	13
2.3	12	1	13
3.1	2	11	13
3.2	7	6	13
3.3	7	6	13
3.4	4	9	13
3.5	2	11	13
4.1	7	6	13
4.2	7	6	13
4.3	7	6	13
4.4	10	3	13
4.5	5	8	13
5.1	7	6	13
5.2	9	4	13
6.1	7	6	13
6.2	2	11	13
6.3	5	8	13
7.1	8	5	13
7.2	9	4	13
7.3	-	13	13
7.4	2	11	13

8.	2	11	13
9.	1	12	13
10.	7	6	13

*A stands for 'never' and 'seldom'. Responses in these two categories were collapsed into one category : A.
*B stands for 'often' and 'always'. Responses in these two categories were collapsed into one : B.

10b Summary of the frequencies of Circuit Inspectors' responses

ITEM	Percentage of aims & objectives directly related to instructional leadership	Percentage of aims & Objectives remotely related to instructional leadership	Total
11	83,3	16,6	100%

APPENDIX 11

REFERENCE 8/2/1/3

14 May 1985

Mrs Rejoice Ngcongo
Luthayi Secondary School
Private Bag X1009
HAMMARSDALE

Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : M.Ed. DEGREE

Your application dated 26 April 1985 has reference.

Authority is hereby granted to you to conduct the aforementioned research on condition:

1. You supply the Department the results of your research.
2. You make necessary arrangements with the Circuit Inspectors and Principals of Schools concerned.

Yours faithfully

"G.D. SONI"

pp SECRETARY OF EDUCATION AND CULTURE

APPENDIX 12

A SUMMARY OF THE COMPUTATION OF THE X^2 ANALYSIS FOR THE
PRIMARY NULL HYPOTHESIS

FORMULA : $X^2 = \frac{(o - e)^2}{e}$ $df = 1$

ASPECT I OF THE PRIMARY NULL HYPOTHESIS : cf : 4.2.11.
THE PRINCIPAL IN KWA-ZULU SECONDARY COMMUNITY SCHOOL DOES
NOT PERFORM HIS MANAGERIAL TASKS ADEQUATELY:

Sub Null Hypothesis number;	Sub Null Hypothesis on;	X^2	Significance Level
(a) 1	Recruitment of teachers	15,44	Significant
(b) 2	Selection of teachers	18,74	Not significant
(c) 3	Appointment of teachers	24,6	Significant
(d) 4	Recommendation of teachers for appointment	11,6	Significant
(e) -	-	No X^2 analysis	
(f) 5	Induction of new teachers	14,33	Significant
(g) 6	Duration of induction of teachers	55,93	Significant
(h) -	-	No X^2 analysis	
(i) 7	Discussion on class visits	5,85	Significant

(j)	8	Discussion on class visits, helpful or not	1,35	Not significant
(k)	9	Evaluation of students' work with teachers	6,57	Significant
(l)	10	Discussion of pupils' work with parents	48,17	Significant
(m)	11	Principal-parent meetings	54,52	Significant
(n)	12	Frequency of discussions of pupils' work with parents	21,03	Significant
(o)	13	Teachers' ability to identify their needs	3,77	Significant
(p)	14	Teachers' maturity to contribute to school rules	4,18	Significant
(q)	15	Teachers' participation in discussion on school rules	11,29	Significant
(r)	16	Degree to which students may participate in planning extra-mural activities	6,95	Significant
(s)	17	Students' ability in planning extra-mural activities	7,44	Significant
(t)	18	Task of students' representatives	3,12	Significant

ASPECT II OF THE PRIMARY NULL HYPOTHESIS : cf 4.2.1.2

THE PRINCIPAL IN KWA-ZULU SECONDARY COMMUNITY SCHOOL DOES NOT PERFORM HIS ADMINISTRATIVE TASKS ADEQUATELY

Sub Null Hypothesis Number	Sub Null Hypothesis On	χ^2	Significance Level
(a) 19	Frequency of class visits	14,8	Significant
(b) -	-	No χ^2 analysis	
(c) 20	Assessment forms	0,086	Not Significant
(d) 21	Frequency to evaluate pupils' work	0,38	Not significant
(m) 4.2.1.1	Sub Null Hypothesis 11	54,52	Significant
(e) (n) 4,2,1,1	Sub Null Hypothesis 12	21,03	Significant
(f) 22	Written school rules	2,7	Not significant
(g) 23	Students representatives	14,4	Significant
(h) 24	Official correspondence	21,07	Significant
(i) 25	School buildings and maintenance thereof	13,55	Significant
(j) 26	School mail	27,03	Significant

PECT III : cf 4.2.1.3

THE PRINCIPAL IN KWA-ZULU SECONDARY COMMUNITY SCHOOL DOES
NOT PERFORM HIS ROLE, AS INSTRUCTIONAL LEADER ADEQUATELY

Sub-Null Hypothesis No.	Sub Null Hypothesis on	χ^2	Significance Level
a) cf 4.2.1.1	Induction of new teachers	14,33	Significant
5.			
6.	Duration of induction of teachers	55,95	Significant
(b) cf.4.2.1.1			
7.	Discussion on class visits	5,85	Significant
8.	Discussion on class visits helpful or not	1,35	Not significant
(c) cf.4.2.1.2			
21.	Frequency to evaluate students' work	0,38	Not significant
(d) cf.4.2.1.1			
9.	Evaluation of students' work with teachers	6,57	Significant
10.	Discussion of pupils' work with parents	48,17	Significant
11.	Principal-parent meetings	54,52	Significant
12.	Frequency of discussions on pupils' work with parents	21,03	Significant
13.	Teachers' ability to identify their needs	3,77	Significant
(e) 27	Aims and objectives of class visits	5,74	Significant

ASPECT IV cf 4.2.1.4 :

THE PRINCIPAL IN KWA-ZULU SECONDARY COMMUNITY SCHOOL DOES
NOT PERFORM HIS ROLE AS EDUCATOR ADEQUATELY

Sub Null Hypothesis Number	Sub Null Hypothesis on	X ²	Significance Level
(a) cf. 4.2.1.1			
14.	Teachers' maturity to contribute to school rules	4,18	Significant
15.	Teachers' participation in discussion on school rules	11,29	Significant
16.	Degree to which students may participate in planning extra mural activities	6,95	Significant
17.	Students' ability in planning extra mural activities	7,44	Significant
18.	Tasks of students' representatives	3,12	Significant
(b)			
23.	Need for Students' representatives	14,4	Significant

APPENDIX 13

A SUMMARY OF THE COMPUATION OF THE X^2 ANALYSIS FOR THE
SECONDARY NULL HYPOTHESIS

Formula : Refer to Appendix 12

ASPECT I OF THE SECONDARY NULL HYPOTHESIS : cf 4,3,1,1

THERE IS NO DIFFERENCE BETWEEN CIRCUIT INSPECTORS AND
PRINCIPALS' PERCEPTIONS AS TO WHETHER PRINCIPALS PERFORM
THEIR ROLE AS MANAGERS ADEQUATELY

Sub Null Hypothesis Number	Sub Null Hypothesis on:	X^2	Significance Level
(a) 1	Teacher recruit- ment	9,57	Significant
(b) 2	Selection of teachers	2,72	Significant
(c) 3	Appointment of teachers	0,81	Not significant
(d) 4	Recommendation of teachers	3,78	Significant
(e) 5	Induction of teachers	14,95	Significant
(f) 6	Induction of experienced teachers	0,13	Not significant
(g) 7	Duration of induction programme	0,56	Not significant
(h) 8	Frequency of discussions on class visits	0	Not significant

(i)	9	Discussions on class visits helpful or not	0,007	Not significant
(j)	10	Evaluation of students' performance with teachers	2,2	Not significant
(k)	11	Evaluation of students' performance with parents	6,27	Significant
(l)	12	Principal-parent meetings	0,7	Not significant
(m)	13	Pupils' performance in principal parent meetings	4,96	Significant
(n)	-	-	-	-
(o)	14	Staff development	0,027	Not significant
(p)	15	Teachers' maturity to contribute to compilation of written school rules.	2,8	Significant
(q)	16	Discussion on school rules by teachers.	0,69	Not significant
(r)	17	Student participation on extra-mural activities	6,53	Significant
(s)	-	-	-	-
(t)	18	Discussion of tasks of students representatives	3,12	Significant

ASPECT II OF THE SECONDARY NULL HYPOTHESIS: cf 4.3.1.2CIRCUIT INSPECTORS AND PRINCIPALS' PERCEPTIONS AS TO WHETHER PRINCIPALS PERFORM THEIR ROLE AS ADMINISTRATORS ADEQUATELY

Sub Null Hypothesis Number	Sub Null Hypothesis on:	X ²	Significance Level
(a) 19	Frequency of class visits in principals' time table	3,44	Significant
(b) 20	Principals' ability to abide by their time table	0,17	Not significance
(c) 21	Use of assessment forms in class visits	0,5	Not significant
(d) 22	Frequency to evaluate pupils' performance	5,41	Significant
(e) cf (1) of 4.3.1.1	Principal-parent meetings	0,7	Not significant
(m) of 4.3.1.1	PUpils' performance in principal-parent meetings	14,96	Significant
(f) 23	Existence of written school rules	0,87	Significant
(g) 24	Students' representative council	9,71	Significant
(h) 25	Official correspondence	0,13	Not significant
(i) 26	School buildings	3,85	Significant
(j) 27	School mail	4,04	Significant

ASPECT III:

THERE IS NO DIFFERENCE BETWEEN CIRCUIT INSPECTORS' AND PRINCIPALS' PERCEPTIONS AS TO WHETHER PRINCIPALS PERFORM THEIR TASKS AS INSTRUCTIONAL LEADERS ADEQUATELY 4.3.1.3

Sub Null Hypothesis Number	Sub Null Hypothesis on:	X ²	Significance Level
(a) cf 4.3.1.1	Induction of teachers	14,95	Significant
5.			
6.	Duration of Induction programme	1,26	Not Significant
(b) 8.	Frequency of discussion on class visits	0	Not Significant
(c) 9.	Discussions on class visits helpful or not	0,007	Not significant
(d) 10.	Evaluation of students' performance with teachers	2,2	Not significant
11.	Evaluation of students' performance with parents	6,27	Significant
12.	Principal-parent meetings	0,7	Not significant
13.	Pupils' performance in principal parent meetings	4,94	Significant
(e) 28.	Aims and objectives of class visits	5,5	Significant

ASPECT IV OF THE SECONDARY NULL HYPOTHESIS

THERE IS NO DIFFERENCE BETWEEN CIRCUIT INSPECTORS' AND
PRINCIPALS' PERCEPTIONS AS TO WHETHER PRINCIPALS PERFORM
THEIR ROLE AS EDUCATORS, EFFECTIVELY 4.3.1.4

Sub Null Hypothesis Number	Sub Null Hypothesis On:~	X²	Significance Level
(a) cf 4.3.1.1			
15.	Teachers maturity to contribute to school rules	2,8	Significant
16.	Discussion on school rules by teachers	0,69	Not significant
17.	Student-participation on extramural activities	6,53	Significant
18.	Discussion of tasks of students' representatives	3,12	Significant
(b) cf 4.3.1.2			
24.	Students' representatives councils	9,71	Significant

APPENDIX 14 (a):

SENIOR SECONDARY SCHOOLS AND INSPECTION CIRCUITS FROM WHICH DATA
WAS COLLECTED

R U R A L		U R B A N	
NAME OF SCHOOL	CIRCUIT IN WHICH SITUATION	NAME OF SCHOOL	CIRCUIT IN WHICH SITUATION
1. Asibemunye	Pholela	Amatshezulu	Mpumalanga
2. Bhokuximba	Edendale	Bangudunga	Edendale
3. Bhokikusasa	Enseleni	Bhekisisa	KwaMashu
4. Congco	Pholela	Embizweni	Umlazi North
5. Dick Ndlovu	Mpumalanga	KwaPata	Edendale
6. Dlangani	Pholela	Khula	Mehlwesizwe
7. Ekupholeni	Mpumalanga	Mafumbuka	Umlazi North
8. Ezithabeni	Maphumulo	Mdumiseni	Madadeni
9. Gawozi	Inkanyezi	Ndonyela	Umbumbulu
10. Gobizembe	Mpumalanga	Ngqalabutho	KwaMashu
11. Hlakaniphani	Mehlwesizwe	Thembisizwe	KwaMashu
12. Imvunulo	Edendale	S'khwama	Umlazi South
13. Iziphazonke	Enseleni	Vuyiswa Mtole	KwaMashu
14. Indondakusuka	Mehlwesizwe	Ndlamfe	Mehlwesizwe
15. Ikusasaletu	Hlabisa	Zakhe	KwaMashu
16. Insika	Edendale		
17. KwaMthiyane	Edendale		
18. Kanyekanye	Nongoma		
19. Macaphuna	Maphumulo		
20. Makhosonke	Maphumulo		
21. Mashanananda-na	Mehlwesizwe		
22. Mayizekanye	Mpumalanga		
23. Mbambangalo	Edendale		
24. Mbuyiseni	Mehlwesizwe		
25. Mgitshwa	Inkanyezi		
26. Mkholeni	Pholela		
27. Mtholangqondo	Edendale		
28. Ndonga	Umbumbulu		
29. Ngcedomhlophe	Edendale		

APPENDIX 14 (a)

SENIOR SECONDARY SCHOOLS AND INSPECTION CIRCUITS FROM WHICH
DATA WAS COLLECTED

R U R A L		U R B A N
NAME OF SCHOOL	CIRCUIT IN WHICH SITUATED	
30. Nobhala	Mpumalanga	
31. Ngumizwe	Inkanyezi	
32. Qhamuka	Enseleni	
33. Sabuyaze	Maphumulo	
34. Siyabonga	Mehlwesizwe	
35. Shekembula	Maphumulo	
36. Somshoko	Mehlwesizwe	
37. Umsimude	Enseleni	
38. Uphondo	Mehlwesizwe	
39. Velangezwi	Maphumulo	
40. Yanguye	Enseleni	
41. Inhlanhlaya- bebhuze	Mpumalanga	
Total : 41		15

APPENDIX 14 (b)

SENIOR SECONDARY SCHOOLS AND INSPECTION CIRCUITS FROM WHICH
DATA WAS COLLECTED

R U R A L		U R B A N	
NAME OF SCHOOL	CIRCUIT IN WHICH SI-TUATED	NAME OF SCHOOL	CIRCUIT IN WHICH SITUA-TED
1. Amakholwa	Edendale	Amangwe	Enseleni
2. Emoyeni	Mehlwesizwe	Dlamvuzo	Mehlwesizwe
3. Emzamweni	Edendale	Ekwazini	Umlazi North
4. Groutville	Maphumulo	Hlalanathi	Madadeni
5. Hlathikhulu	Bergville	Indonsa	Madadeni
6. Isibanisezwe	Maphumulo	Inhlakanipho	KwaMashu
7. Ingobamakhosi	Mehlwesizwe	Isibonelo	KwaMashu
8. Indala	Pholela	John Dube	KwaMashu
9. Ingula	Mnambithi	KwaMgaga	Umlazi South
10. KwaMncane	Edendale	KwaShaka	Umlazi North
11. Laduma	Edendale	Mzuvele	KwaMashu
12. Mpande	Edendale	Mpophomeni	Pholela
13. Mqhawe	Ndwedwe	Menzi	Umlazi North
14. Nkodibe	Hlabisa	Ndukwenhle	Umlazi South
15. Ongoye	Mehlwesizwe	Ntee	Mpumalanga
16. Qinisani	Maphumulo	Sekusile	Madadeni
17. Qoqisizwe	Edendale	Sesiyabonga	Madadeni
18. Siphesihle	Mpumalanga	Siyemukela	Madadeni
19. Siyajabula	Mpumalanga	Swelihle	Umlazi North
20. Smero	Edendale	Thubelihle	Madadeni
21. Swayimana	Mpumalanga	Ukusa	Mpumalanga
22. Udumo	Inkanyezi	Xolani	Madadeni
23. Wozamoya	Mpumalanga	Ziphathele	KwaMashu

APPENDIX 14 (c)

SCHOOLS WHOSE PRINCIPALS AND CIRCUITS WERE QUESTIONED FOR THE
PILOT STUDY

NAME OF SCHOOL	CIRCUIT
1. Dlidli Junior Secondary	Mpumalanga
2. Gabigabi Junior Secondary	"
3. Isibukosezwe Senior Sec.	"
4. Masijabule Senior Secondary	"
5. Phezulu Senior Secondary	"
6. Ngangezwe Senior Secondary	"
7. Nogutshwa Junior Secondary	"

ENDIX 15

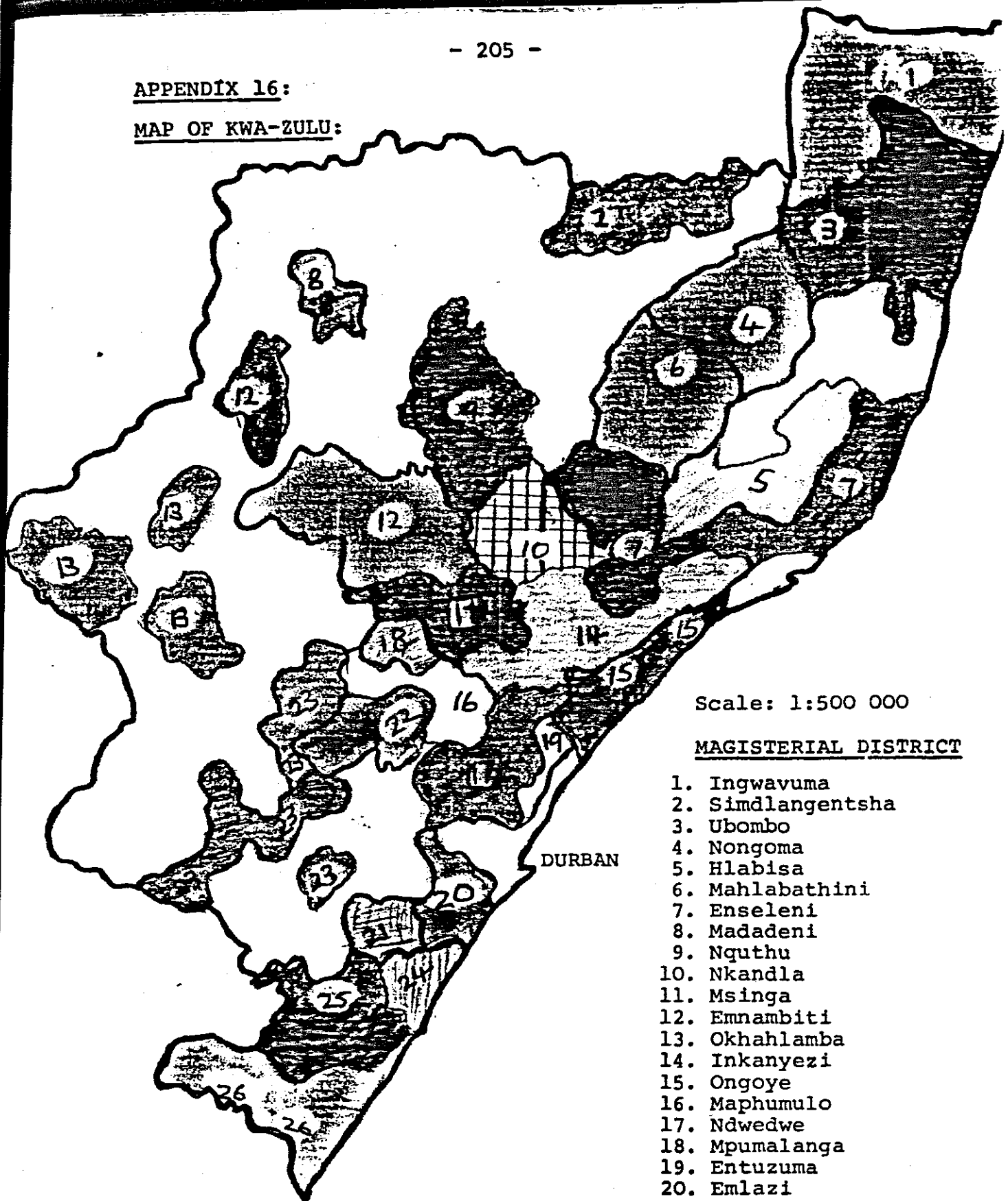
OF EXPERTS, THEIR QUALIFICATIONS AND PLACES OF WORK:

A M E	QUALIFICATIONS	AREA OF WORK OR PORTFOLIO
Mr J W Aitchison	B A Hons B Ed	Centre for adult Education University of Natal. Deputy Director.
Prof. J Cawood	Doctorate	University of Stellenbosch Dept. of Didactics.
Mr V Gabela	M A	Dept. of Education and Planning. University of Zululand : Acting Head
Dr J Gibbon	Doctorate	Westerford High School. Cape Town. Principal
Mr B Gilbert	M A	Bellville Secondary School Cape Town. Principal
Mr B Gray	B Sc Hons B Ed	Edgewood College. Science Education - Project Lecturer
Mr E B Gumbi	M A	Planning Section. Dept. of Education and Culture, Kwa-Zulu. Principal planner
Mr C M C Hemson	M Ed	Centre for Adult Education University of Natal. Lecturer
Mr A Jennings	M Theology	Koinoina. Bothas Hill. Former principal of Water- ford, KwaMhlaba (Swaziland). Director of Koinoina
Mr L Mtshali	M A	Department of Education and Culture. Kwa-Zulu, Chief Inspector.
Mrs Mtolo	B A	Head. Department of English Ntuzuma College of Education
Mr N D Naicker	M A	Centre for Adult Education. University of Natal, Director.
M M Ogle	B A Hons	Anglovaal English Language Centre. Former Inspector in Zambia.
Mr B P Parker	M A	Dept. of Education. University of Natal : Lecturer
Mr B P Piper	M Ed	Dept. of Education. University of Natal : Deputy Head.

N A M E	QUALIFICATIONS	AREA OF WORK OF PORTFOLIO
16. Mr J Routledge	M A	Centre for Adult Education. University of Natal.
17. Dr Simon	Doctorate	Dept. of Education. University of Natal
18. Mr Thurlow	M Ed	Senior Lecturer. Dept of Education
19. Prof D Young	Doctorate	Dept. of Education. University of Cape Town.
20. Mr Z C Xhala	B A Hons	Dept. of Zulu. Mpumalanga College of Education Head

APPENDIX 16:

MAP OF KWA-ZULU:



Scale: 1:500 000

MAGISTERIAL DISTRICT

1. Ingwavuma
2. Simdlangentsha
3. Ubombo
4. Nongoma
5. Hlabisa
6. Mahlabathini
7. Enseleni
8. Madadeni
9. Nguthu
10. Nkandla
11. Msinga
12. Emnambiti
13. Okhahlamba
14. Inkanyezi
15. Ongoye
16. Maphumulo
17. Ndwedwe
18. Mpumalanga
19. Entuzuma
20. Emlazi
21. Umbumbulu
22. Vulindlela
23. Hlanganani
24. Vulamehlo
25. Emzumbe
26. Ezingolweni

BIBLIOGRAPHY

1. African Teachers Association of South Africa, 1985:
MEMORANDUM REGARDING TEACHERS WHO HAD PREMATIC
TRAINING AND WHO SUBSEQUENTLY ACQUIRED ADDITIONAL
QUALIFICATIONS (A) MATRIC (B) DEGREES.
Johannesburg : Southern Suns' Airport Hotel.
2. Barr, A S and Barton, W H 1947:
DEMOCRATIC LEADERSHIP IN THE IMPROVEMENT OF LEARNING
New York : Appleton Century Company.
3. Barry, C H and Tye, F 1975:
RUNNING A SCHOOL SAMPLE.
London : 2nd Edition, Temple Smith.
4. Barth, R 1980:
RUN SCHOOL RUN.
Massachusetts : Harvard University Press.
5. Beauchamp, G A 1968:
CURRICULUM THEORY.
Wilmette Illinois: The Kagg Press.
6. Behr, A L 1971:
A TEXTBOOK OF EDUCATIONAL METHOD.
A Guide for teachers in-service and students in training.
Pretoria : J L van Schaik Limited.
7. Behr, A L 1983:
EMPIRICAL RESEARCH METHODS FOR THE HUMAN SCIENCES.
Durban : Butterworth
8. Behr, A L and MacMillan, R G 1971:
EDUCATION IN SOUTH AFRICA.
Pretoria : J L van Schaik Limited.

9. Birley, D 1978:
THE EDUCATION OFFICER AND HIS WORLD.
London : Routledge and Kegan Paul.

10. Blumberg, A and Greenfield, W 1980:
THE EFFECTIVE PRINCIPAL PERSPECTIVES ON SCHOOL LEADERSHIP.
Massachussetts : Allyn and Bacon.

11. Bolam, R 1982:
SCHOOL-FOCUSSED IN-SERVICE TRAINING.
London : Heinemann Educational Books.

12. Bradley, J; Chesson, R; Silverleaf, J 1981:
INSIDE STAFF DEVELOPMENT.
London : N F E R

13. Campbell, R F; Bridges, E M; Carbally, J E;
Nystrand, R O and Ramseyer, J A 1971:
INTRODUCTION TO EDUCATIONAL ADMINISTRATION.
Boston : Allyn and Bacon Inc.

14. Canoughe, C; Bells, S; Glaister, B and Hand, G 1981:
IN-SERVICE : THE TEACHER AND THE SCHOOL
London : Kogan Page.

15. Calitz, L P; du Plessis, S J P and Steyn, I N 1982:
DIE KURRIKULUM, n HANDELING VIR DOSENTE EN ONDERWYSERS.
Durban : Butterworth.

16. Castetter, W B 1981:
THE PERSONNEL FUNCTION IN EDUCATIONAL ADMINISTRATION.
New York : MacMillan Publishing Company Inc.

17. Cawood, J and Gibbon, J 1981:
EDUCATIONAL LEADERSHIP STAFF DEVELOPMENT
Goodwood : Nasou Limited.

18. Claydon, L; Knight, T and Rado, M 1977:
SCHOOLING IN A PLURALIST SOCIETY.
Sydney : George Allen and Unwin.
19. Dennis, J 1980:
LEADERSHIP IN SCHOOLS.
London : Heinemann Educational Books.
20. Duminy, P A 1980:
GENERAL METHOD FOR PRIMARY TEACHING.
Cape Town : Longman.
21. Duminy, P A and Thembela, A J 1983:
TEACHING SCIENCE I.
Cape Town : Maskew Miller Longman
22. Eggleston, S J 1975:
THE SOCIAL CONTEXT OF THE SCHOOL.
New York : Routledge and Kegan Paul. Humanities Press.
23. Entwistle, H 1978:
CLASS, CULTURE AND EDUCATION.
London : Methuen
24. Gagne, R B and Briggs, L J 1978:
PRINCIPLES OF INSTRUCTIONAL DESIGN
New York : Holt Rinehart and Winston.
25. Gay, L R 1976:
EDUCATIONAL RESEARCH. COMPETENCIES FOR ANALYSIS
AND APPLICATION.
Ohio : Charles E Merrill Publishin Company.
26. Gills, D S (Editor) 1972:
INTERNATIONAL ENCYCLOPAEDIA OF THE SOCIAL SCIENCES
New York : MacMilland and Free Press. Volume 13 and 14.

27. Gorton, R A 1978:
CONFLICT, CONTROVERSY AND CRISIS IN SCHOOL ADMINISTRATION
AND SUPERVISION. Issues cases and concepts for the 70s
Milauke : W C Brown Publishers.

28. Gorton, R A 1976:
SCHOOL ADMINISTRATION, CHALLENGES AND OPPORTUNITIES
FOR LEADERSHIP.
Dubuque. Iowa - W M C Brown Company.

29. Gray, H L 1979:
THE SCHOOL AS AN ORGANISATION STUDIES IN EDUCATION.
England : Nafferton.

30. Griffin, G A 1983:
STAFF DEVELOPMENT, EIGHTY SECOND YEARBOOK OF THE
NATIONAL SOCIETY FOR THE STUDY OF EDUCATION.
Chicago : N S S E.

31. Guruge, A W P 1969:
A FUNCTIONAL ANALYSIS OF EDUCATIONAL ADMINISTRATION
IN RELATION TO EDUCATIONAL PLANNING.
Unesco II Ep Occasional paper No. 16.

32. Harris, B M; MacIntyre, K E; Littleton, V C and
Long, D F 1979:
PERSONNEL ADMINISTRATION IN EDUCATION. LEADERSHIP
FOR INSTRUCTIONAL IMPROVEMENT.
Boston : Allyn and Bacon.

33. Hicks, W C; Jameson, M C 1957:
THE ELEMENTARY SCHOOL PRINCIPAL AT WORK.
New Jersey : Prentice Hall. Englewood Cliffs.

34. Hoyle, E and Megary, J 1980:
PROFESSIONAL DEVELOPMENT OF TEACHERS, WORLD YEARBOOK
OF EDUCATION.
London : Kogan Page.

35. Hoy, W K and Mishell, C W 1982:
EDUCATIONAL ADMINISTRATION. RESEARCH PRACTICE AND THEORY.
New York : London House.
36. Jacobson, P B; Logson, J D and Wiegman, P R 1973:
THE PRINCIPALSHIP. NEW PERSPECTIVES.
New Jersey : Prentice Hall. Englewoods Cliffs.
37. Kwa-Zulu Government Service:
GUIDE FOR PRINCIPALS OF SCHOOLS.
Ulundi : Department of Education and Culture. Z.E. 31
38. Lippam, J S and Hoeh, J R 1974:
THE PRINCIPALSHIP. FOUNDATIONS AND FUNCTIONS.
New York : Harper and Row.
39. Lyons, G 1976:
A HANDBOOK OF SECONDARY SCHOOL ADMINISTRATION.
London : N.F.E. Publishing Co. London.
40. MacDonald, A M (Editor) 1977:
CHAMBERS NEW ENGLISH DICTIONARY.
Australia : Great Western Press (Pty) Limited.
41. Mathew, R and Tong, S 1982:
THE ROLE OF DEPUTY HEAD IN THE COMPREHENSIVE SCHOOL.
London : Wardlock Educational.
42. Morant, R W 1981:
IN-SERVICE EDUCATION WITHIN THE SCHOOL.
London : George Allyn and Unwin.
43. Mort, P W and Ross, D H 1957:
PRINCIPLES OF SCHOOL ADMINISTRATION. A synthesis of
basic concepts.
New York : McGraw Hill Series in education.

44. Mouly, G J 1972:
EDUCATIONAL RESEARCH. THE ART AND SCIENCE OF INVESTIGATION.
Boston : Allyn and Bacon.
45. Mouly, G J 1970:
THE SCIENCE OF EDUCATIONAL RESEARCH.
New York : Nostrand Reinhold Company.
46. Musaazi, J C S 1982:
THE THEORY AND PRACTICE OF EDUCATIONAL ADMINISTRATION.
Nigeria : MacMillan.
47. Ndlala, W 1985:
THE PEDAGOGICAL SIGNIFICANCE OF SUPERVISION AND INSPECTION IN BLACK SECONDARY SCHOOLS WITH SPECIAL REFERENCE TO KANGWANE. Unpublished M Ed dissertation.
KwaDlangezwa : University of Zululand.
48. Ngcobo, S D 1985:
ADDRESS ON EXTRA-MURAL ACTIVITIES.
Delivered at Mpumalanga Circuit on the 23 August 1985
Unpublished Mimeographed notes.
49. N E D / H O D 1982:
EDUCATIONAL MANAGEMENT / ONDERWYSBESTUUR.
Pietermaritzburg : University of Natal.
50. Nisbert, J D and Entwistle, N J 1970:
EDUCATIONAL RESEARCH METHODS.
London : University of London Press, Ltd.
51. Owens, R G :
ORGANISATIONAL BEHAVIOUR IN EDUCATION.
New Jersey : Prentice Hall. Englewood Cliffs.

52. Peters, R S 1976:
THE ROLE OF THE HEAD.
London : Routledge and Kogan Paul.
53. Paisey, A 1983:
THE EFFECTIVE TEACHER IN PRIMARY AND SECONDARY SCHOOLS.
London : Ward Lock International.
54. Reeder, H 1953:
SUPERVISION IN THE ELEMENTARY SCHOOL.
Boston : Houghton Mifflin Company.
55. Robbins, S P 1976:
THE ADMINISTRATIVE PROCESS INTEGRATING THEORY AND PRACTICE.
New Jersey : Prentice Hall Inc. Englewood Cliffs.
56. Roe, W H and Drake, T L 1980:
THE PRINCIPALSHIP.
New York : MacMillan Publishing Company.
57. Roy, W 1983:
TEACHING UNDER ATTACK.
Canberra : Croom Helm. London
58. Republic of South Africa:
GOVERNMENT GAZETTE 1968 NO. 1023/2175.
Cape Town : Governement Printer.
59. Ruperti, R M 1975:
THE EDUCATION SYSTEM IN SOUTHERN AFRICA.
Pretoria : J L van Schaik Ltd.
60. Shinn, R 1972 :
CULTURE AND SCHOOL. SOCIOCULTURAL SIGNIFICANCES.
Scranton : Inset Educational Publishers.

61. Shipman, M 1979:
IN-SCHOOL EVALUATION.
London : Heinemann Educational Books.
62. Siegel, S 1956:
NON-PARAMETRIC STATISTICS FOR THE BEHAVIOURAL SCIENCE.
New York : Magraw Hill.
63. Smetherham, D 1981:
SCHOOL ORGANISATION. Volume I
London : The Falmer Press.
64. Spindler, G D 1963:
EDUCATION AND CULTURE. Anthropological approaches.
New York : Rinehart and Winston.
65. Thembela, A J 1975:
A SOCIO-PEDAGOGIC DESCRIPTION OF SOME FACTORS WHICH
INFLUENCE THE QUALITY OF A DIDACTIC SITUATION IN
URBAN AND RURAL SCHOOLS IN NATAL. Unpublished M Ed
dissertation.
KwaDlangezwa : University of Zululand.
66. Thembela, A J August 1983:
ARTICLE ON PROFESSIONALISM IN EDUCATION.
Unpublished typed notes.
67. Tisker, R 1982:
(IN) EDUCATIONAL MANAGEMENT/ONDERWYSBESTUUR.
Bulletin 32 N E D / N O D
Pietermaritzburg : University of Natal.
68. Tuckman, B W 1978:
CONDUCTING EDUCATIONAL RESEARCH. 2nd Edition
New York : Harcourt Bruce Javanovick Inc.

69. Wiersma, W 1980:
RESEARCH METHODS IN EDUCATION. AN INTRODUCTION.
Itasca : Peacock Publishers Inc.
70. Wiles, K and Lovell, J J 1975:
SUPERVISION FOR BETTER SCHOOLS.
New Jersey : Prentice Hall.
71. Wood, L L; Nicholson, E W and Findley, D G 1975:
THE SECONDARY SCHOOL PRINCIPAL.
Boston : Allyn and Bacon Inc.
72. van Zyl, P; van Vuuren, J C and Pienaar, J J 1973:
FUNDAMENTAL PEDAGOGICS.
U.E.D. Guide. Unisa.

SUMMARY

Outline

On looking at some Secondary Community Schools in Kwa-Zulu, the researcher was concerned about a seeming lack of educational and instructional leadership by principals. She also felt a principal's role in Kwa-Zulu Secondary community school is very complex, while there was an apparent lack of clarity among principals as to their main responsibilities.

The researcher felt there must be primary responsibilities for a principal. These, she speculated, must be relevant to promoting the quality of instruction and education at school.

Having defined the concept principal and other key concepts in the title, the investigator gave a historical outline of principalship, within the context of British and American education systems. This outline contributed to indicate how principalship emerged. It came out that as a principal's role developed, the principal gradually assumed educational and instructional leadership roles.

Management and administration were defined as the other main aspects of the role of a principal. It was argued that the four aspects: management, administration, educational and instructional leadership overlap. A framework, based on literature study on the role of a principal, within which to assess the adequacy of the functioning of principals as managers, administrators, instructional leaders and educators in Kwa-Zulu was established. The researcher observed principals at work and conversed with some on their work.

A questionnaire was administered to 103 principals in Secondary Community Schools in Kwa-Zulu to assess the degree to which they perform their role.

Twenty experts on educational management, administration and leadership were requested to supply information to supplement literature study-on the role of a principal. A questionnaire was also administered to 13 circuit inspectors, to secure their perceptions on the degree to which they see principals performing their role.

Data collected from principals and experts on the one hand, principals and inspectors on the other was analysed using the X test. The purpose was to test the null hypotheses that:

- (a) Principals in Secondary Community Schools in Kwa-Zulu do not perform their role as managers, administrators, instructional leaders and educators adequately.
- (b) There is no difference between circuit inspectors' and principals' perceptions as to whether principals adequately perform their role as managers administrators, leaders and educators.

5.2 The following findings emerged:

- (a) Principals do not perform their role as managers and leaders adequately.
- (b) Instructional leadership is not receiving sufficient attention by principals.
- (c) Principals need to improve as educators.

6.3 Main Recommendations:

- (a) Principals must continuously update their art, skills and knowledge on management and instructional leadership.
- (b) Principals must establish structures and strategies to facilitate their work. This may be done through workshops by a principal's association, or parent-teacher (principal) association.
- (c) Other parties involved in the management of schools especially the Department of Education and Culture, must assist principals grow in their role.
- (d) Principals must realise that self help is indispensable in their input to promote themselves as managers, administrators, instructional and educational leaders.
- (e) Further research is required on the various aspects of educational management. If principals perform their roles adequately, it is hoped that the quality of education will improve.

OPSOMMING

6.1 Die Skets

Op beskouing van sommige Kwa-Zoeloe Sekondêre Gemeenskaps-skole, is die navorser getref deur die gebrek aan opvoedkundige en onderrigsleiding by skoolhoofde. Sy het ook gevoel dat 'n skoolhoof se rol in 'n Kwa-Zoeloe Sekondêre Gemeenskapsskool te ingewikkeld is, terwyl daar ook 'n gebrek aan helderheid by skoolhoofde i.v.m. hul ver-naamste verantwoordelikhede bestaan.

Die navorser voel dat daar primêre verantwoordelikhede vir 'n skoolhoof behoort te wees. Om die gehalte van instruksie en opvoeding op skool te bevorder, moet dit toepaslik wees.

Nadat die konsep "Skoolhoof" en ander sleutelkonsepte in die titel omskrywe is, het die navorser die geskiedkundige skets van skoolhoofskap binne die konteks van Britse en Amerikaanse opvoedingsstelsels gegee. Hierdie skets het gehelp om te wys hoe skoolhoofskap ontwikkel het. Dit het ook voorgekom dat terwyl die skoolhoof se rol ontwikkel het, hy die opvoedkundige- en onderrigleidende rol geleidelik aangeneem het.

Oorlegging en toediening was as die ander belangrikste aspekte van die rol van die skoolhoof omskrywe. Dit was geredeneer dat die vier aspekte: oorlegging, toediening, opvoedkundige en onderrigleiding, mekaar gedeeltelik oordek. 'n Raamwerk, gebaseer op literatuur wat bestudeer is oor die rol van die skoolhoof, was gevestig. Dit is binne hiêrdie raamwerk dat die algehele funksie van die skoolhoof as bestuurder, toediener, onderrigleier en opvoedkundige in Kwa-Zoeloe geskat word.

Die navorser het die skoolhoofde in hul werk waargeneem en het met ander in hul werk gesels.

'n Vraelys is aan 103 hoofonderwysers in Kwa-Zoeloe Sekondêre Gemeenskapsskole gegee om vas te stel op watter graad hulle hul rol verrig.

Twintig deskundiges van opvoedkundige oorlegging, toediening, en leiding, is versoek om inligting te verskaf wat die bestudering van literatuur oor die rol van die skoolhoof sou aanvul. 'n Vraelys is ook aan 13 kring-inspekteurs gegee. Die doel hiervan was om hul waarnemings te verkry oor tot watter mate die skoolhoofde hul rol vervul.

Inligting wat van die skoolhoofde en deskundiges aan die een kant, en die skoolhoofde en inspekteurs aan die ander kant, versamel is, is by wyse van die X² Toets ontleed.

Die doel hiervan was om die onderstellings te toets dat:

- (a) Skoolhoofde in Sekondêre Gemeenskapsskole van Kwa-Zoeloe nie voldoende hulle rol as bestuurders, toedieners, onderrigleiers en opvoedkundiges vervul nie;
- (b) Daar geen verskil is tussen die begrippe van kring-inspekteurs en skoolhoofde of die skoolhoofde hul rol as bestuurders, toedieners, onderrigleiers en opvoedkundiges voldoende vervul nie.

6.2 Die volgende bevindings het voorgekom:

- (a) Skoolhoofde vervul nie hulle rol as bestuurders en leiers voldoende nie.
- (b) Onderrigleiding kry nie genoeg aandag van die skoolhoof nie.
- (c) Skoolhoofde moet hulself as opvoedkundiges bevorder.

3 Belangrikste aanbevelings

- (a) Skoolhoofde moet gedurig hul vaardighede, bekwaamhede, en kennis in oorleg en onderrigsleiding bevorder.
- (b) Skoolhoofde moet strukture en strategieë ontwerp om hul werk te vergemaklik. Dit kan deur samewerking met skoolhoofverenigings of ouer/onderwysersverenigings gedoen word.
- (c) Ander instansies wat by skole betrokke is, veral die Departement van Opvoeding en Kultuursake (Kwa-Zoeloe), moet die hoofonderwysers help om hul in hul werk te bevorder.
- (d) Skoolhoofde moet besef dat selfhulp in hul pogings om hulself te vorder as bestuurders, toedieners, onderrigs- en opvoedkundigeleiers onontbeerlik is.
- (e) Verdere navorsing oor die verskillende aspekte van opvoedkundige oorlegging is nodig. As skoolhoofde hulle werk voldoende verrig, is daar vooruitsig dat die gehalte van opvoeding bevorder sal word.