THE PEDAGOGICAL SIGNIFICANCE OF SUPERVISION AND INSPECTION IN BLACK SECONDARY SCHOOLS WITH SPECIAL REFERENCE TO KANGWANE

by

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THE PEDAGOGICAL SIGNIFICANCE OF SUPERVISION AND INSPECTION

IN BLACK SECONDARY SCHOOLS

(WITH SPECIAL REFERENCE TO KANGWANE)

By

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A dissertation submitted to the Faculty of
Education at the University of Zululand in
fulfilment of the requirements for the
degree of:

MASTER OF EDUCATION

in the Department of Educational Planning
and Administration

Supervisor: PROF. A.J. THEMBELA

KWA-DLANGEZWA

MARCH 1985

ACKNOWLEDGEMENTS

Success in the completion of this project was enhanced by various individuals and institutions following hereunder, to all of whom I am indebted and grateful.

My Supervisor, Professor A.J. Thembela, for his unreserved and unfailing encouragement, guidance and advice throughout this study;

The University of Zululand Library staff for making available the literature consulted, even through the inter-library loan facilities;

The KaNgwane Education Department for granting me study leave and permission to conduct research in this National State. Special thanks are extended to the then Chief Education Planner of this Department, Mr N.C. Soko, for valuable information on educational activities of this Department, as well as his reference to other educationalists for further information and sources thereof with regard to the subject under study;

The circuit inspectors, inspectors of schools, school psychologists, principals and teachers for their supportive responses during interviews and circulation of the questionnaires;

My friends and colleagues for their keen interest in this project;

The late Mr J.S. Lekala, former Inspector of Schools, Department of Education and Training, to whom this writer was referred by Mr N.C. Soko for further information on educational supervision and inspection in England and South Africa;

... ...

DECLARATION

I, WILLIAM MANGENA NDLALA, do hereby declare that
this dissertation represents my own work in concept-
ion and execution, and that all the sources I have
used have been acknowledged by means of references.

Signed by me ....

on the ..25th.. day of ..march..1985

SUMMARY

The purpose of this dissertation was to determine the pedagogical significance of supervision and inspection as professional services offered to Black secondary schools with special reference to KaNgwane.

The concern in educational administration is quality. This emanates from the assumption that everyone aspires to receive education of good quality. Supervision and inspection, as administrative strategies, aim at bringing about and maintaining such educational quality as may be desired.

Inspectors are professional agents who, from time to time, offer supervisory and inspection services to schools. Success in the execution of this task is determined by the extent to which objectives and procedures are considered in the planning and administration thereof.

This study opened with an orientation to the problem and related issues. Findings from literature, interviews and questionnaires were related to the theory discussed in chapters two and three on supervision and inspection.

This research revealed that there is inadequate consideration of objectives and procedures in the administration of supervision and inspection in KaNgwane. This implies that there is a great need for improvement of the current supervisory and inspection procedures. Application of the scientific management procedures, such as 'Supervision and Inspection by Objectives' (SIBO), have better chances of improving the quality of education than a haphazard approach devoid of clear objectives.

It is hoped that the recommendations resulting from the findings in this research will be utilised with a view to improving the quality of educational administration, which is a prerequisite for the improvement of the quality of education as a whole.

... ...

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KANGWANE

Maritie
Mkuhlu
Skukuza

KRUGER
NATIONAL
PARK

Hazyview

White River
Kallokweni

KaNyamazane Matsulu Hectospruit Komatipoort
Malelane

Nelspruit
Kaapmuiden

KaMhlushwa
Louiville Tonga
Shongwe
Nkomazi
Area

Barberton
Bordergate

Badplaas
Bulembu

Eerstehoek
Piggs Peak

Lochiel
Oshoek

NEW AREA

Warburton
Mbabane

Mayflower
Fernie

Manzini

Nerston

Amsterdam
SWAZILAND

MOCAMBIQUE

Piet Retief

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CHAPTER ONE

ORIENTATION TO THE PROBLEM

1.1 INTRODUCTION

Scholars of Comparative Education in South Africa have described an education system as a 'pedagogically qualified structure', for it creates a field for school education. The field for educative activities is performed by means of educational legislation, planning and implementation (Van Schalkwyk, 1978:13; Thembela 1980:2). This view is in line with that expressed by Edem (1982:15) on the purpose of all organizations ... 'the achievement of specific objectives.' He further asserts that ... 'the task of administration is to plan strategies for the attainment of these objectives.' From this assertion it is clear that planning includes, inter alia, formulation of objectives and the procedures to be followed in pursuing these objectives, as well as the means of determining the extent to which the desired goals are realised.

It is through the 'built-in mechanism' of administration (i.e. supervision) that policy makers and administrators are made aware of the strengths and weaknesses of the learning programme. According to Ruperti (1976:145) ... supervision and inspection ought to determine the extent to which 'laws and regulations are carried out for the attainment of the envisaged aims, and to ascertain how these enactments are carried out.' What it suggests is that once the field of school education has been created, it needs to be maintained, its effective functioning appraised and, if possible, improvements made.

This view is further supported by Desbien's observation (1979:30):

> In industry they speak of quality control. Whether deal-
> ing with shirts, cigarettes, newspapers, automobiles ...
> each unit produced is subject to inspection, verification
> or examination. Although producers have confidence in
> their personnel and their equipment, they ... conduct spot
> checks from time to time on their products.

It is in this light that it could be said with confidence that planned and purposeful learning activities may not be left to themselves as accidental occurrences. Although education may not lend itself to the kind of inspection referred to by Desbiens, it is essential to state that some kind of control over educative activities cannot be wished away. Evaluation and guidance in education help in determining the effectiveness in realising the educational objectives. Short-comings can easily be identified and, as such, eradicated and replaced by effective foundations (Van Schalkwyk 1982:163). Supervision and inspection are still regarded as the most effective means of determining the functional nature of a school plant; whether or not there is accelerated or impaired progress.

In this study these services will be investigated. The desire to make this study emanates from the considerations discussed in Section 1.4.

1.2 STATEMENT OF THE PROBLEMS

A cross-section of the field of Educational Administration reveals that much research has been conducted, and findings noted, on educational organization, leadership and supervision. The availab-ility of a wide range of literature on supervision is itself an indication that research has to be done in order to provide better insights and approaches to it.

Morris (Odendaal 1975:1) states that:

> One of the transformations taking place in education
> throughout the world, which does not yet appear to have
> received the attention it deserves is the changing role
> of the inspector, supervisor or advisor as he is now
> variously called. Where formerly the emphasis was on
> authoritarian control, prescription and enforcement, it
> is now on persuasion, leadership, consultation and
> guidance.

This quotation suggests that there has been a changing image of super-
vision and inspection which further implies that supervision has been
carried out using different approaches throughout the history of its
development. The above view has implications for the present approach
to Supervision and Inspection in KaNgwane (Section 5.2.14).

Teachers, supervisors and parents have expressed their awareness of,
and a concern about, the chronic problems in the education of the
secondary school child. It has been frequently observed that although
supervision and inspection are still offered in the secondary schools
in Black Education, the improvement in education has not yet satisfied
the expectation of the community. Limited physical facilities and
equipment and shortage of suitably qualified manpower seem unavoidably
to be the operating factors.

This leads to the following questions:

i) Can the KaNgwane secondary school child's lack of desire
    to learn be attributed to the unchallenging and unvaried
    learning content, the shortage of physical facilities and
    suitably qualified manpower, poor methods of teaching, and
    the unmotivated attitude of the teachers ?

ii) How is supervision accountable for this state of affairs ?

Research was conducted on these issues with a view to finding answers
to the above questions, and to establishing whether supervision and
inspection have a pedagogical significance as defined in Section 1.6.1.

Chapters four and five present answers to the postulated questions in
terms of which conclusions were drawn.

In the next section (1:3) the field of study is delimited.

1.3 DELIMITATION OF THE FIELD

In the Republic of South Africa and the national states, there are
seventeen education departments, four of which are Provincial
Education Departments, one is for Indian Education, one for
Coloured Education, and ten departments are serving the various Black
ethnic communities. There is also a Department of National Education. ·

Attention in this study will be focussed on the Supervisory and
Inspection services as practised in the Secondary Schools in
KaNgwane.

At the time of research the organizational structure of the KaNgwane
Education Department presents this picture: It has a political
figure-head, the Minister for Education and Culture, to whom the
Secretary of this Department is responsible. Its head office is
situated in KaNyamazane Township (near Nelspruit).

For the purposes of control, this Department is divided into a
professional and an administrative branch. The professional and the
administrative branches are headed by the Chief Inspector and the
Chief Education Planner respectively, both of whom are responsible
to the Secretary of Education and Culture.

The Supervision and Inspection to which this study refers are prof-
essional services offered to schools by the KaNgwane Education
Department.

1.4 THE PURPOSE AND RATIONALE OF THIS STUDY

The purpose of the present study is to investigate Supervision and
Inspection as professional services offered to Secondary Schools in
KaNgwane. The current supervisory and inspection services in this
area were observed and analysed (see Section 4.3), with a view to
determining the extent to which objectives and procedures are con-
sidered in the planning and administration of these services. In
this manner it was hoped to determine their pedagogical significance

as defined in Section 1.6.

The desire to investigate supervision and inspection as a means of improving the quality of instruction (in KaNgwane) was motivated by a desire to participate in the scientific search for administrative knowledge as well as the administrative justification for and relevance of all supervisory and inspection behaviour. This interest was further backed by personal involvement in administrative issues as a secondary school teacher and principal in this Department.

The desirability of this study is further supported by a series of meetings of principals and inspectors called by the Minister of Education and Culture during the first school term of 1984 in which the causes for large failures in Std.8 and Std.10 examinations, particularly in 1983, were being investigated.

The logical hypothesis is that the use of acceptable procedures and formulation of desired objectives in the planning and administration of supervision and inspection will bring about, and largely determine, the extent to which these services will improve the quality of education as a whole. This assertion is supported by Desbien's observation (1979:45) that: '... there can be no supervision unless it is in relation to proposed objectives ... supervision is possible only if related to goals and therefore values '

In the light of this statement, it is hoped that this study will make a contribution to the improvement of secondary school supervision and inspection. A full discussion on these issues appears in Sections 5.3.3, 5.3.6 and 5.3.7.

1.5 METHOD OF STUDY

1.5.1 Non-living Sources

These consisted of the study of literature on supervision, inspection and research methods with a view to gaining insight into the histori-cal and theoretical background of supervision and inspection, as will

be seen in chapters two and three. Annual Reports from the KaNgwane
Education Department were also studied (see 4.3.3).

1.5.2. Living Sources

Questionnaires were used as research tools and data had to be inter-
preted (see 4.2). In addition, interviews were conducted with
officials of the KaNgwane Education Department.

1.6 EXPLANATION OF CONCEPTS

1.6.1 Pedagogical Significance of Supervision and Inspection

- _Pedagogical_ is to say that it is educational, or that which
  qualifies to be called educational.

- _Pedagogical significance_ refers to that which is of educational
  value, importance or meaning.

- _The pedagogical significance of supervision and inspection_
  means the extent to which these services do _reveal_ areas
  warranting improvement and _how_ this should be achieved.

1.6.2 Black Secondary Schools

- _Black:_ Gabela (1983:10) says that 'the word "Black" is some-
  times used interchangeably with the word "African"... Blacks
  are aborigines of Africa.'

- _Secondary schools:_ The Education and Training Act 90 of 1979
  (4:Lxxi) defines a secondary school as a school for education
  up to a standard higher than the fifth (5th) but not higher
  than the tenth (10th) standard.'

- _Black secondary schools_ are schools for the education of black
  children from standard six up to standard ten level. This
  definition will be maintained throughout this account.

1.6.3 KaNgwane

- <u>KaNgwane</u> is one of the national states in the Republic of South
  Africa. It was created in terms of the KaNgwane Constitution
  Proclamation R214 of 1977, as amended, within the ambit of the
  National States Constitution Act 21 of 1971. It serves the
  South African born Swazis in the Eastern Transvaal.

1.6.4 Inspection

- <u>Inspection</u> is defined in the Oxford dictionary as:
  'a careful examination; an official visit to see that rules are
  obeyed; that work is properly done.' (Hornby 1981:442).

  This view is also clear from Brubacher's explanation (1966:563) of
  the nature of inspection; that 'the kind of supervision ... when
  laymen did supervising, was largely inspectional in character...
  When they arrived they made their visit in the nature of an
  examination.'

  Dodd (1968:3) defines inspection as 'that specific occasion when a
  school is examined and evaluated as a place of learning, in such a
  way that advice may be given for its improvement and that it is
  embodied in a report.'

- Inspector

  The one who executes inspection services is an <u>inspector</u>.

  The Education and Training Act 90 of 1979, No. 828 (30 April 1982:1)
  defines an inspector as 'an officer of the department who is in
  control of education in an inspection determined by the Minister in
  terms of section 2 (2) of the Act. He is an officer authorised in
  terms of section 33 (1) of the Act to hold an inspection or
  inquiry in regard to any matter referred to in that section.'

From these definitions it is clear that apart from carrying out inspection services, an inspector has to control educational activities in his circuit.

There is a distinction between an Inspector of Schools and an Inspector of Education. The South African system of education uses the term 'Inspector of Education' interchangeably with the term 'Circuit Inspector'. With the advent of the new dispensation in management structure, however, an 'Inspector of Education' has now become a 'Circuit Manager. The tendency is that the Circuit Manager takes charge of secondary school matters, whereas the Inspector of Schools concentrates on primary school matters. This varies from department to department. It may be said that any form of arrangement is determined by the department under which the circuit falls.

Although Brubacher (1966), Lovell and Wiles (1983) and Musaazi (1982) hardly give formal definitions of inspection, they clearly reveal that there are differences between supervision and inspection. They differ on points of emphasis such as content, objectives, and the effect on personnel of such supervision or inspection. It is further implicit in their views that supervision which is inspectional in character has little or no popularity.

1.6.5 Supervision

- From the sources cited, it is evident that there is no one definition of supervision. Krajewski (Baughman 1979:9) states: 'authors skirt this problem by emphasising the purposes, others the practice and functions; some further describe the roles of supervisors in different situations. Still others tell what supervision is not.'

The Oxford Dictionary defines supervision as follows: 'to watch and observe work, workers or an organization', and a person who does this is a 'supervisor'. (Hornby 1981:868).

This view is also espoused by Robbins (1976:19) in his definition of supervision as 'the observation of work ... and the working conditions of workers, to ensure that objectives are achieved.'

This definition implies that with improved working conditions of workers, it is likely that objectives will successfully be achieved.

Lovell and Wiles (1983:4) define supervision as 'formally designated behaviour systems that interact with the teacher behaviour system in order to improve the probability that the goals of teaching will be achieved.' This statement suggests that co-operative service between teachers and supervisors is essential.

Eye and Netzer (1965:17) define supervision as 'that phase of school administration which focusses primarily upon achievement of appropriate instructional expectation of an educational system.' This definition reveals the place of supervision in the educational administration. It is therefore an administrative strategy used to determine the extent to which expected goals are achieved.

Baughman (1979:9) sees it as ... both a concept and process to improve instruction afforded to pupils.

Gorton (1983:262) defines supervision as 'those activities engaged in by one or more individuals which have as their main purpose the improvement of a person, a group or programme.'

Cawood and Gibbon (1980), Bekker et al (1976) and Good (Baughman 1979) define supervision in terms of leadership which aims at ... renewal and clarity of objectives, professional growth and educational improvement. This view has something in common with that expressed by Gorton quoted in previous paragraph. Various other authors have defined supervision in different terms, yet they basically offer the same message.

In conclusion to this section it may be said that although it is difficult to express these different views in one statement, Dodd's definition (1968:3) that:

'Supervision is a constant and continuous process of more
personal guidance based on frequent visits when attention
is directed to one or more aspects of school or organiz-
ation,'

is a very satisfactory one.

In subsequent chapters the concepts of supervision and inspection
will be studied from theoretical development to their practical
application as professional services.

1.7 SUMMARY OF CHAPTERS

Chapter one is an orientation of the problem. It deals with the
statement of the problem, its delimitation, purpose and the method
of study. Key concepts are defined here.

Chapter two deals with a theoretical and historical development of
supervision and inspection through the ages. Assumptions, trends and
influences of supervision and inspection are discussed in this chapter.
The latter serves as a theoretical framework for the subsequent
chapters.

Chapter three deals with the significance of supervision and
inspection as administrative strategies. The premise in this chapter
is that success in any enterprise depends upon effective formulation
of objectives during the planning stage. An outline of the purposes
and tasks of supervision, as well as the procedures and responsibil-
ities of inspection are presented. The chapter gives an outline of
the problems encountered in supervision and inspection. It also
provides further theoretical framework for the subsequent chapters.

Chapter four is an appraisal of supervision and inspection in KaNgwane
Attention has been paid to the nature, objectives and procedures of
supervision and inspection as practised in this area. The purpose

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was to analyse and interpret the data collected from questionnaires, examination results, annual reports and interviews. This was done with a view to determining the pedagogical significance of supervision and inspection as defined in section 1.6.1

Chapter five presents the summary of the findings and recommendations based on these findings.

CHAPTER TWO

THE EVOLUTION AND THEORIES OF SUPERVISION AND INSPECTION
THROUGH THE AGES

2.1 INTRODUCTION

In the previous chapter the problem under investigation was introduced
and highlighted in terms of its nature and scope. This chapter will
provide a broader historical and theoretical frame of reference for
the subsequent chapters.

The premise here is that in the total structure of educational
administration, supervision as a form of leadership is a strategy
whereby the administration determines the extent to which the
administrative goals are achieved. It is further noted that the
direction of supervision and inspection as organizational behaviour,
is rooted therefore in some administrative assumptions, as discussed
in section 2.2.1.

In this chapter theories of supervision and inspection will be
discussed, and their influence on the supervisory practice through
the ages will be determined.

2.2 THE EVOLUTION AND DEVELOPMENT OF THEORIES OF SUPERVISION
AND INSPECTION

2.2.1 The Fundamental Assumptions of Supervision

The origin of supervision as an organizational behaviour should be
sought from the organizational psychology and the philosophy of
human nature which study how people perceive situations, and how
their personal attitudes and values influence their organizational
behaviour.

Wrightman (Schein 1980:51) gives six dimensions which he considers as the philosophy of human nature:

1 - the degree to which people are believed to be trustworthy or untrustworthy;

2 - the degree to which people are believed to be altruistic or selfish;

3 - the degree to which people are believed to be independent versus being dependent on and conformist to groups or authority;

4 - the degree to which people are believed to have strength of will and rationality, versus being controlled by irrational forces;

5 - the degree to which people are believed to have differina thoughts, perceptions and values, versus having basically the same values and perceptions;

6 - the degree to which people are believed to be simple, versus highly complex organisms.

In this section some managerial assumptions about human nature as described by McGregor (Schein 1980:52) will be presented as forming part of a manager's total life-view.

McGregor's theory proceeds along two dimensions, i.e. Theory X represents a cynical and negative view of human nature, while Theory Y represents a positive and more idealistic view of human nature. Both theories have managerial implications (Schein 1980:69).

Theory X postulates the following:

i) that employees are primarily motivated by economic incentives and that management is responsible for organizino elements of productive enterprise;

ii) that employees are by nature indolent and passive without
management intervention;

iii) that, since individual feelings are irrational, they have
to be prevented and controlled;

iv) people are better motivated by outside incentives;

v) people's natural goals often run counter to organizational
goals, therefore external forces have to ensure uniformity
of objectives;

vi) people lack self-discipline and self-control. They can be
divided into two groups: the self-motivated, self-
controlled and the rational, versus those who are contrary
to this.

More is said on this in section 2.2.1.1.

As to what Theory Y postulates, readers are referred to section 2.2.1.3.
Schein (1980:69) identifies and discusses the role of McGregor's
theories under three categories of assumptions, viz, the rational-
economic, social,and the self-actualisation assumptions.

2.2.1.1 The Rational-economic Assumptions

These assumptions classify human nature into two groups, i.e. 'the
untrustworthy, money motivated calculative mass, and the trustworthy,
more broadly motivated moral elite who must organize and manage
the mass.' (Schein 1980:52).

The belief that people are less motivated and untrustworthy, lazy,
irresponsible, incapable or unwilling to be self-directing and self-
controlled as well as resistant to change, is rooted in the cynical
Theory X of McGregor. The managerial behaviour will be that of
directing, controlling, motivating, inspecting and thereby modifying
the behaviour of organizational members to fit the management need.
(Lovell and Wiles 1983:36; Schein 1980:53). This theory exercised

influence on the supervisory behaviour during the Administrative
Inspection, Scientific Management, and Human Relations periods.
Supervision was in the form of inspection, telling, rating, checking
and monitoring (Lovell and Wiles 1983:30).

According to Otto (1944:301) supervision was primarily concerned with
inspection to maintain such standards as existed and was therefore in
no way less autocratic. Motivation by increased salaries and other
forms of economic incentives were prevalent during the Scientific
Management and the Human Relations periods discussed in sections
2.2.2.2 and 3. According to Schein (1980:52) this was a form of
"buying" the services and obedience of the employees for economic
rewards. Through the system of authority and control, the organization
expected unconditional obedience from the employees. The influence of
this theory on the supervisory behaviour in the KaNawane Education
Department appears in sections 5.2.7 and 5.3.7.

2.2.1.2 The Social Assumptions

According to this set of assumptions, recognition of individuals' total
needs was important in relation to the organizational needs. Emphasis
was on such aspects as a sense of belonging, identity and group work
incentives. The Hawthorn study and that of Eric Trist (Schein 1980:56,
60; Musaazi 1982:35,45) served as a sharp reaction against the treat-
ment of economic incentives as though they were the only important
forms of motivation. The idea advocated here is that in which the
worker is viewed as a member of a group with needs of the individual
and those of his organization (Bekker et al 1976:159). According to
Schein (1980) ... there is a need to train supervisors to be aware of
the employees' needs.

2.2.1.3 The Self-actualisation Assumptions

This set of assumptions is rooted in McGregor's Theory Y (Schein 1980:68)
according to which people are believed to have the following positive
characteristics:

i)   people are primarily self-motivated and self-controlled;
     externally imposed incentives and control are likely to
     threaten the person to a less mature adjustment;

Sergiovanni and Starratt (1979:102) maintain that motivation, the
potential for development, the capacity for assuming responsibility,
and the readiness to direct behaviour towards organizational goals
are all present in people. Management does not put them there.

ii) there is no inherent conflict between self-actualisation and
     more effective organizational performance. People need
     opportunities in which they may voluntarily integrate their
     own goals with those of the organization;

iii) the individual seeks to become mature on the job and is capable
     of being so if given optional autonomy and independence;

iv) human needs fall into a hierachy of categories. There is
     belief that every human being aspires to satisfy the needs
     for autonomy, growth - self-actualisation.

Where the behaviour of workers is contrary to the above set of
assumptions, it is attributed to the management practices. Management
is expected to create opportunities for people to recoanise and
develop these human qualities (Sergiovanni and Starratt 1979:103;
Lovell and Wiles 1983:36 and Schein 1980:69). Lovell and Wiles
(1983:36) stress the importance of the management role in providina
structures in which organizational members can develop their talents,
creativeness and motivation through participatory decision makina
and problem-solving.

The historical trends of supervision to which we will now turn are
rooted in the assumptions described above. It will be discussed
how supervision and inspection were perceived through the ages and
the extent to which the above theories influenced the supervisory
conception and behaviour in the process of this evolution.

2.2.2 Historical Perspectives of Supervision and Inspection

The changing image of supervision in time perspective should be under-
stood against the historical background of the evolution of educational
administration, as noted by Bekker et al (1976) and Musaazi (1982).
These scholars record three phases (stages) in the development of
educational administration:

- The Classical Organization thought (± 1900-1930)
- The Human Relations period (± 1930-1950)
- The Behavioral Approach (1950 --)

Musaazi (1982:24).

Other scholars like Lucio and McNeil (1969), Lovell and Wiles (1983),
Sergiovanni and Starratt (1979) and Marks et al (1971) give an outline
of the periods during which supervision has shown remarkable shifts of
emphasis. It may be stated that, although supervision is treated as
though it were a separate subject of study by these scholars, the
changes in educational administration were directly affecting super-
vision as a component of administration. Changes in administration
imply changes in supervision as well.

Another observation is that Schein (1980:51) treats the managerial
behaviour (supervision) from a thematic-theoretical perspective, as
discussed in section 2.2.1.1, 2 and 3.

The other authors present supervision from a chronological-theoretical
perspective. In both cases one sees the extent to which the super-
visory behaviour is influenced by the theory about human nature.

The forms of development in educational supervision are presented in
the following sub-sections.

2.2.2.1 The Administrative Inspection Period

Early forms of supervision were practised by the Greeks. Physical
education and training for military services were to be supervised.

In Sparta a paidonomous assisted by the Bidio supervised the training of the defenders of the state (Marks et al 1971:5). Boarding schools were state controlled, and appointed citizens had to supervise the boys. It was in Rome that supervision was associated with improvements of the instruction and the curriculum. More schools with new subjects were started (Marks et al 1971:7). This step exercised influence on the middle ages. Government supervision was aimed at having instruction in line with the state interests. This trend is discernible from sections 5.3.6 and 5.3.7.

According to Marks et al (1971:9) the major function of the supervisor was to make judgement about the teacher rather than the teaching or learning of pupils. Decisions determining the replacement and displacement of teachers were made on the basis of the observation. Emphasis was on the observation of rules and maintenance of standards as existed. Even during this period there were no signs of instructional improvement.

This traditional scientific management period represents the classical autocratic philosophy of supervision which viewed teachers as hired appendages and instruments to carry out specific duties and to be supervised by the administration (Sergiovanni and Starratt 1979:3,4).

Further emphasis was on the importance of efficiency and control, as well as accountability in the atmosphere of superordinate-subordinate relationships. This supervisory behaviour is deeply rooted in the philosophy of human nature describable in terms of McGregor's Theory X, as discussed in section 2.2.1.1. The assumption that people lacked motivation, self-direction and self-control led to this type of behavioral treatment of the supervised.

The type of supervision during the 18th and 19th centuries tended to be a sort of examination for the promotion of a sample of pupils; after which a report on the proficiency of the school was made, to be available to both the teacher and the town. These visits became annual public exhibitions to which parents and local people were invited. Consequently, supervision lost its educational usefulness in this manner (Brubacher 1966:564).

The inclusion of new subjects in the curriculum led to the appointment of specialised teachers with expertise knowledge of certain subjects (Lucio and McNeil 1969:12). This is another factor which proved beyond doubt that supervision by citizens' committees was in the hands of the wrong people. It needed professional people to handle supervisory matters. This state of affairs marks the beginning of 'subject advisors', people who could also teach in special circumstances (Lovell and Wiles 1983:29). This issue is discussed further in section 5.3.6.1 with regard to KaNgwane.

2.2.2.2 The Period of Scientific Management

The outbreak of the Industrial Revolution in America brought with it the desire to "maximize production or profit at minimum costs". The aim and concern in the industries was to increase efficiency in production through the application of scientific approaches. The proponents of this view are Taylor, Simon and March (Musaazi 1982:26, and Lovell and Wiles 1983:30).

The emphasis on methodical overseeing, supervising, specialisation in administration and a high degree of control was linked to the idea of efficient production. This system is described as austere, orderly, logical, mechanical, impersonal and conforming (Musaazi 1983:26).

The influence of the rational-economic assumptions is discernible here. Workers were motivated to be efficient in the clearly defined tasks through economic incentives. It was Taylor's view that high pay should be tied to successful task accomplishment. Failure to do so would lead to reduction or loss of salary (Musaazi 1982:25). The influence of this theory on the KaNgwane Education Department appears in section 5.2.7. This approach in administration was shared by Fayol (Musaazi 1982:29) in his emphasis of formal structures in an establishment as facilitative means of cultivating a feeling of commitment and accountability. The scientific methods were to influence the approaches in educational matters. It is to be seen in the light of this period that Cubberley and Bobbitt (Lovell and Wiles 1983:30-31) emerged to advocate standardisation and particularisation of educational methods and objectives. Their concern was a discovery of the most effective

methods of teaching and evaluation of the teaching-learning outcomes.
The basic assumption during this period was that "the teacher was an
instrument who could be used and moulded by administration to
facilitate the achievement of the goals of the educational organiza-
tion" (Lovell and Wiles 1983:31).

Although Eye and Netzer (1965:5) call this period ... a period of
efficiency orientation, it has its own demerits. It was efficiency
at the expense of human needs. Supervision was, so to say, a pragmatic
type consisting in telling, explaining, showing, enforcing, rating and
rewarding. Payment was according to efficiency, failing which led to
re-teaching or dismissal (Lovell and Wiles 1983:31). The emergence
of the Human Relations period is therefore seen as a reaction against
the dehumanisation of man in industry and, of course, in education as
well.

2.2.2.3 The Period of the Human Relations Approach

The essence of this period has been discussed under the social assump-
tions of supervision in 2.2.1.2. Only a few aspects will be discussed
here as pointers to the extent to which these assumptions influenced
the supervisory behaviour during this period.

Eye and Netzer (1965) describe this period as an era of co-operation
in education. This characteristic feature is revealed in the emphasis
Chester Bernard (Musaazi 1983:35) lays on the importance of relations
in working as teams/co-operative units (teachers, administrators,
principals, etc).

This period, as stated earlier, views administration as a social
process rather than a mechanical manipulation of production factors.
Teachers were viewed as "whole people" in their own rights. The
trend was to create a feeling of staff satisfaction which would
facilitate working together. An organization was viewed as a system
of individuals in their informal and formal relationships. Emphasis
was then on the importance of teachers' emotions, feelings and needs.
Lucio and McNeil (1966) and Sergiovanni and Starratt (1979) share
these views.

The Human Relations approach to administration sees individuals as active human beings in their organization, therefore their co-operation should be sought for effectiveness of work. Motivated teachers will want to help and contribute, exhibit self-control, seek opportunities for creative expression, and work hard for excellence in everything they do (Musaazi 1982:39). Formal and informal organizations will always be formed and could be exploited successfully for the benefit of all who are concerned.

The economic incentives are known to be not the only significant forms of motivation. The influence of this theory on the KaNgwane Education Department appears in section 5.2.7. Effective forms of motivation are those which consider man as a totality with psychological, sociological and other needs, which must be satisfied. Effectiveness and efficiency of teaching is always determined by the extent to which human goals, values, feelings and motivation are satisfied (Lovell and Wiles 1983:31). The Hawthorn experiment should be understood as a reaction against neglect of human needs.

According to Sergiovanni and Starratt (1979) the three images of supervision have one common limitation, i.e. they lack trust and faith in their teachers' ability and willingness to display intrinsic motivation towards the educational programme. The influence of this theory in KaNgwane is fully discussed in sections 5.2.3 and 5.3.3.

2.2.2.4 The Period of Human Resources

This period differs from the Human Relations approach in that the former views satisfaction as a product of effectiveness in school work. According to Schein (1980:51) and Sergiovanni and Starratt (1979:6) teachers work effectively because they get excited about the results and they will always identify with them in satisfaction. This approach treats supervision as a shared responsibility by all concerned. Marks et al. (1971) assert that supervision is therefore a co-operative effort stimulated by democratic leadership and influenced by avail-ability of government grants and community interest. From this it is clear that this period called for a united effort in decision making and other educational matters, if the instructional programme was to

be improved.

This approach treats supervisors as resources people who are always ready to help the teachers. They are thus consultants (Lovell and Wiles 1983:34). This period is said to be characterised by co-operative curriculum development and in-service education courses, the aim of which was instructional improvement. The administrative implications of this theory for KaNgwane Education Department are fully discussed in sections 5.3.3. and 5.3.4.

2.2.2.5 The Synthesizing (interacting) Theory of Supervision

The last half of the 20th century has seen important developments. The tendency has been that of counteractina the Human Relations approach to supervision. Attempts were made to develop a new theory from a combination of the scientific management and the human relations theories. This new theory calls for availability of a structure that will offer opportunities for creative participation, recognition of achievement and participation in school improvement (Lovell and Wiles 1983:38). The structuralist view demands the availability of an open, rather than a closed, system (Musaazi 1982:41). Getzel's theory (opcit) of administration suggests that there should be an integration (synthesis) of sets of objectives, i.e the organ-izational objectives should be adjusted to those of organizational members, and the latter should be committed to the organizational objectives (Bekker et al 1976:139).

This theory explains that behaviour is therefore the function of interacting dimensions. There has to be harmony between idiographic and nomothetic objectives, and therefore behaviour. Idiographic needs are those of the individual; nomothetic needs refer to the needs of a group. All this theory suggests is that between the needs and objectives of an individual (idiographic) and those of a group or organization (nomothetic) there has to be harmony. The supervisors' needs and those of the teachers should not be in conflict if job satisfaction is to be achieved.

The organizational structure proposed by Bennis (Lovell and Wiles 1983:38) is that in which recognition will be made of the following:

i) organizational member's need to use his creative talents; and the organizational need for those talents;

ii) the need to be involved in decision making and problem-solving; and the need by the organization to have decisions made and problems solved;

iii) the member's need to be involved in communication and to contribute to it; and the organization's need for communication;

iv) the member's need to be authentic, and the organization's need for authentic behaviour;

v) the member's need for participatory control and control structure development; and the organization's need for control structure;

vi) the member's need for recognition, creative work and satisfaction for work done; and the organization's need for motivated workers.

Bennis (op cit) advocates a balance between the individual's needs and those of the organization,as mentioned earlier in this section. This point is further discussed in section 5.3.3 with regard to KaNgwane.

According to Sergiovanni and Starratt (1979:26-8) this theory identifies three variables which influence the functional value of supervision, viz initiating, mediating and effectiveness variables. The first refers to everything a supervisor starts from (e.g. belief, rules, assumptions, decisions); the second refers to the human reaction based on the type of treatment, and the last one refers to the outcomes.

From these views it is derived that the scientific management and
the human resources supervisory patterns form two major patterns.
They further point out that supervisors usually work from
initiating variables to direct effectiveness. This approach is
said to have limitations as it risks creation of apathy and aliena-
tion in human organization (Sergiovanni and Starratt 1979:29).

The human resources supervisory pattern is based on the premise that
there is an interaction between the initiating, mediating and
effectiveness variables. The outcome of supervisory behaviour is
influenced by the mediation, which in turn depends upon the effects
of the initiating variable on it. The classification of the
mediating variables is discussed by Sergiovanni and Starratt (1979:36).

The implication of this theory is that thorough planning is essential
if supervisory service is to be effective. Consideration of the
three sets of variables is needed during the planning stage, as they
determine the extent to which the supervisory behaviour will be
effective and efficient.

2.2.2.6 Supervision through Reason and Practical Intelligence

The emerging point of view expressed by Lovell and Wiles (1983:44),
and Lucio and McNeil (1969:16) is based on the assumptions that
teachers are professional educators with specialised expertise and
that ordinary people have a repertoire of resourcefulness. Therefore
the rationality, thought and perception of people will explain the
organizational behaviour and direction. According to this theory
supervisors will encourage and involve all those who are concerned to
participate in decision making, shared responsibilities in policy
development and problem-solving. Participants will be made to
realise the significance of their shared responsibilities, distributed
according to expertise and knowledge (Lucio and McNeil 1969:17).

The main function of supervision here would be that of leading and
co-ordinating teachers, allocation of human resources, efforts
and authority to appropriate problem situations.

Improved morale of teachers is the most desired goal of this approach,
if they are to be efficient and effective in what they do for the
organization.

The relevance of this theory for the KaNgwane Education Department is
discussed in section 5.3.3

It is hoped that the emergina view of supervision will emphasize the
importance of intrinsic motivation and the recognition of teachers
or organizational members with their emotions, attitudes, need for
recognition, creative experience, job satisfaction and self-esteem.
These factors will influence their behaviour as mediating variables
and also the outcomes of the instructional programmes.

Besides the intrinsic motivation, communication will be another
facilitative factor in supervisory success. Observation of the
healthy attitudes and habits of communication will enhance the
effectiveness and efficiency of supervision. Supervision will still
be seen as a sub-system of an organization that has a function of
influencing teachers' behaviour so as to facilitate the learning
process of the pupils   (Lovell and Wiles 1983).

In the next section (2.3) the influence of these theories on super-
visory behaviour in other education systems, especially in South
Africa, will be determined.

2.3 THE INFLUENCE OF THE THEORIES OF ADMINISTRATION ON SUPERVISION
     AND INSPECTION AS PRACTISED IN SOUTH AFRICA

The influence of the theories held during the developmental periods
of supervision is discernible in the system of supervision in South
Africa. A detailed exposition of the theories has been given in
section 2.2.2 above. This section will deal with the influence of
the theories discussed in section 2.2.2.

The period prior to the 18th century was a time when educational
matters in Europe were in the hands of the church.   The church
tended to dominate the other institutions with regard to the control

of schools. The influence of the religious ground motive seems to
have played a dominant role here. This trend was soon transplanted to
other countries during colonisation. In South Africa too, the public
demanded some means to determine the extent to which teachers were
doing their work, both religious and secular. The aim was to prevent
teachers from disseminating false doctrines in the schools.

Teachers were further regarded as lamentably untrained people to be
looked down upon and therefore needed to be strictly observed.
Andrews (1955:1) states that in 1685 Commissioner van Rheedentot
Drakenstein issued instructions to the effect that a clergyman
'shall twice a week visit schools to inquire what progress they
are making.' This was to be followed by a visit from an inspector
who came once a year to examine the pupils for promotion purposes.
Such visits were made on Christmas day (for whites and coloured pupils
only), during which time deserving pupils were given prizes ranging
from silver and gold to cakes and sweets, as forms of incentives.
The influence of the economic assumptions which were prevalent during
the period of scientific management is discernible here.

Even during the era of the Board of Scholarchs in terms of De Chavonnes
Ordinance 1714, supervision was in the form of inspection and was
thus teacher-centred (Andrews 1955:2). From the list of some of their
duties it is obvious that the theories held about human nature during
the period of administrative inspection exercised great influence.
The supervisors' duties were as follows:

i) interviewing and examining private teachers to determine their
suitability for the teaching posts;

ii) selection and appointment of school heads as well as teachers
for girls High Schools;

iii) importing competent teachers from the Netherlands;

iv) chastisement, reward or punishment of teachers.

Their most important duty was to inspect schools at any time, as well as to inspect the conduct and progress of teachers. Other aspects of learning seem to have received little or no attention.

2.3.1. Payment-by-Results System

In the 19th century, supervision in South Africa was rooted in the historical background of the 'payment-by-results' system started in England and introduced into South Africa as a means of augmenting teachers' salaries, depending on the efficiency of the teacher as determined by examination and inspection of pupils (Pells 1970:31).

In order to improve teachers' salaries in the Transvaal, Dr Lyle applied this system on the basis of attendance and pass: for good attendance of each child during a particular minimum period, the teacher received an allowance of five shillings (5s), plus one pound (£1) for every pass in standard three, and four pounds (£4.) for a pass in standard four (Pells 1970:49).

The Rev. Bosman modified this system by the introduction of a sliding scale based on the classification of schools into categories determined by the total rating of the school after an annual inspection.

Schools today are still classified as either SI or SII for secondary schools and PI or PII for primary schools. The rating differs from those discussed in that classification is determined by the size of the enrolment and not by inspection, or pass results.

This reveals the extent to which economic theories of the 'scientific management' period exercised influence on supervisory approaches in South Africa during the 19th century. This is the view of Taylor, as discussed in section 2.2.2.2. The payment-by-results theory postulates that high pay should be tied to successful task accomplishment. Its place in the KaNgwane Education system will be discussed in section 5.2.7.

This approach led to serious malpractices by teachers and some parents. Teachers resported to ruthless hammering and drilling of pupils in the subject matter so as to assure themselves of incremental benefits and to impress inspectors (Pells 1970:50). This was, however, most undesirable as it strongly discouraged creativity and imagination, to the detriment of the true aims of education. Subjects not considered for the payment-by-results scheme were neglected or ignored by teachers.

Some parents resorted to deliberate malpractice whereby they kept their children away from regular attendance to ensure that the teachers would fail to qualify for grants and would suffer reductions in their salaries.

The Superintendent of Education in Natal described the payment-by-results scheme as 'stimulating teachers to work harder and those who could not make the grade should fall away' (Odendaal 1975:2). This is the direct influence of McGregor's Theory X, according to which people are regarded as naturally unmotivated, lazy, irresponsible and unwilling to work. The economic incentives are regarded as means of motivating employees. This theory was discussed in section 2.2.2.1.

Various authorities expressed their misgivings of this approach. Loram (Andrews 1955:85) stated that an inspector should adopt the attitude of a friend and advisor, and not that of a detective. This view is rooted in the theory of the Human Resources period in terms of which supervisors are regarded as people who can be consulted for their resourcefulness. The Brooms, de Villiers and Pretorius Commissions (Odendaal 1975:2) expressed common ideas on the function of an inspector as that of ... stimulating, and as advisor and co-worker. This marks a shift from an autocratic view to a more democratic view of inspection.

2.3.2 Individual Inspection

There is evidence that this type of inspection became unpopular. Most teachers preferred class inspection.

The First Secretary to the Education Committee of the Privy Council
argued that 'it is impossible for the inspector to examine the
children individually .. and it is undesirable' (Andrews 1955:163).

The feelings of many teachers were expressed by one of their represent-
atives, in the following words:

> "The present system makes the teachers feel as if all their
> efforts were in vain. Their work is condemned by a few
> pernicious test cards ... it is very easy to drive a number
> of pupils through a standard by mere cramming. This is
> what we all do because our reputation depends on the results
> of inspection and annual examination."

(Andrews 1955:175)

The Education Commission of 1912 (Andrews 1955:175) laid down reasons
why the Individual Inspection system had to be replaced by Class Inspection:

 i)   individual inspection was necessarily hurried; not all pupils
      were examined,due to large numbers;

 ii) the system had a depressing effect on the teachers;

iii) it interfered with reasonable freedom of the teacher to
      promote pupils;

 iv) it was an inefficient test seeing that sometimes those who
      did not deserve promotion were promoted;

  v) it prevented the Inspector from demonstrating and doing proper
      work as a master of method and the apostle of education in his
      district

(Andrews 1955:177-178)

2.3.3. Class Inspection

Changes in the functions of inspection were brought about by the
recommendations of several commissions which were, from time to time,
appointed to investigate and make recommendations on aspects of, or

approaches to supervision during the 20th century. The Freemantle
Commission (1912) recommended that the individual examination of
pupils be replaced by class inspection and that 'the decision of
the standard in which the children are to be placed should be made
in the first instance by the teachers' (Odendaal 1975:2). This was
counter to the recommendations made in 1863 by the Watermeyer
Commission in its description of the duties of an inspector as
being a 'thorough examination of children'.

2.3.4 The Introduction of Subject Advisors

The Nichol Commission (1939) investigated the value of subject advisors
in the Transvaal. This is rooted in the historical background of the
Administrative Inspection period, which saw the introduction of
subject specialists. The appointment of subject instructors in South
Africa should be understood against the theoretical background of this
period. The aim was to give guidance to teachers, thereby stimulating
an interest in their respective subjects; to advise and to see that
teaching was proceeding correctly (Andrews 1955:141).

This system, however, gave rise to several complaints from teachers on
the grounds that some instructors eventually became inspectors and
examined pupils as well. Schools were, in this fashion, over-inspected.
The Education Commission (1912) reacted and contended that it was
important to guard against the tyranny of subject specialists. This
was an advice to the Teachers' Association which recommended appoint-
ment of special inspectors in High Schools (Andrews 1955:150).

The system of Circuit Offices introduced by Dr Muir was accompanied by
a definition of inspectors' duties and responsibilities. This laid the
foundation for the present system of circuit offices. Inspectors were
urged to take a wider view of their duties (Pells 1970:68; Andrews 1955:
129):

> ..... for the inspector who is content to play the part of
> detective and critic will be but a poor producer in the
> educational field. The ideal official is he who inspects
> because he wishes to know how to help. He inspects his
> district because he wishes to have schools started where need
> exists ... to help managers and teachers towards attainment
> of the best educational ends.

This theory would be a suitable basis for the objectives of inspection as discussed in section 4.3.3 with regard to KaNgwane.

Dr. Muir (Andrews 1955:129) further formulated some guidelines for Inspectors. The guidelines were themselves a definition of task, as was prevalent during the Scientific Management period.

2.3.5 The Surprise Visit

The so-called 'surprise visit' was also applied in Black schools. The reasons were embodied in the report of the Select Committee on Native Education (1908).

Andrews (1955:128) gives these reasons as '... to see that teachers are at their posts; that they are doing the work for which they are paid ... ' and ' ... to see that pupils are at their posts, and to check the type of attendance at the beginning of each school term'. It was believed that these visits improved regularity of attendance, punctuality, diligence and the methods of the teacher. These views, again, were due to the influence of the Scientific Management period discussed in section 2.2.2.2.

The assumption is still that teachers are appendages of administration to ensure efficient production. The influence of this theory on supervisory behaviour in KaNgwane is seen in section

The most important contribution made by the Weeber Commission (1968) is the description of the inspector's tasks with regard to teachers, as supervision and guidance (Odendaal 1975:3). This is an indication that supervision has changed from a cynical view to a more positive and idealistic one. Odendaal stresses the idea that supervision should centre around guidance rather than inspection.

2.4. CONCLUSION

From the historical development of supervision which has been studied
and presented in this chapter, it is clear that the theories of admin-
istration and the assumptions about human nature have determined the
approaches to supervision. It is because of the inadequacies attached
to the rational-economic assumptions that supervision based on these
assumptions could not be acceptable. As explained earlier in this
chapter, economic incentives are not the only means of motivating
people to work. If they are over-emphasized, they lead to all sorts
of malpractices, as discussed under the payment-by-results system in
section 2.3.1.

Supervision based on the theories held during the periods of adminis-
trative inspection and scientific management, has been practised in
various parts of the world, apart from South Africa. The reaction
against this is revealed in the recent report by UNESCO on Primary
School Inspection in Pakistan (Prichard 1975:63). This source gives
the findings with regard to Pakistan as follows:

> Inspection has been seen rather as a means of exercising
> control, than of helping to raise standards and promote
> change when this is desirable."

This reveals that this part of the world has also suffered the
influence of theories described above. It is therefore clear that
supervision in time perspective has not been associated with improve-
ment of the quality of education. In the same report (Prichard
1975:34) the team stated that:

> The effectiveness of an inspectorate in improving the quality
> of education depends first on the emphasis placed on its main
> professional functions of evaluation, guidance and training;
> secondly on its being well staffed, and thirdly on it working
> in close partnership with all the other agencies for reform
> and development within the educational service. "

This spells out clearly the importance of recruitment, as described
in section 5.3.1. Constant reference will be made to this view of
co-operative services between the Inspectorate and the school plant

throughout this account.

This writer subscribes to the view that education is a human service. Therefore all those who are concerned with organizing and those who are directly involved in the implementation of educational programmes should co-operate in pursuing the organizational goals. The self-actualisation assumptions of the Human Resources period have more significance in determining the extent to which supervision realises its goals.

In the next chapter the importance of supervision and inspection will be discussed against the background of organizational objectives.

CHAPTER THREE

THE SIGNIFICANCE OF
SUPERVISION AND INSPECTION
WITHIN THE CONTEXT OF EDUCATIONAL ADMINISTRATION

3.1   INTRODUCTION

Success in any enterprise lies in the effectiveness of its planning
and organization. Planning presupposes deciding in advance what
should be done, how it should be done, and why. It is also an
estimation of how the results will look and how they will be utilis-
ed. Planning therefore presupposes formulation of objectives as
strategies for the achievement of the desired goals.

The desirability of the formulation of objectives in any undertaking,
including education, has been expressed by many scholars. Seneca
(Holstrop 1975:21) states:

> "When man does not know what harbour he
> is making for, no wind is the right
> wind."

This suggests that to know your objectives is to know your "harbour"
and this in turn facilitates achievement of these objectives.
Colgate (Peters 1976:111) also espoused this view in the following
statement:

> "Like a naval captain, the supervisor
> should know where he is, where he is
> going to and how he is going there,
> and when."

This implies that in any undertaking there have to be objectives for

achievement. Holstrop (1975:21) also asserts that goals give purpose
to the venture and that they help tie together values, assumptions
and hopes for organization into coherent policy, thereby providing
standards for present and future decisions as well as actions.

Writing on the nature of aims, Denys (1980:36), Slabbert (Cawood and
Gibbon 1980:152), and Allan (Harris 1972:118) share the view that aims
are broad statements of intention for appropriation of individual
objectives.   To formulate objectives therefore is to define the
worthwhile.

Eye and Netzer (1965:52) defined an objective as an 'identity or
definition of a goal accepted as the objective of achievement'.
This definition suggests that in the formulation of objectives there
is knowledge of what to achieve and the intention is clear. A further
view expressed by Allan (Harris 1972:118) is that 'objectives are
achievements which are necessary for the achievement of an aim'. This
definition implies that objectives serve as means, and are manageable
segments, for the achievement of set goals. On the other hand, Paisey
(1981:28) sees objectives as destination of an organization and that
they are conveyed by means of oral or written communication.
Paul Desbiens (1980:31) sees objectives as requirements for successful
management and that supervision is only possible in relation to
objectives. This view is further supported by Knoetze (1978:176) in
his recent study in which he pointed out that success of an Inspector
of Education lies in the application of some principles, among which
are the principles of planning and formulation of objectives. This
view spells out in no uncertain terms how desirable it is to formulate
objectives, as they give direction besides being the destination itself.
It is important to mention that there are some considerations which
are fundamental to the formulation of objectives.

All that has been said so far gives an indication of the functional
value of organizational objectives. What will follow now is an
exposition of the importance of objectives as they relate to super-
vision and inspection.

√

3.2 THE DESIRABILITY AND PURPOSE OF SUPERVISION

In section 1.1 reference was made to supervision as an administrative
strategy whereby the administration determines the extent to which
laws and regulations are carried out for the attainment of envisaged
aims, and to ascertain how these enactments are carried out.

The necessity of supervision is based on certain assumptions about
man's acquisition of knowledge. According to Cawood and Gibbon
(1980:12) there is no individual person who is replete or perfect.
Teachers and educational leaders remain liable to common shortcomings
and human imperfections.

The assertion that provision of supervision is based on certain
assumptions is further expressed by Oliva(1976:24) in the following
statements:

i) the pre-service training programme for teachers does not make
teachers a finished product of the preparation process, i.e.
it does not offer all the knowledge needed by the incumbent
for his work;

ii) since change is inevitable and desirable in the learning
programme, some teachers may not make changes without the
assistance of supervisors. It is assumed that supervisors
are able to help teachers to effect changes where
desirable;

iii) educational legislation places limitations on the academic
freedom of the teachers, with the result that teachers have
no choice of instructional material, methods, books to be
used, the sequence lessons will follow, etc.

The influence of this last assumption is also traceable from the
statement by the then Director for Education and Culture about
selection of textbooks for secondary school pupils in KaNgwane
(see section 4.3.2.2). Related views on the assumptions of super-
vision appear in section 2.2.1. It is for such reasons that

supervisory assistance becomes essential to enable teachers to live within these limitations and to seek their individuality within the same circumstances.

From Knoetze's study (1978:121), the psychological impact of supervision on the individual whose services are supervised is discernible. He observes:

"Onderwysers is getuig van sekuriteitsgevoel wat die toesig en kontrolle meebring as hulle erkenning vir hulle werk kry. As daar 'n warm, vriendelike verhouding heers waarin daar aanvaarding en respek is, groei onderwysers ..., is hulle gesonder, gelukkiger en meer gedetermineerd om goeie werk te lewer."

Supervision offers therefore opportunities to teachers to have a positive perspective of themselves in relation to others.

The following points are further deduced:

-       that no matter how able or experienced a teacher may be, he is always liable to human elements of imperfection and shortcomings; he always has a need for recognition and approval in everything he does.

The desirability of supervision is therefore rooted in the assumptions discussed above.

As to the purpose for which supervision exists, a discussion in section 2.2. and 2.3 has revealed that there has been a shift of emphasis on the supervisory area. At one stage it was teacher-centred. This was based on the autocratic philosophy of the administrative inspection period, in terms of which teachers were believed to be lamentably under-trained and needed careful examination, direction and training (Otto 1944:103). At another stage it was pupil-centred. The origin of individual inspection dates back to this period and is rooted in this theory discussed in section 2.3.2.

In his study, Knoetze (1978:103) gives a statement of purpose

attached to supervision as follows:

> Kontrolle en toesig het te doen met daardie aspekte van
> die administrasie wat ten doel het om vas te stel of die
> aktiwiteite van die personeel nog in oreenstemming met
> die doelstellings van die organisasie en gerig op die
> verbetering van die hele enersyds deur regstelling van
> die leemtes, en andersyds deur die bevordering en uitbouing
> van dit wat reeds doeltreffend blyk te wees."

From this statement it is clear that educative activities are geared
towards and guided by organizational objectives which must be
achieved. The personnel behaviour has to be in accordance with set
objectives for the improvement of the shortcomings and promotion of
that which is effective. What is insufficiently emphasized in
Knoetze's statement is the focus of supervision on instruction. It
seems his concern is much on the teachers' behaviour rather than on
the improvement of the quality of instruction as such.

The most desirable approach to supervision today is that which is
growth-centred and it takes as its point of departure the improve-
ment of the total teaching-learning activity. Musaazi (1982:3)
rightly sees supervision as focussed on the whole range of the
learning process: ... to improve the standard and quality of
education through improving the teachers' training and growth in
their service. The premise here is that supervision exists for the
identification of the learning areas which warrant improvement. If
properly done this leads to the improvement of the quality of
education as a whole. This is also true of what supervision should
aim at in the KaNgwane Education Department.

Now that the purpose of supervision has been stated in broad out-
lines, a more pertinent and relevant question may be asked: What
are the tasks which supervision should execute as a means of
achieving the desired goals which may also be expected in KaNgwane?

The following section is a discussion of supervision tasks which
attempt to improve the quality of education.

3.3 THE TASKS OF SUPERVISION

Studied literature has revealed that to bring about desired improvements, supervision should carry out the following tasks:

3.3.1 Recruitment of Teachers

The success or failure of a school is determined to a large degree on the availability of suitably qualified teachers and how they are utilised. Acquisition of teachers occurs throughout the existence of a school plant in accordance with the needs which will, from time to time, be felt as a result of resignations, curriculum modification, and the increase or decrease in enrolment. Acquisition of teachers requires assessment of staffing needs, selection of suitable candidates, induction courses, evaluation of task performance, development courses for teachers already in the field, their promotion to better positions of leadership, and stability in their services (see sections 5.3.1 and 5.3.2).

The importance of co-operation between principals and selection committees in the selection of teachers cannot be over-emphasized. Gorton (1983:164) rightly supports this view in the following statement: '... because the principal is most directly connected with orientation and development of the personnel, by participating in the selection, he automatically assumes some of the responsibilities.'

3.3.2 Utilisation

Once the teachers are selected, they ought to be utilised for the benefit of the child. Proper utilisation of teachers includes allocation of tasks to them, evaluation, promotion and development programmes. Plumbley (Jones and Jordan 1982:99) gives the following important statement on job description: ' If the job is not clearly defined and justifiable in terms of ... objectives, the member of staff appointed to fill it will suffer frustration ... and often

conflict with other members. This has important supervisory implications as job holders need to fully understand the nature of their work and how it fits in with that of the rest of the school, and of the community. This point is also expressed by Stuaert and Eastlick (1981:91) in their reference to the importance of job descriptions as defining the relationship of the job and the employee to the other units of the institution. Poster (1979:35) supports the above view by advancing the following points as reasons for which job description is essential. That it:

i) prevents overstepping bounds of other members of staff:
   Each individual gets to know his limits,to whom he is
   responsible, as well as how and when to refer in case of
   problems;

ii) enables each individual to identify his own functions
    within the organization and also in the translation of
    aims into objectives;

iii) encourages self-realisation and self-assessment with
     regard to the extent to which one succeeds or fails to
     achieve desired goals;

iv) in staff selection, it enables the potential applicant
    to judge the appropriateness of the role to him.

Jones and Jordan (1982:99) suggest that role definition helps in the expansion of existing services and also in case of possible modification of the job.

It may be stated that job description does not necessarily refer to compartmentalisation of duties to the extent that one person's area of operation has strictly demarcated lines beyond which he may not go. This is undesirable for obvious reasons. Responsibility will always overlap, but that does not mean that there should be outright role conflict. The supervisor's guidance is essential if role conflict is to be prevented.

Delegation of duties is the next method of staff utilisation. Its
necessity suggests that no one can do everything equally well all
the time. This is also true in education. Where there is little
or no delegation of duties, supervision is likely to be difficult
since supervisors may not know who is accountable for what.

Gorton (1983:58-59) offers the following points as reasons for
delegation:

- when someone else can do the task as well, adequately, or
  better than you;

- when you have no time to do the job or when you have other
  commitments, like providing orientation and training
  courses to someone who is preparing for a similar position.

Complexity of secondary school duties makes delegation of duties
imperative and inseparable from such institutions. This further
suggests that it may be difficult to shoulder responsibility
unless there is availability of more grants, and unless teachers
are appointed to such posts.

Induction of teachers is a further aspect of staff utilisation,
before evaluation of their work. The assumption here is that
recruited teachers, no matter how competent and experienced they
may be, will not automatically know what to do and excel in everything
they do if they have no knowledge of what is expected of them.
They need orientation to the actual process of doing it and evalua-
tion of their effectiveness. Wood et al (1979:89) and Gorton
(1983:176) identify four phases of induction programmes, stating
that teachers will always need orientation during certain periods
of their service, i.e. before the beginning of the school year;
when new teachers join the staff; during a follow-up; and when
evaluation has been done.

3.3.3 Evaluation of the Teachers' Work

The ultimate purpose for which supervision exists was discussed in section 3.2. It is essential to use appropriate approaches for the achievement of the stated aims. The problem-solving method and the clinical supervision approach are discussed here.

3.3.3.1 The Problem-solving Method

This method is accepted by many as one of the best in evaluation of instructional programmes either of the whole system or of an individual school. Gorton (1983:271) offers its six phases (steps):

Phase 1: Identification of the problem or need for improvement.
Phase 2: Diagnosis of the nature of the problem and the need.
Phase 3: Consideration of alternatives to improve the situation.
Phase 4: Selection of the best alternative method.
Phase 6: Assessment of the approach's effectiveness.

Kaufman (1980) calls this method a 'systems' approach.

3.3.3.2 The Clinical Supervision

This approach is used when dealing with individual teachers at class-room level. It differs, however, from the traditional class visits in that it considers the teacher as a human being with specific needs, aspirations and individual approach. Acheson and Gall (1980:1) see this method as supervision focussed upon the 'improvement by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performances in the interest of rational modification.'

It has the following steps:

Step 1: Planning conference: Objectives and activities are planned by the supervisor and the teacher co-operatively.
(Acheson and Gall 1980:10; Gorton 1983:277)

Step 2: Classroom observation: This is actual teaching practise observed by the supervisor on the basis of co-operative planning.

Step 3: Feedback conference: Both the teacher and the supervisor participate in a feedback conference. They review the observational data. When this step is completed, the process is repeated. In this manner the teacher is offered an opportunity to evaluate himself and to plan for self-improvement. The basic purpose of this approach is the improvement of the teacher's classroom techniques.

3.3.4 Staff Development

There are various types of programmes which are available for the improvement of the teacher's professional growth and educational quality. Only two are discussed here, viz: in-service education and teachers' centres, as outlined in section 3.3.4.2.

3.3.4.1 The Purposes of Staff Development

Bester (Van Gass 1982:18) gives the following points as purposes for which staff development is offered:

i) Improvement of the teacher's work:
   This is achieved by remedying weaknesses, and strengthening as well as developing strong points in each teacher's work. Both management and teaching skills need attention.

ii) Orientation of staff towards charging tasks:
   Changing circumstances necessitate modification of syllabuses and the teacher's approach to their respective subjects. Success in this depends upon the developmental tasks that teachers will, from time to time, receive.

iii) Training for promotion posts:
This refers to training in specific skills needed by Heads of
Departments, principals or inspectors. This point is discussed
at length in section 5.3.7 with regard to the KaNgwane
Education Department.

iv) Promotion of job satisfaction:
Motivated individuals are likely to bring about positive contri-
butions towards the achievement of the desired goals.

v) For upgrading purposes:
Motivating staff to grow professionally by offering upgrading
courses and provision of opportunities for staff to improve
their qualifications through full/part-time studies. Staff
development is a joint responsibility of the department, the
school and individual teachers.

3.3.4.2 Types of Staff Development

3.3.4.2.1 In-service Education

Various sources define in-service education differently, but most of
them define it in terms of what it does for the teachers, when it is
so desirable, and what type of programme it is.

Harris (Gorton 1983:282) states that in-service education is '... a
planned programme of learning opportunities offered staff members of
schools, colleges or other education agencies for the purposes of
improving performance of individual's already assigned position.'
The fact that this is a planned programme implies that there has been
some deficiency somewhere warranting the application of such services.
It is for this reason a "formal" programme.

The desirability of in-service education is rooted in the assumption
postulated by Morant (1981:7) that:

Teachers have professional needs throughout their teaching
career. They have induction needs as a result of changes
in position due to promotion or change of subjects;
refreshment needs felt during the period towards the end of
a career or prior to teaching of a subject not taught before,
and conversion needs during the period of redeployment or
anticipated promotion and that of retirement?'

All these factors support the need for in-service education.

3.3.4.2.2 Teachers' Centres

According to Knowles (Baughman 1979:135), teachers' centres operate
on an andragogical theory of learning and teaching, i.e.

That adults have a psychic need to be self directing; that
their richest resource for learning is an analysis of their
own experiences; that they become ready to learn in order
to confront their tasks and that orientation towards learn-
ing is one of their concern for their immediate application.''

Whereas in-service education is a formal service, teachers' centres
are operating informally to respond to, and to satisfy , the profess-
ional needs of the teachers in the area in which centres are located.
(Thembela 1978:16). It may be sufficient to point out that apart
from the formal courses offered to teachers, the informal centres
with their relaxed atmosphere would offer even more effective
services to teachers, since they are teacher-initiated on the basis
of the needs the teachers have felt to improve the quality of
education through the use of such facilities. Without programmes
of this nature, a profession is subject to apathy; whereas services
and facilities of this kind inject new life, keeping interest and
enthusiasm alive, and influencing the quality of the teaching.

Although this account is confined to these types of staff develop-
ment, it does not necessarily mean that there are no other types.

3.4 INSPECTION SERVICES

3.4.1. Introduction

In sections 1.6.4 and 1.6.5 a distinction was made between super-
vision and inspection. In sections 3.2 and 3.3 of this chapter the
desirability and the tasks of supervision were discussed. Attention
will now be on the functions and responsibilities of inspection as
an essential service distinct from supervision.

3.4.2. The Functions and Responsibilities of Inspection

Various authors have expressed their different views on the functions
of inspection. From these sources (cited in chapter 2), it is
however evident that there is a movement away from the traditional
view of administrative inspection to a view which aims at giving
guidance and leadership. Odendaal (1975:293) suggests that the term
'inspection' be replaced by a more suitable one, since it does not
express the spirit in which the service is or should be taken. It
is still associated with the traditional connotation of control and
careful examination, as discussed in 2.2. In this sense, it is
regarded as more of a fault-finding campaign. It is for such consid-
erations that Odendaal (op cit) recommends the use of the term
'subject advisor' in the place of 'inspector'.

The function of inspection as guidance giving and leadership was
perceived by various authors such as Odendaal (1975), Knoetze (1978),
and Dodd (1968).

According to Odendaal (1975:277) the function of inspection is
' ... hoopsaaklik verkryging van inligting oor die werk wat in
skole gedoen word, verhoging van die doeltreffendheid van
onderwysinrigting, en die verbetering van die onderrig wat daar
gegee word.' This statement is quite comprehensive as it implies
that inspection is directed at obtaining facts about an institution
and thereupon improvement of the learning enterprise as a whole.
This desire to know what is going on and what problems are encountered
which warrant improvement is a dire necessity.   Inspection should

therefore be seen in that light.

Prichard (1975:34) writes on the functions of an inspector as follows:
That he:

-   serves as a link between education authorities and the
    schools;

-   keeps the authorities fully informed of the state of
    education in schools and of their needs and problems;

-   interprets the departmental policy as laid down for
    schools.

And that the effectiveness of inspection depends upon the following
factors:

-   its emphasis on the professional function of evaluation,
    guidance and training;

-   its being well organized, well staffed and having the
    right working conditions to carry out these functions;

-   its working in close partnership with all the other
    agencies for reform and development within the education-
    al service.

On the other hand, Dodd (1968:4) lists the following points as what
he considers as the responsibilities of inspection:

-   giving guidance to teachers for improvement of the quality
    of education;

-   helping the teachers to help children by seminars, refresher
    courses, etc ;

-   providing honest, accurate and definite reports on the
    schools he inspects.

These reports are of value to leaders of schools and their staff, and to managers and education administrators who see to the implementation of departmental policy and proper use of public funds.

The point at issue here is that inspection is a professional service offered to professional people as guidance and leadership for improvement of the quality of education in its entirety. The inspection services in KaNgwane will be studied against the totality of this background (see section 5.3.3).

3.4.3 The Procedure in Inspection

This involves deciding in advance what to look for, why the proposed inspection is desirable, when and how this will be conducted, and in what ways the findings will be utilised. Following this, is the inspector's decision as to which information should reach the schools which will be visited. Some inspectors prefer the so-called "surprise visit" approach, i.e. an approach whereby inspectors do not inform schools of their proposed visit. This observation is supported by the number of responses in favour of this approach as recorded in Table 4.29 and discussed further in section 5.3.3.

Inspectors come to school in this fashion in order ' ... to see that teachers are at their posts, that they are doing the work for which they are paid, that their registers and books are in order and marked at the proper time ...' (Andrews 1955:138). This writer considers this view as representing a micro-view of inspection as it is teacher-centred at the expense of the other aspects of learning which ought to be considered too. It seems to be rooted in the theory of administrative inspection discussed in section 2.2.2.2, according to which teachers were regarded as lacking direction and motivation.

The influence of this view is noted in the discussion in section 5.2.7. Suggestions appear in section 5.3.3.

Inspection is conducted either at formal or informal level. Informal inspection consists of regular visits to schools to guide teachers on one or more aspects of learning.

According to Makhubela (1978:45) formal inspection consists of notifying the teachers prior to the service, drawing up of reports during inspection and sending these to the relevant recipients. The so-called panel inspection falls under the formal inspection (Musaazi 1983:225). The inspection is accompanied by compilation and preliminary discussion of reports with teachers and principals concerned before they appear in their final form. According to Dodd (1968:46) the tone of the reports should be constructive and helpful to those who have to implement the recommendations and they have to be sent immediately after inspection. Readers are referred to this source (Dodd 1968) for further information.

It may be stated, however, that the importance of inspection reports cannot be sufficiently emphasized for they serve as points of reference to those who have to implement the recommendations, and for subsequent inspections.

3.4.4   The Problems of Supervision and Inspection

3.4.4.1   Refusal and Militance of the Teachers

Some scholars have noted that supervision has many different meanings for different people. Each teacher interprets it in terms of his experiences, needs and purposes. According to Gorton (1983:263), some teachers tend to be militant and refuse supervision, especially when it is offered by non-specialists in the subjects concerned. Some even consider it as a threat to individuality (Lucio and McNeil 1969:166 ; Lovell and Wiles 1983). Zeran (1953:147) also asserts that supervision is disliked by teachers and that it is unwanted. This is a negative view of supervision.

3.4.4.2 Need for clarity of Objectives

Zeran (1953:147) further affirms that objectives ought to be clear if inspection is to be considered desirable, and is accepted. He asserts that it is tolerated by those teachers who are only slightly, or not at all impeded by it, if objectives are co-operatively formulated, and the results are objectively measurable (see sections 5.2. and 5.3.3.)

3.4.4.3 Accommodation and Transport

Musaazi (1983:232) states that accommodation and transport have been
chronic problems for inspectors. Due to the limited number of
kilometres allocated to them per month/term, inspectors are bound to
hire a room or house, or be hosted by teachers residing near the
schools they are to inspect. According to Dodd (1968), inspectors
should pay for the hospitality they receive from teachers. This
point is further discussed in section 5.3.

3.4.4.4 Other Problems

Odendaal (1975:209) states what he considers to be the problems for
inspectors, i.e. lack of sufficient time and opportunity for in-
depth study with a view to improvement and renewal in education; lack
of time for planning and orientation of the new teacher on the job;
full inspection every two years, which is time consuming, and the
absence of subject committees.

In conclusion, it may be reiterated that the premise in this chapter
is that supervision and inspection are professional services. There-
fore their execution should be against the background of educational
objectives to be realised, and the use of acceptable procedures.

The following chapter (chapter four) is a report on supervision and
inspection as practised in KaNgwane, against the theoretical back-
ground offered in chapters two and three.

CHAPTER FOUR

AN APPRAISAL OF SUPERVISION AND INSPECTION
AS PRACTISED IN KANGWANE

4.1 INTRODUCTION

An attempt has been made here to establish whether supervision and
inspection in secondary schools in KaNgwane have pedagogical signifi-
cance. To determine this, use was made of literature references,
questionnaires and interviews as data collecting tools. The purpose
was to analyse various aspects of supervision and inspection in
secondary schools so as to arrive at reasoned conclusions and recommend-
ations which might be a contribution towards the improvement of the
learning activities in this Area.

The desirability of the use of an accountable questionnaire for this
study is supported by evidence from a wide range of research sources.
The truth of the following statement by Gordon W. Allport is indisput-
able: "If we want to know how people feel, what they experience and
what they remember, what their emotions and motives are like, and the
reasons for acting as they do ... why not ask them ? (Mouly 1978:179).
Many researchers who have used this method have referred to these
words by Allport, e.g. Mouly (1970:230), Fox (1969:53), Mrwetyana
(1983:11).

Mouly (1970:242) states that although the questionnaire seems to have
been subject to chronic censure, it remains however the most widely
used technique in normative research. The advantages attached to
this technique have been noted by various other researchers. Mouly
(1970) mentions that it permits wide coverage with minimum effort,
prompting thus greater validity in results, and that it elicits more
candid and objective replies because of its impersonality. These

points are also espoused by Mrwetyana (1983:115). Most researchers
who have used or advocated the use of a questionnaire as a research
tool have acknowledged that not all respondents are within easy
reach in any given target population. It was for similar consider-
ation of all those points mentioned that the questionnaire technique
was used in this study.

4.2   A REPORT ON THE QUESTIONNAIRE AND INTERVIEWS

4.2.1 Preliminary Draft of the Questionnaire

This researcher consulted all available literature on supervision
and inspection (chapter 2 and 3), as well as various reports
compiled by and available from the KaNgwane Education Department.

Five sets of questionnaires were initially constructed. These were
meant to be completed by education planners, inspectors, school
psychologists and subject advisors, as well as by school principals
and teachers. It was later decided to use only the two sets
directed at (a) Inspectors, and (b) Principals and Teachers, as these
were considered sufficient for the purpose of this study.

4.2.2   Pilot Study

The value of a pilot study (preliminary administration and analysis)
can not be over-emphasized. Goode and Hatt (1959:147) assert that
a pilot study is launched as a preliminary step to avoid erroneous
and insignificant hypotheses. Its further objective is to see what
weaknesses are present with regard to: ambiguity of questions,
poor wording, and the length of the questionnaire, all of which may
affect the proportion of questionnaires returned. This point is
also supported by Mouly (1970:248). Writing on the importance of a
pilot study, Mrwetyana (1983:122) listed the following points as
considerations for preliminary administration of the questionnaire
directed to a small group representative of the test population,
viz to:

- provide a trial run of the questionnaire as a data collecting tool;
- determine whether any amendments are needed;
- identify problems encountered by the respondents in the handling of the questionnaires;
- determine whether the respondents could complete the questionnaire within a specific time limit.

These considerations were applied to the present research project. The purpose of this study was explained to the respondents.

Against a similar working frame, a pilot study was applied to a group of ten (10) teachers selected at random from Sitintile High School (to which this researcher is attached). This school was selected because the teachers were within easy reach; moreover many teachers with long teaching service are attached to this school. The suitability of the questionnaire for principals and teachers as a research tool was determined by analysis of the results of the pilot study. The following weaknesses were revealed:

i) Length of the questionnaire:

The first draft of the principals and teachers questionnaire seemed rather too long. Most respondents took at least forty minutes to complete the questions. More than the possible required number of items characterised this first draft.

ii) Items and wording of questions:

Some items in the first draft did not qualify for inclusion in the final draft, e.g. Item 16: 'schools are involved in the planning of activities', was ambiguous. This item did not qualify in terms of the principle of specification advocated by Lazarsfield (Goode and Hatt 1952:317). It led to different interpretations by respondents. According to Mrwetyana (1983:117), this item did not satisfy the requirements of linguistic completeness. Item 20 seemed to lack singleness of

purpose as it was a question with a double meaning. Item 23 seemed to have been wrongly placed in this set, and was therefore put in the set for Inspectors. Items 19,29,31,33, 60,62 and 63 (see appendix 2) seemed to be of less significance and moreover not totally free from suggestion in terms of Mrwetyana's criterion (1983). These items were therefore eliminated. The remainder of the items were then re-grouped into certain themes and the questionnaire was reduced to a reasonable length of 18 items.

iii) Item 15: Questionnaire for Inspectors (see appendix 3)

This was found to be an unnecessary inclusion and was therefore excluded from the final draft. This set was reduced to 17 items.

4.2.2.1 Response Set

The classic form of response set, as described by Goode and Hatt (1952:322) was used. This was achieved by grouping together different items which could be answered in the same way, though with different implications. Some of the items were meant to inquire into the frequency, necessity and level of satisfaction with regard to inspection, supervision, in-service education, attitude of teachers towards these services, the level to which supervision objectives are clear, means of overcoming staffing problems, and the procedures used in these services. The format of the questionnaires was such that most of the items were answerable on a three-point scale: yes/no/not sure; great/little/none; essential/it depends/not essential; regular/sometimes/never, etcetera.

Other items needed the respondents' comments in addition to the closed questions as described. The contents of the preliminary draft of the questionnaires remained unchanged, except for the grouping together of similar items as far as possible. The first four items of the final drafts inquired into general information about

the respondents concerning rank (e.g. principal, head of department
or teacher); experience in primary and secondary schools; sex; and
qualifications (academic and professional). The inspectors set of
questions differed slightly from that for principals in that the
former included an item on the period of internship.

4.2.3 The Final Draft Questionnaire and its Administration

After an analysis of the pilot study results, the shortcomings
identified in the first draft of the questionnaires were reduced as
far as possible to a minimum. This was achieved by cutting down a
number of items of less importance, or which were better represented
by other items. The questionnaires were now reasonably short and
most respondents could complete them within a period of thirty
minutes as against the forty minutes referred to in the pilot study
in section 4.2.2 (i). The sets of questionnaires were structured
with closed questions that were related to the central theme (problem).
This was of advantage as it enhanced the principle of precision
referred to in section 4.2.2 (ii), and in Goode and Hatt (1952:133):
it kept the questionnaires to a reasonable length; it minimized
risks of misinterpretation, and it permitted easier tabulation of
results and interpretation of these results by the investigator.
(Mouly 1970:249).

Referring to both the strengths and weaknesses of closed questions,
Nokaneng (1977:28) states that ... they produce quick responses and
are easy to process, but tend to direct the interviewee. The latter
may reply simply to please the interviewer or disguise his real
opinion on a particular item. Another particular problem cited by
Mouly (1970:250) with regard to the use of closed questions is that
'a more scientifically orientated respondent is likely to become
annoyed with preplanned alternatives, each of which he would have to
qualify before it would cover his particular situation.'

This researcher included open questions in each set of questionnaires to give an opportunity to each respondent to express his or her own views.

Lack of time and financial means are chronic problems for most researchers (Mrwetyana 1983:125). It was also impossible for this researcher to administer these questionnaires personally and for this reason a covering letter was attached to each set of questionnaires (see appendices 3 and 4), setting out clearly the purpose of this study and the procedure concerning the completion of the questionnaires (Goode and Hatt 1952:312).

4.2.4 The Target Population and the Drawing of a Sample

The modification of the sets of questionnaires was followed by preparations to administer the final drafts. The target population comprised all secondary school teachers and all inspectors in the KaNgwane Education Department. At the time of this study there were thirty (30) functioning secondary schools with a population of six hundred and twenty (620) teachers distributed among the following inspection cirucits: Nsikazi, Nkomazi, Mashishila, Khulangwane and Mgwenya. The total teacher population was derived from the statistical returns of March 1984. Attempts were made to make the test population as representative of the target population as possible. This was achieved by sending questionnaires to three hundred and ten (310) teachers drawn from twenty-nine (29) secondary schools. Sitintile High School was excluded since the sample pilot study had been drawn from this school (see section 4.2.2.4). Ten (10) teachers from each of twenty-seven (27) schools and twenty (20) from each of the remaining two schools received mailed questionnaires. This means that fifty percent (50%) of the teacher population served as a sample for this study.

For centralised collection, respondents were requested to return the completed questionnaires to the Chief Education Planner, KaNgwane (see covering letter in appendix 3).

Only 144 completed questionnaires were returned and these were sub-
mitted to a pool. From this test population (pool) a test sample
of sixty-two (62) teachers (i.e. ten percent of the total teacher
population of 620) was drawn in a random fashion. The 166 non-
returns could perhaps be attributed to difficulties in understanding
some of the items, although it is considered that these were all
stated quite clearly. On the other hand, some of the recipients
might have responded more readily had a reminder been sent, or
perhaps some recipients may have had a sceptical attitude towards
this subject.

Three inspectors are attached to each of the five inspection circuits,
and in each circuit there is an Inspector of Education. Consequently,
each circuit office received three questionnaires. Of the fifteen
(15) mailed questionnaires, only five (5) were completed and returned.
The remaining ten (10) non-returns could again be attributed to the
possibility that some recipients might have needed a reminder,or that
they had a sceptical attitude towards the subject.

To supplement the data obtained through the questionnaires, and to
obviate the inherent shortcomings of the questionnaire technique
(Nokaneng 1977:287), interviews were conducted with a number of
officials.

4.2.5 Interviews

Mason and Bramble (1978:298) define an interview as 'a verbal
discussion conducted by one person with another for the purpose of
obtaining information.' This definition is even more simplified
and made more acceptable by Bingham and Moore in their statement
that an interview is 'a conversation with a purpose', to obtain
information (Sunberg et al 1983:99). In this research, interviews
were conducted for similar considerations.

Various scholars, like Ary et al (1979:174), Mouly (1978:208), and
Mason and Bramble (1978:298) classify interviews into two kinds,

viz., structured interviews (in which there are specific sets of
questions which may be answered by means of a yes/no/not sure response),
and unstructured interviews (which allow the respondent to express
his/her views and feelings in his/her own words). This researcher
conducted unstructured interviews.

Although the unstructured interview 'is suitable for the early stages
of the investigation of the problem' (Mouly 1978:208), in this study
it was conducted after the administration of the questionnaires to
obviate the possible inherent shortcomings of the questionnaire as
pointed out in section 4.2.4. The interviews centred around issues
(also included in the questionnaires) like admissions and enrolments;
pupils' attendance and promotion; examination results, especially of
the completors (i.e. Std 8 & 10); recruitment and stability of
teachers' positions; their remuneration and accommodation; supervision
by principals; class visits; in-service education; the contributions of
the teachers' association towards effective learning at secondary
schools; inspection and other related issues.

During an interview, desired information is jotted down (Mouly 1978:206),
and Mason and Bramble (1978:300). The latter further suggest the use
of a tape recorder in order to avoid misinterpretation later. These
sourses however, suggest possible shortcomings of these methods:
Mouly (1978:206) warns that notetaking should not be conspicuous lest
the respondent becomes 'apprehensive, defensive, non-commital and non-
communicative of the interview, which might dampen his willingness to
express his views on some issues, especially controversial ones, like
criticism of the management'.   According to Mason and Bramble (1978:300)
use of a tape recorder might lead the respondent to be reluctant to be
candid and honest in his responses.

In this research a tape recorder was not used, for considerations
similar to those set out by Mason and Bramble (op cit). Important
points were however jotted down as the interviews proceeded. This
was done very sparingly to avoid arousal of apprehension of the
respondents, especially on matters relating to and evaluating the
responsibility of the intervieweee.   Attempts were made, as far as

possible, to enhance and maintain mutual conversation between the interviewer and each respondent. Sunberg et al (1983:102), give three possible techniques which interviewers may apply to motivate respondents to participate in the interview without apprehension, defensive and non-communicative attitudes, viz., paraphrasing the interviewee's expressed view. This enables the interviewer to confirm the respondent's point of view. The perception checking technique, in which the interviewer expresses, in question form, the impression he gains of what the respondent says. This has the same value as the paraphrasing technique. The third technique is the reflection of feelings whereby the interviewer reflects on the feelings the interviewee has on the topic discussed. Interviewees were motivated in this research by use of the paraphrasing technique suggested by Sunberg et al (1983:102).

Some problems relating to interviews include the following, as postulated by Mason and Bramble (1978:300):

- that some questions may be interpreted differently by the respondents;
- that question structures may cue the interviewee to a desired response; and that
- use of a tape recorder may affect the willingness of the interviewee to respond positively (Mouly 1978:206).

Ary et al (1979:174) argue that this technique makes it difficult to give responses in tabular form and therefore renders quantification impossible.

In this research, this procedure was found to be time-consuming owing to the elaborate discussions the interviewer and the interviewee tended to engage in, especially on issues which seem interesting to the interviewees. On the other hand, some interviewees, especially principals, were reluctant to accept an interview until after some measure of free discussion. This reluctance is likely to have been caused by the respondents associating the interviews with inspection

of some kind, especially since the interviews took place in the offices of the respective interviewees.

Other problems encountered include the difficulty in integrating the general trend of the responses revealed by the discussions; and the fact that information obtained through this kind of interview cannot be tabulated.

Findings from the interviews were incorporated with those from the questionnaires, the synopsis of which appears in section 4.3.4, as well as in the summary of findings (section 5.2).

In conclusion of this section, it may be asserted that although the unstructured interview offers some difficulties, as indicated above, its flexibility is an advantage which cannot be over-emphasized. Ary et al (1979:74) rightly argue that it does not only offer and clarify the dimensions present in the topic , but of crucial importance is that 'the rapport established with the subjects provides for a co-operative atmosphere in which truthful information can be obtained.'   This was also true of this study.

4.3   THE FINDINGS

4.3.1. Findings from Questionnaires (Principals and Teachers: Inspectors)

Presented in this section are tables drawn up from the replies to the questionnaires, together with pertinent comments. Also, a summary of personal comments by the respondents. In addition are findings from the examination results and annual reports.

Before tabular data is presented, the general hypothesis formulated in section 1.4 will be restated: 'That the use of acceptable procedures and the formulation of desired objectives in the planning and admin-istration of supervision and inspection bring about, and largely determine, the extent to which these services may improve the quality of education as a whole.'

Attempts were made in this section to determine the extent to which data from different tables support the retention or rejection of the postulated hypothesis. The hypothesis was broken into two sub-headings under which a group of tables was discussed, viz.

- 4.3.1.1 Use of acceptable procedures may bring about improvement in the quality of education;

- 4.3.1.2 The formulation of desired objectives may bring about improvement in the quality of education.

4.3.1.1   Use of Acceptable Procedures may Bring about Improvement in the Quality of Education

The group of tables under this heading (4.1(a) to 4.11) are set out and discussed in the following pages.

TABLE 4.1 (a):   RESPONDENTS' EXPERIENCE, RANK AND SEX
(PRINCIPALS AND TEACHERS)

| PERIOD | S E X | EXPERIENCE AND RANK | | | | | | TOTALS | SUMMARY PER PERSON |
| | | PRIMARY & SECONDARY | | | SECONDARY ONLY | | | | |
		PRIN-CIPAL	HEAD OF DEPT.	TEACH-ER	PRIN-CIPAL	HEAD OF DEPT.	TEACH-ER		
LESS THAN 5 YEARS	M	0	0	2	0	1	13	16	26
	F	0	0	0	0	1	9	10	
BETWEEN 5 & 10 YEARS	M	0	1	0	1	2	3	7	15
	F	0	0	1	0	1	6	8	
ABOVE 10 YEARS	M	1	0	7	0	3	0	11	21
	F	0	0	9	0	0	1	10	
TOTALS:		1	1	19	1	8	32	62	62

TABLE 4. (a) shows the number of respondents according to rank, sex
and experience. This table represents a consolidation of items 1, 2
and 3 from the Principals and Teachers Quesionnaire (See appendix 3).
Of the sixty-two respondents, there were two principals, nine heads
of departments and fifty-one teachers. Thirty-four were males and
twenty-eight were females. Of the thirty-four males, two were
principals, six were heads of departments, and twenty-six were
teachers. Of the twenty-six teachers, two were heads of departments.
There were no female principals, but two female heads of departments,
the remainder being teachers.

Of the sixty-two respondents, twenty-six had less than five years
experience, fifteen had between five and ten years experience, and
twenty-one had more than ten years experience. Twenty-one respond-
ents had both primary and secondary school experience only.

TABLE 4.1 (b):   RESPONDENTS ACCORDING TO RANK AND SEX (INSPECTORS)

RANK	SEX		NUMBER	%
	MALE	FEMALE		
INSPECTOR OF EDUCATION	3	0	3	60
INSPECTOR OF SCHOOLS	1	1	2	40
SUBJECT ADVISOR	-	-	-	-
TOTALS:	4	1	5	100%

TABLE 4.1 (b) shows that 60% of respondents were Inspectors of
Education and 40% were Inspectors of Schools. Of these, one
Inspector of Schools was female. This suggests that promotion
opportunities are open to all, irrespective of sex.   It is consider-
ed that this sample was rather too small to yield significant results.
Nevertheless, it serves to indicate a general trend from the responses
given.

TABLE 4.1 (c):   RESPONDENTS ACCORDING TO EXPERIENCE (INSPECTORS)

PERIOD	PRIMARY SCHOOLS	SECONDARY SCHOOLS	TOTAL
LESS THAN 5 YEARS	-	-	-
BETWEEN 5 AND 10 YEARS	-	-	-
ABOVE 10 YEARS	4	1	5
TOTALS	4	1	5

TABLE 4.1 (c) shows that 80% of the respondents have more than ten years experience in primary schools and 20% have more than ten years experience in secondary schools. The experience of these officials seems to be one of the requirements for promotion opportunities irrespective of sex and qualifications referred to in Tables 4.1 (b) and 4.12 (b) respectively.

TABLE 4.1 (d): RESPONDENTS ACCORDING TO PERIOD OF ORIENTATION
               (INSPECTORS)

PERIOD	NUMBER	%
NOT LESS THAN 3 YEARS	-	-
TWO YEARS	1	20
NO INTERNSHIP	4	80
TOTALS	5	100%

TABLE 4.1 (d) reveals that there is no period of internship, as indicated by 80% of the respondents. Only 20% seem to know of the existence of this requirement for inspectors. From the 80% responses it could be said that inspectors are appointed to this position, but there is no orientation period during which they are initiated into their duties. This has serious supervisory and inspection implications, especially with regard to the objectives and procedures in these services. This situation raises queries concerning how supervisors will be able to conduct supervision and inspection when they have received no training as to the principles underlying these services, and whether their teaching experience or experience as headmasters of schools is a guarantee of successful task performance. This issue is discussed further in section 5.3.3.

TABLE 4.2: PLANNING FOR SUPERVISION, CLASS VISITS AND INSPECTION
(PRINCIPALS AND TEACHERS)

NATURE OF RESPONSES	SUPERVISION		CLASS VISITS		INSPECTION	
	NO	%	NO	%	NO	%
YES	50	80,6	46	72,2	36	58,1
NO	4	6,5	8	12,9	10	16,1
NOT SURE	8	12,9	8	12,9	16	25,8
TOTALS	62	100%	62	100%	62	100%

TABLE 4.2 reveals that planning is made in advance in respect of super-
vision (80,6%), class visits (72,2%), and inspection (58,1%). The
number of responses in respect of each attests to that observation.
The difference in responses seems to imply that planning in advance is
made in some cases and not in others. It seems that there is much less
planning in advance with regard to inspection than there is for
supervision and class visits.

TABLE 4.3: NEED FOR CO-OPERATIVE FORMULATION OF:
(INSPECTORS)

NATURE OF RESPONSE	CIRCUIT OBJECT-IVES		SUPER-VISION PRO-GRAMME		INSPECT-ION PRO-GRAMME		IN-SERVICE EDUCATION COURSES		OBJECT-IVES IN ADVANCE		SPECIFIC POLICY	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
I AGREE	5	100	5	100	3	60	4	80	4	80	4	80
SOMETIMES	-	-	-	-	2	40	1	20	1	20	1	20
I DISAGREE	-	-	-	-	-	-	-	-	-	-	-	-
TOTALS	5	100%	5	100%	5	100%	5	100%	5	100%	5	100%

TABLE 4.3 reveals that the Inspectorate is agreed on the need for co-operative formulation of circuit objectives 100%, supervision programmes 100%, in-service education programmes 80%, announcement of circuit objectives in advance 80%, as well as a clear statement of policy (procedures) within the circuit 80%. It seems there is still some reluctance with regard to co-operative formulation of inspection programmes. The number of responses, 60%, suggests this. This implies that inspectors still consider inspection as the responsibility of inspectors alone. A further discussion on this point appears in section 5.3.3.

TABLE 4.4. (a): FREQUENCY OF ASPECT (PRINCIPALS AND TEACHERS)

NATURE OF	SUPER-VISION		INSPECT-ION		CLASS VISITS		CONTROL OF TEACHERS BOOKS		CONTROL OF WRITTEN WORK		IN-IN-SERVICE EDUCATION	
RESPONSES	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
REGULAR	49	79,0	16	25,8	38	61,3	56	90,3	53	85,5	12	19,4
SOMETIMES	13	21,0	43	69,4	23	37,1	6	9,7	9	14,5	29	46,8
NEVER	0	0	3	4,8	1	1,6	0	0	0	0	21	33,8
TOTALS	62	100%	62	100%	62	100%	62	100%	62	100%	62	100%

TABLE 4.4 (a) shows the frequency of the various aspects of administration. It reveals that the control of teachers' books .(90,3%) and written work (85,5%) is performed on a regular basis. Supervision (79,0%) and class visits (61,3%) are also conducted regularly. The table reveals that some respondents (69,4%) consider inspection as being conducted only sometimes. In-service education seems to be the most neglected aspect. This is confirmed by the number of respondents who state that it is conducted only sometimes (46,8%), and the number who state that it is <u>never</u> conducted (33,8%),

TABLE 4.4. (b): FREQUENCY OF SERVICE (INSPECTORS)

NATURE OF RESPONSES	SUPERVISION		INSPECTION		IN-SERVICE EDUCATION	
	NO	%	NO	%	NO	%
REGULAR	3	60	2	40	1	20
SOMETIMES	1	20	2	40	2	40
NEVER	1	20	1	20	2	40
TOTALS	5	100%	5	100%	5	100%

TABLE 4.4.(b) shows that Supervision (60%) and Inspection (40%) are conducted on a regular basis by principals and inspectors respectively. Responses further reveal that In-Service Education courses are offered very rarely or never. Only 20% claim that they are offered regularly. Both inspectors and teachers (Table 4.4 (a)) acknowledge that little is done in respect of in-service education courses for teachers. This point is discussed at length in section 5.3.7.

TABLE 4.5 (a): TEACHERS' AWARENESS OF DISTINCTION BETWEEN SUPERVISION AND INSPECTION (INSPECTORS)

NATURE OF RESPONSE	RESPONDENTS	
	NO	%
YES	3	60
NO	2	40
TOTALS	5	100%

TABLE 4.5 (a) reveals that teachers are aware of the distinction between supervision and inspection. 60% of respondents affirm that teachers are aware of the distinction, but the remaining 40% negate this. It is likely that the 40% are themselves uncertain as to whether teachers are aware of the distinction or not. A clear distinction between inspection and supervision was made in section 1.6.4 and section 1.6.5.

TABLE 4.5 (b): ASPECTS EMPHASIZED (PRINCIPALS AND TEACHERS)

NATURE OF RESPONSE	RESPONDENTS	
	NO	%
INSPECTION	5	8,1
SUPERVISION	17	27,4
BOTH	40	64,5
TOTALS	62	100%

TABLE 4.5 (b) reveals that 64,5% of the respondents consider supervision and inspection as equally emphasized. However, this may be due to lack of clear understanding of the distinction between supervision and inspection. In addition, supervisors themselves may serve as contributory factors towards this misunderstanding since they tend to 'inspect' the teacher's work when, in fact, they are supposed to be giving guidance.

TABLE 4.6: THE BEST INSPECTION METHOD IS BY 'SURPRISE VISIT' (INSPECTORS)

NATURE OF RESPONSE	RESPONDENTS	
	NO	%
ACCEPTABLE	3	60
NOT ACCEPTABLE	2	40
NOT SURE	-	-
TOTALS	5	100%

TABLE 4.6 reveals that most inspectors seem to be in favour of the 'surprise visit' approach to inspection. The influence of the administrative inspection theory is discernible from the 60% responses approving surprise visits. According to this approach, schools need not be informed of the proposed date for inspection. It is believed that in this way schools are found in their normal condition. The remaining 40% of the respondents do not accept this approach, which some consider as dehumanising, being rooted in the theory discussed in section 2.2.2.2 and especially in 3.4.3. Suggestions on this issue appear in section 5.3.3.

TABLE 4.7 (a):   INVESTIGATION OF MISCONDUCT (PRINCIPALS AND TEACHERS)

NATURE OF RESPONSE	RESPONDENTS	
	NO	%
THOROUGH	13	21.0
PROVISIONAL	22	35,5
NO INVESTIGATION	27	43,5
TOTALS	62	100%

TABLE 4.7 (a) reveals that there is rarely an investigation conducted before an action is taken in the case of misconduct (or alleged misconduct). 43,5% of the respondents maintain that there is no investigation. Those who claim that investigation is carried out are a mere 21,0%. The majority seem to know of no investigation being carried out. A full discussion on this matter appears in sections 4.4.3 and 5.3.2.

TABLE 4.7 (b):   BEST METHOD OF DEALING WITH INCOMPETENT TEACHERS
                  (INSPECTORS)

NATURE OF RESPONSE	RESPONDENTS	
	NO	%
DISMISSAL	-	-
DISPLACEMENT	-	-
FINDING AND REMEDYING THE CAUSE	5	100
TOTALS	5	100%

TABLE 4.7 (b) reveals that all respondents (100%) consider the finding and remedying of the causes of teacher's incompetence as the best method of dealing with this problem. Displacement and dismissal seem to be unacceptable. Table 4.7 (a) of the teachers' questionnaire reveals that no investigation seems to be carried out concerning misconduct of teachers. See also 4.4.3 and 5.3.2 for further discussion.

TABLE 4.8: UTILISATION OF FINDINGS AFTER SUPERVISION AND INSPECTION (PRINCIPALS AND TEACHERS

NATURE OF RESPONSE	SUPERVISION		INSPECTION	
	NO	%	NO	%
IMMEDIATELY	55	88,7	42	67,7
LONG AFTER	3	4,8	11	17,8
NO DISCUSSION	4	6,5	9	14,5
TOTALS	62	100 %	62	100 %

TABLE 4.8 shows how the findings are utilised after either supervision or inspection. Responses suggest that in most cases findings are discussed with teachers immediately after supervision (88,7%), and inspection (67,7%). However, the difference in the responses indicates that discussion of findings after inspection is delayed far more often (17,8%) than is the case for supervision (4,8%). Some respondents (14,5%) claim that there is no discussion at all after inspection.

TABLE 4.9 (a): SOLUTION TO THE TEACHER SHORTAGE (PRINCIPALS AND TEACHERS)

NATURE OF RESPONSE	TRANSFERS		EXTERNAL RECRUITMENT		SPONSORSHIP	
	NO	%	NO	%	NO	%
I AGREE	17	27,4	24	38,7	39	62,9
SOMETIMES	21	33,9	16	25,8	10	16,1
NOT SURE	24	38,7	22	35,5	13	21,0
TOTALS	62	100 %	62	100 %	62	100 %

TABLE 4.9 (a) shows evidence that sponsorship, external recruitment and transfer serve as means of overcoming teacher shortages. The most favoured means seems to be sponsorship (62,9%). External recruitment (38,7%) rates as second choice, and transfer (27,4%) seems to be the least favoured means of acquiring teachers (see 5.3.1.1 and 5.3.1.2.)

Although sponsorship and external recruitment seem to be recognised as means of solving teacher shortages, it may be said that the need for proper application of these techniques cannot be sufficiently emphasized. This is also true of transfer of teachers (see section 5.3.2.).

TABLE 4. 9 (b): INSPECTORS' SOLUTION TO SHORTAGE OF TEACHERS

NATURE OF RESPONSE	RESPONDENTS	
	NO	%
TRANSFERS	1	20
EXTERNAL RECRUITMENT	3	60
OTHER	1	20
TOTALS	5	100%

TABLE 4.9 (b) reveals that external recruitment seems to be favoured as the means of solving staff shortages at secondary schools. This is confirmed by a 60% response. Transfers (20%) and other methods (20%) seem to be favoured as much as external recruitment. A further discussion on this issue appears in sections 5.3.1.1, 5.3.1.2 and 5.3.2.

After the questionnaires had been finalised and administered, it appeared that a third choice should have been 'TRAIN OWN TEACHERS' but the open question of 'OTHER' covers this.

TABLE 4.10 (a): TEACHERS' VIEWS ON SUPERVISION, INSPECTION AND
IN-SERVICE EDUCATION

NATURE OF RESPONSE	SUPERVISION		INSPECTION		IN-SERVICE EDUCATION	
	NO	%	NO	%	NO	%
ASSISTANCE GIVING	3	60	1	20	4	80
THREAT TO INDIVIDUALITY	2	40	3	60	-	-
UNNECESSARY FORMALITY	-	-	1	20	1.	20
TOTAL	5	100%	5	100%	5	100%

TABLE 4.10 (a) reveals that In-Service Education (80%) and Supervision
(60%) seem to be considered by teachers as helpful. Inspection seems
to be viewed as a threat to teachers' individuality (60%). This may
explain the reason for the dislike of, and militancy against, inspection.
This is discussed in sections 3.4.4 (i) and 5.3.3.

TABLE 4.10 (b): ATTITUDE TOWARDS ASPECTS: SUPERVISION, CLASS VISITS
AND INSPECTION

NATURE OF RESPONSE	SUPERVISION		CLASS VISITS		INSPECTION	
	NO	%	NO	%	NO	%
I ACCEPT	52	83,9	52	83,9	49	79,0
SOMETIMES	7	11,3	7	11,3	10	16,2
I DO NOT ACCEPT	3	4,8	3	4,8	3	4,8
TOTAL	62	100 %	62	100 %	62	100 %

TABLE 4.10 (b) reveals that an equal number of teachers accept super-
vision (83,9%) and class visits (83,9%). Inspection is accepted by
79,0%. Although the difference is not great, inspection does appear to
be less acceptable than supervision and class visits. This may be
due to the evaluative nature of inspection.

TABLE 4.11:   PARTICIPATION IN PROFESSIONAL ACTIVITIES OF THE
                          ORGANIZATION

NATURE OF RESPONSE	TEACHERS		INSPECTORS	
	NO	%	NO	%
GREAT	21	33,9	12	19,4
LITTLE	31	50,0	27	43,5
NO PARTICIPATION	10	16,1	23	37,1
TOTALS	62	100 %	62	100 %

TABLE 4.11 reveals that there is little participation by either
teachers or inspectors in organizational activities (50%). What
could be said here is that lack of mutual co-operation in and
sharing of professional activities is likely to create a professional
hiatus between teachers and inspectors. There is a great need for
improved professional relations (see section 5.2.4 and 5.3.4).

Limited participation of teachers and inspectors in their profession-
al organizational activities has similar professional implications
to those referred to in Table 4.18 on teachers' centres. Data from
Tables 4.1 to 4.11 shows that there is inadequate consideration of
procedures to be followed in supervision and inspection. These
inadequacies suggest a need for improved procedures.

The following section (4.3.1.2) analyses the extent to which object-
ives are formulated and pursued in the planning and administration of
Supervision and Inspection.

4.3.1.2 Formulation of Objectives in the Planning and Administration
of Supervision and Inspection may bring about an Improvement
in the Quality of Education

TABLE 4.12 (a): RESPONDENTS' QUALIFICATIONS (PRINCIPALS AND TEACHERS)

QUALIFICATIONS	RANK			
	PRINCIPALS	HEADS OF DEPARTMENTS	TEACHERS	TOTALS
STD 8 + PTC	-	-	2	2
STD 10 ONLY	-	-	3	3
STD + PTC	-	4	26	30
JSTC (NON GRADUATE)	-	2	12	14
STD (NON GRADUATE	-	1	2	3
DEGREE + DIPLOMA	2	2	6	10
DEGREE ONLY	-	-	-	0
TOTALS	2	9	51	62

TABLE 4.12 (a) shows the number of respondents according to their
qualifications. Thirty respondents had the Standard 10 examination
as their highest academic qualification and the Primary Teacher's
Certificate as their professional qualification. There were fourteen
respondents with Junior Secondary Teacher's Certificate, three with
Secondary Teacher's Diplomas (non graduates), and ten with post
graduate diplomas. Some respondents (two) had passed the Standard
8 examination and acquired the Primary Teacher's Certificate, whilst
three had passed only the Standard 10 examination. This table
reveals that some secondary schools in KaNgwane still have some
unqualified and underqualified teachers, which may affect the quality
of education.

TABLE 4.12 (b):   RESPONDENTS ACCORDING TO QUALIFICATIONS (INSPECTORS)

QUALIFICATIONS	INSPECTOR OF EDUCATION	INSPECTOR OF SCHOOLS	SUBJECT ADVISOR	TOTALS
STANDARD 8 + PTC	-	-	-	-
STANDARD 10 ONLY	-	-	-	-
STANDARD 10 + PTC	1	1	-	2
JSCTC (NON-GRADUATE)	-	-	-	-
STD (NON-GRADUATE)	-	-	-	-
DEGREE AND DIPLOMA	2	1	-	3
DEGREE ONLY	-	-	-	-
TOTALS	3	2	-	5

TABLE 4.12 (b) shows that most Inspectors of Education have degrees
as their highest academic qualification. It is further observed that
some Inspectors of Schools are graduates. There are inspectors,
however, whose highest academic qualification is standard ten (10).
From this table it seems that promotion to the position of Inspector
is open to hardworking and responsible teachers irrespective of
qualifications.

Data from Tables 12 (a) and (b) reveals that there are some under-
qualified teachers and even inspectors in KaNgwane. This suggests
that supervision and inspection seem not to have considered the
importance of improvement of teachers' and inspectors' qualifications.

TABLE 4.13:   CLEAR DEFINITION OF THE ASPECTS (PRINCIPALS AND TEACHERS)

NATURE OF RESPONSE	CIRCUIT OBJECTIVES		SUPERVISION OBJECTIVES		INSPECTION OBJECTIVES		PROCEDURES/ POLICY	
	NO	%	NO	%	NO	%	NO	%
CLEAR	23	37,1	27	43,5	30	48,4	20	32,3
NOT CLEAR	27	43,5	25	40,3	24	38,7	35	56,5
NO OBJECTIVES	12	19,4	10	16,2	8	12,9	7	11,2
TOTALS	62	100 %	62	100 %	62	100 %	62	100 %

TABLE 4.13 shows that circuit objectives and procedures/policy (43,5% and 56,5% respectively) are not clearly defined. Although the responses seem to support the view that supervision objectives are clearly defined (43,5%), an almost equal number (40,3%) allege that they are not clearly defined. Lack of clear circuit policies is also identified and mentioned by respondents' answers to item 18 of the Principals and Teachers Questionnaire.

Lack of objectives is likely to be caused by the lack of preparation of supervisors for their tasks. The fact that there is no orientation of supervisors acquainting them with the method and objectives of their tasks implies that they may not be clear as to what to look for and how to look for it.

Further implications appear in section 5.3.3

TABLE 4.14 (a): NECESSITY OF ASPECT (PRINCIPALS AND TEACHERS)

NATURE OF RESPONSE	INSPECTION		SUPERVISION		IN-SERVICE EDUCATION		BOARDING FACILITIES	
	NO		NO		NO		NO	
ESSENTIAL	37	59,0	48	77,4	49	79,0	38	61,2
IT DEPENDS	23	37,1	12	19,4	10	16,2	12	19,4
NOT ESSENTIAL	2	3,2	2	3,2	3	4,8	12	19,4
TOTALS	62	100 %	62	100 %	62	100 %	62	100 %

TABLE 4.14 (a) reveals that inspection, supervision, in-service education and boarding facilities are essential. The number of responses confirming the necessity of these services is registered in order of importance: i.e. in-service education (79,0%), supervision (72,4%), boarding facilities (61,2%), and inspection (59,0%). From these responses, inspection appears to be considered as of less importance than the other services. Supervision and in-service education seem to be the most essential services

TABLE 4.14 (b):   NECESSITY OF SERVICE (INSPECTORS)

NATURE OF RESPONSE	SUPERVISION		INSPECTION		EDUCATION		INSPECTORS PARTICIPATION PROFESSIONAL ACTIVITIES	
	NO	%	NO	%	NO	%	NO	%
VERY ESSENTIAL	5	100	3	60	4	80	4	80
ESSENTIAL	-	-	1	20	1	20	1	20
NOT ESSENTIAL	-	-	1	20	-	-	-	-
TOTALS	5	100%	5	100%	5	100%	5	100%

TABLE 4.14 (b) reveals that supervision   (100%) is very essential.
In-service education courses (though neglected) and inspectors'
participation in professional activities are of equal importance.
This is supported by the 80% responses to each. Of all the respond-
ents, only 60% consider inspection as essential. This suggests that
the inspectors are also aware that less value is attached to
inspection in KaNgwane at present. This point is fully discussed in
section 5.3.3.

TABLE 4.15:   AREAS FOR IMPROVEMENT (PRINCIPALS AND TEACHERS)

NATURE OF RESPONSE	SUBJECT KNOWLEDGE		PHYSICAL FACILITIES		LEARNING MATERIAL	
	NO	%	NO	%	NO	%
I AGREE	47	75,8	34	54,8	48	77,4
SOMETIMES	13	21,0	23	37,1	10	16,1
NOT SURE	2	3,2	5	8,1	4	6,5
TOTALS	62	100 %	62	100 %	62	100 %

TABLE 4.15 shows that areas warranting improvement are revealed during
supervision, e.g. learning material (77,4%), subject knowledge (75,8%),
and physical facilities (54,8%). Supervision during which areas
warranting improvement are revealed could be described as of

pedagogical significance (see section 1.6). From these responses, it would appear that respondents are not aware that the need for improvement of physical facilities may be revealed through supervision (see section 5.3.6). It is further clear that supervision in KaNgwane is teacher-directed (i.e. 75,8% view supervision as aimed at revealing the teacher's subject knowledge). This trend dates back to the period of administrative inspection discussed in section 2.2.1.1.

It could be added that good quality education is inseparable from availability and proper utilisation of physical facilities in relation to the totality of the other factors which are also considered in the improvement of the quality of learning. This suggests that formulation of objectives might improve the quality of education in KaNgwane.

TABLE 4.16: THE MOST ACUTE PROBLEMS IN SECONDARY SCHOOLS (INSPECTORS).

NATURE OF RESPONSE	RESPONDENTS	
	NO	%
PUPILS' ACCOMMODATION	3	60
TRANSPORT	1	20
DELAYS IN PAYMENT OF TEACHERS' SALARIES	1	20
TOTAL	5	100%

TABLE 4.16 reveals that most respondents (60%) seem to consider the shortage of classroom accommodation as the most acute problem in secondary schools. Salary issues are seen as most important by 20% of the respondents, whilst the remaining 20% cite pupils' transport as a major factor adversely affecting the education of a secondary school child in KaNgwane.

It may be appropriate to relate the transport problem to the shortage of accommodation for pupils. Shortage of classroom space forces

pupils to look elsewhere for admission to places far away from their homes. Consequently, such children are bound to travel long distances for schooling, with the result that there is always poor attendance, which in turn leads to poor academic achievement. Pupils seem to be caught in this vicious cycle of poor accommodation, transport, poor attendance and poor results.

TABLE 4.17 (a): LEVEL OF SATISFACTION WITH ASPECT (PRINCIPALS AND TEACHERS)

NATURE OF RESPONSE	SUPER-VISION		INSPECT-ION		IN-SERVICE COURSES		GUIDANCE TO PRINCIPALS		GUIDANCE TO TEACHERS		COMMUNI-CATIONS		PLANNING	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
GREAT	57	19,9	28	45,2	21	33,9	54	87,0	32	51,6	36	56,5	22	35,5
LITTLE	4	6,5	25	40,3	19	30,6	4	6,5	22	35,5	16	27,4	14	22,6
NONE	1	1,6	9	14,5	22	35,5	4	6,5	8	12,9	10	16,1	26	41,9
TOTAL	62	100 %	62	100 %	62	100 %	62	100 %	62	100 %	62	100 %	62	100 %

TABLE 4.17 (a) reveals that there is great satisfaction with the manner in which supervision (91,9%) and guidance to principals (87,0%) are conducted. There is however little satisfaction with regard to guidance to teachers (51,5%), inspection (45,2%), communications (56,5%),staffing (35,5%) and in-service courses (33,9%).

The response with regard to staffing and in-service courses suggests that there is a great need for an improved supply of teachers and for provision of in-service education courses for teachers already in the teaching field. Improvement is also needed with regard to guidance and communication with supervisors.

TABLE 4.17 (b):   LEVEL OF SATISFACTION WITH REGARD TO SUPERVISION, INSPECTION AND SPONSORSHIP (INSPECTORS).

NATURE OF RESPONSE	SUPERVISION BY PRINCIPALS		INSPECTION BY INSPECTORS		SPONSORSHIP BY TRAINING	
	NO	%	NO	%	NO	%
GREAT	1	20	-	-	1	20
LITTLE	3	60	4	80	1	20
NO	1	20	1	20	3	60
TOTAL	5	100%	5	100%	5	100%

TABLE 4.17(b) indicates that there is little satisfaction with regard to inspection by inspectors (80%) or supervision by principals (60%). It is further revealed that there is absolutely no satisfaction with regard to sponsorship or teachers for training purposes (20%). That there is no satisfaction suggests that desired objectives are not formulated clearly for everyone to pursue with enthusiasm. Therefore, it confirms that with the formulation of objectives, there might be satisfaction with regard to execution of these services.

Responses from Tables 4.17 (a) and (b) suggest that satisfaction with regard to any service may be achieved if there are clear objectives.

TABLE 4.18:   AVAILABILITY OF TEACHERS' CENTRES (PRINCIPALS AND TEACHERS)

NATURE OF RESPONSE	RESPONDENTS	
	NO	%
YES	9	14,5
NO	28	45,2
NOT SURE	25	40,3
TOTAL	62	100 %

TABLE 4.18 reveals a degree of uncertainty about the availability of teachers' centres in KaNgwane. This is supported by the 45,2% who state that there are none and the 40,3% who say that they are not sure. While 14,5% claim that teachers' centres do exist, this may be because they are not sure what a teachers' centre is.

In fact, there are no teachers' centres in KaNgwane. The responses indicate that approximately half of the respondents are aware of the non-existence of teachers' centres in the area, and that the remainder are not sure, or do not know what a teachers' centre is.

The fact that there are no teachers' centres in the area suggests that teachers have limited opportunity of meeting their colleagues in the profession. They meet one another only when they are called together by Head Office or their respective circuit offices. The professional implications are discussed fully in sections 3.3.4.2.2. and 5.2.4.

TABLE 4.19 (a): ALLOCATION OF FUNDS FOR SCIENCE, COMMERCIAL AND GENERAL SUBJECTS:

NATURE OF RESPONSE	TEACHERS FOR SCIENCE		TEACHERS FOR COMMERCIAL SUBJECTS		TEACHERS FOR GENERAL SUBJECTS		OTHERS	
	NO	%	NO	%	NO	%	NO	%
I AGREE	-	-	-	-	3	60	1	20
I DISAGREE	3	60	3	60	2	40	2	40
NOT SURE	2	40	2	40	-	-	2	40
TOTAL	5	100%	5	100%	5	100%	5	100%

TABLE 4.19 (a) reveals that there are no funds set aside or allocated to each circuit to sponsor science teachers or teachers for commercial subjects. Sixty percent of the respondents affirm that teachers for general subjects do receive sponsorship. It seems that funds are not allocated according to circuits. This suggests that circuit offices

have little or no say in the allocation of funds to students for training purposes. This point is further discussed in section 5.3.1.

TABLE 4.19 (b):   PROVISION OF BURSARIES

INSTITUTION	1980	1981	1982	1983
MGWENYA COLLEGE	-	-	R 55 000	R 55 500
MLUMATI TECHNICAL	-	-	R 40 000	R 40 000
UNIVERSITIES	-	-	R 28 000	R 28 000
OTHERS	-	-	-	-
TOTAL	R96 250	-	R123 000	R123 500

TABLE 4.19 (b) reveals that Mgwenya College of Education gets almost double, and Mlumati Technical College far above, the amount made available for university students. There is an indication that funds allocated to the College of Education are gradually increasing. A further point worth mentioning is that Mgwenya College of Education is currently providing training courses for both primary and secondary school teachers. There is, however, no record indicating the number of sponsored teachers for primary and secondary so as to determine whether or not there is over- or under-subsidy for primary or secondary school teachers.

Although allocation of bursaries for teacher education is made yearly in this Department, there seems to be no distribution of these funds according to specific subject targets to be achieved in respect of recruitment. Supervision seems not to have considered the importance of proper sponsorship as an aid to recruitment of teachers.

In the 1980 Annual Report (p.8), reference is made to the amount of R96 250 which was made available for university and college students There is, however, no indication as to how many students were

sponsored that year and how much was allocated to the different institutions individually. The 1981 Annual Report (p 9) merely mentions that "Sufficient funds were available to assist meritorious students at Technical Colleges and Colleges of Education, as well as universities". However, this report gives no indication as to how much was voted for sponsorship that year, let alone specification as to amounts allocated to the different institutions (see Table 4.19 (b)).

The 1983 Annual Report (p.6) reveals that the Bursary Committee sponsored students at different institutions for that academic year as follows:

- Thirty-six (36) students at the University of Zululand

- Seven (7) students at the University of the North

- Two (2) students at the Fort Hare

- Four (4) students at the Transvaal College of Education

From this report it is clear that forty-nine (49) students shared the R28 000 for the academic year 1983. It further seems that the Bursary Committee has control over only R28 000 whereby to sponsor university students.

The cited reports give no indication as to how many of the bursaries are selected for specific subject direction such as science, commercial or general subjects, so as to prevent over or under production of teachers for particular subjects to the disadvantage of others. Neither does there seem to be any record of students selected for training with a view to making them tutors/instructors in their technical specialisation courses according to their competency.

Tables 4.19 (a) and (b) reveal that consideration of objectives in the recruitment of teachers through sponsorship has not yet been effectively done. The available funds (Bursary) for recruitment of candidates to train as teachers is not done/distributed according to subject needs or direction (i.e. science, commercial, technical or general subjects).

It may be asserted that supervision and inspection seem not to have begun to consider the importance of objectives in the utilisation of funds as an aid to recruitment.

4.3.2   Findings from Examination Results

A survey of the standard 8 and 10 examination results for the periods 1978-1983 was conducted to determine the average achievement of the secondary school pupils in KaNgwane.   Attempts were made to relate these to possible factors within the Area.   Although this survey was not directly related to the topic under investigation, it was felt that examination results are an index of the efficiency of the education system.   Therefore this survey aims at pointing out the extent of this efficiency.   Inspection and supervision might have a bearing on these results.

4.3.2.1 Examination Results: Standard 8 (1979-1983)

TABLE 4.20 (a):   STANDARD 8 EXAMINATION RESULTS (1979-1983)

YEAR	ENTERED	WROTE	DROP OUTS	PASS	PASS %	FAIL	FAIL %
1979	2 495	2 495	-	2 064	82,7	432	17,3
1980	2 735	2 626	108	1 760	64,4	867	31,7
1981	2 729	2 580	142	2 015	73,8	572	21,0
1982	2 922	2 729	293	2 147	73,4	582	19,9
1983	3 232	3 021	80	1 997	61,8	1 155	35,7
TOTALS	14 113	13 451	523	9 982	356,2	3 608	125,6
			3,7%		71,2%		25,1%

TABLE 4.20 (a) shows that in 1979 the standard 8 results were very good 82,7% of pupils passed the examination. These results dropped to 64,4% in 1980, but the percentage was still fair. The 1981 results rose to

73,8%, and the 1982 pass results were still good, with a drop of
only 0,4% to 73,4%. However, the pass results dropped by 11,6%
to 61,8% in 1983.

4.3.2.2. Examination Results: Standard 10 (1980-1983)

TABLE 4.20 (b): STANDARD 10 EXAMINATION RESULTS (1980-1983)

YEAR	ENTER-ED	WROTE	DROP OUTS	PASS M	PASS S	PASS TOTAL	PASS %	FAIL	FAIL %
1980	735	716	19	138	311	449	61,0%	287	39,0%
1981	827	792	35	192	376	568	68,7	224	31,3
1982	966	929	37	155	513	668	69,2	261	30,8
1983	1 379	1 356	23	140	556	696	51,3	660	48,7

TABLE 4.20 (b) reveals that in 1979, 71,9% of the pupils passed the
Standard 10 examination, but this dropped to 61,0% in 1980. The
percentage of passes in 1981 was 68,7% and this rose to 69,2% in 1982.
These statistics present a healthy situation with regards to the Standard
10 examination results. The 1982 results dropped by 20,6% to 51,3% in
1983. The nature of the 1983 Standard 8 and 10 results caused so much
concern to the KaNgwane Education Department that a memorandum had to
be submitted to the Minister of this Department. In addition, the
Minister held a series of meetings with inspectors, principals and school
committees to determine the causes of the poor results in 1983.

In his memorandum, Mr Botha, who was the Director for Education and
Culture at that time, formulated and investigated the following
possible causes:

- Text books
- Overcrowded classrooms
- Unqualified and underqualified teachers
- Principals and teachers

In his report he did not accept that lack of text books could have
affected the 1983 results. His contention was based on his assertion

that book supplies were better in 1983 than before; and that
selection of these textbooks was made by specialists of the Depart-
ment of Education and Training. From this, it would seem that the
KaNgwane Education Department is not involved in the selection of
textbooks for the secondary school child. It also appears from this
report that the problem of overcrowding is only partially accepted.
The contention is, again, that more classrooms were provided in 1983
than before, thus reducing the teacher-pupil ratio from 1:62 in 1982
to 1:54 in 1983.

From this data it would appear that increased enrolment was not
proportionate with the allocation of grants. These factors were also
pointed out in previous years' reports, especially in the 1982
Annual Report (p.6). There are, however, no suggestions from these
reports as to what can be done to improve the situation (see section
4.3.1.1.).

4.3.2.3. The Relationship Between the Internal and External
         Examination Results (Standard 7 & 8 and Standard 9 & 10)

An attempt has been made in this study to establish whether some
relationship exists between the internal and the external examina-
tion results (i.e. between standard 7 & 8 and standard 9 & 10).
To achieve this, the external examinations in 1982 and 1983 respect-
ively were analysed and interpreted against the background of the
pupils' internal examination results. The figures in Table 4.20 (c)
from the KaNgwane Education Department show the 1982-3 standard 9
and 10 results only.

TABLE 4.20 (c):   STANDARD 9 AND 10 RESULTS (1982-1983)

1982 STANDARD 9 ENROLMENT: 1 909			1983 STANDARD 10 RESULTS								
			SYMBOLS								
1982 STANDARD 9 RESULTS			MATRICULATION EXEMPTION			SCHOOL LEAVING					
PASS/PROMOTION LEVEL	NO OF PASSES	DROP OUTS	C	D	E	C	D	E	EE	F	FAILED
50% +	356	29	3	42	50	-	-	4	60	80	88
45-49%	378	46	-	1	17	-	-	2	41	92	179
4 -44%	453	74	-	-	3	-	-	-	21	112	245
38-39%	93	30	-	-	-	-	-	-	-	12	51
37%	33	13	-	-	-	-	-	-	-	5	15
FAILED	596	-	-	-	-	-	-	-	-	-	-
TOTAL	1 909	192	3	43	70	-	-	6	122	301	578

Source: Planning Section of the KaNgwane Education Department

TABLE 4.20 (c) shows the following data:

(i)   That one thousand nine hundred and nine (1 909) students in this Department sat for Standard 9 examinations in 1982.

Their Standard 9 results were as follows:

- 356 obtained between 50% and above
- 378 obtained between 45 and 49%
- 453 obtained between 40 and 44%
- 93 were promoted, having obtained between 38 and 39%
- 33 were promoted, having obtained 37%
- 596 failed standard 9 examinations in 1982

(ii) The Standard 10 examination results of these pupils in 1983 were as follows:

Of the 356 who passed the Standard 9 examination at 50% and above:

- 29 dropped out before reaching Standard 10
- 95 obtained matriculation exemption
- 144 obtained a School Leaving Certificate
- 88 failed Standard 10 in 1983

Of the 378 who obtained between 45 and 49% in Standard 9 in 1982:

- 46 dropped out
- 18 managed to pass matriculation examination with exemption
- 135 obtained a School Leaving Certificate
- 179 failed

Of the 453 who passed, having obtained between 40 to 44% in 1982:

- 74 dropped out
- 3 passed matriculation with exemption
- 133 obtained School Leaving Certificate
- 245 failed

Of the 93 students who were promoted, having obtained between 38 and 39%, there were 30 dropouts, 12 who received the School Leaving Certificate, and 51 who failed.

Of the 33 who were promoted, having obtained 37%, 13 were dropouts, 5 obtained School Leaving Certificate, and 15 failed.

For the distribution of passes according to the symbols, readers are referred to Table 4.20 (c) above.

The analysis of the 1982:1983 Standard 7 and Standard 9 examination results does reveal that some kind of relationship exists between the pupils' performance in the internal and the external examinations. This suggests, therefore, that the internal examination results give an indication as to what results may be expected in the external examinations in this Education Department. This is

supported by the comments from the Annual Reports. In the latter, nothing is said, however, about the problems encountered and the progress the internal classes are making or are supposed to make. Little or no comment is made on the results of these classes and their influence on the ultimate performance of these pupils in their external examinations.

4.3.2.4 The Effects of Increased Enrolment on the Final Examination
        Results

Attempts were made to establish whether increased enrolment has an effect on the overall examination achievement of secondary school pupils in KaNgwane. The following observations were made:

(i)   The first year of presentation of an external class seems to
      start with fairly good results, but gradually drops to
      unsatisfactory performance with increased enrolment.

(ii) Where a school presents two external classes (Std 8 and 10),
      the results tend to drop in one or both classes.

(See appendices 6 and 7)

It seems that, in KaNgwane, the Standard 8 and 10 results for the past five years (1979-1983) have been fluctuating. It is noted with appreciation, however, that the total picture presented by the Standard 8 and 10 results for the same period does not present too alarming a picture. This is supported by the following data: the total average percent Standard 8 is 71,2%, and for Standard 10 is 64,9% (see Tables 4.20 (a) and 4.20 (b) in this section). It is, however, apparent that the external examination results for 1983 present a gloomy picture. (See section 5.3.2 and 5.3.6).

4.3.3 Findings from Annual Reports

4.3.3.1 Comments on Examination Results

The KaNgwane Education Department has always expressed its opinion and impression of the external examination results. Attempts are made each year to account for the nature of the results.

The Annual Report for 1980 (p.7) commented favourably on the 1979 Standard 8 results. The dissatisfaction with regard to the 1980 examination results was, according to the Director for Education and Culture at that time, attributed to the employment of unqualified teachers in secondary schools. The 1982 results were better than those of the previous years. This was attributed to the many courses of in-service education that were conducted for teachers of the external classes that year. (More is said in section 4.3.2.2 on this issue).

Although the survey of the Standard 8 and 10 examination results was not directly related to this topic of investigation, it is essential to state that supervision and inspection are directly or indirectly accountable for the ultimate results of the pupils, seeing that matters like overcrowding (Table 4.16) and increased enrolment can best be controlled by supervision, thereby minimizing chances of failures. It seems that formulation of objectives with regard to admission is not effectively done.

4.3.3.2 Supervision and Inspection

The Annual Reports of this Department comment on inspection services. The 1983 Annual Report has a record of what was found during inspection, but does not give suggestions as to possible remedies for the shortcomings identified. The 1983 Annual Report merely gave a statistical record of inspections conducted during that academic year in the five inspection circuits. It recorded 159 general inspections, and 175 school fund inspections, giving a total of 334 inspections without any follow-up visits. There seems to be no record of supervision. From this it can be asserted that there has been over-emphasis of

inspection rather than supervision in this Department.

4.3.3.3   Supply of Secondary School Teachers

Most of the annual reports reveal that the one College of Education in
KaNgwane cannot supply all the secondary schools with a sufficient
number of qualified teachers. It is, however, heartening to note that
attempts are being made to build an Advanced College of Education which
will also offer some university courses for student teachers. Its
official campus is in the KaBokweni Township. It is therefore hoped
that training of secondary school teachers will be enhanced.

One of the resolutions tabled at a meeting of the Hon. Minister for
Education and Culture with the inspectors stated that:

> "The Inspectorate wishes to request the Councillor for
> Education and Culture to embark on an external recruit-
> ment of teachers in various subjects to elevate our
> standards"

This statement reveals the importance attached to recruitment as a
means of acquiring teachers to raise subject standards. From this
statement, however, nothing is implied concerning the need for
improvement of existing available manpower. It is further observed
that nothing is implied as to the need for application and/or
improvement of the internal recruitment system. All this statement
suggests is that better standards of teaching are brought about by
external recruitment of teachers. (More is said about this issue in
section 5.3.1).

4.3.3.4   Sponsorship (Bursaries)

One of the most important tasks of supervision is acquisition of
teachers (recruitment) in accordance with specific needs of the
community or department concerned.

Sponsorship serves as one of the incentives in the recruitment of teachers. Table 4.19 (b) shows the allocation of funds to the institutions at which these bursaries are tenable.

4.3.3.5   In-Service Education Courses

In-service Education Courses are offered as a means to staff development. Reference was made in section 4.3.3.3 to the positive effects of these courses on the 1982 Standard 8 and 10 examination results. The quality of teaching has better chances of improving if supervision takes in-service education into consideration. Responses in Table 4.4. (a) reveal a need for improvement on this service. Much is said on this issue in section 5.3.7. Whereas supervision identifies the areas warranting improvement, in-service education courses are offered as a means of improving one or another identified areas of the instructional programme.

4.3.3.6   Psychological Services and Their Educational Value

There is evidence from the annual reports that the standard 8 Psychological Tests and the Personality and Aptitude Tests for Standard 10 students are conducted yearly. Results are noted and their significance explained to both the teachers and the pupils concerned. In the knowledge of this researcher, the purpose for which these testing programmes exist has always been identification of pupils' potentialities, with a view to correct placement for effective and optimal utilisation of each child's abilities. Identification and placement of students according to their abilities are factors which can promote the effectiveness of learning if supervision takes them into account.
(See section 5.3.8 for further discussion).

4.3.4   Findings from the Interviews

From the interviews the following points were raised:

i)   That while supervision is indeed essential as guidance,
     inspection often lacks objectives and tends to make teachers
     feel threatened. (See section 5.3.6)

ii) That circuit offices are without uniform policies to monitor
     their activities. Respondents also feel there is no uniformity
     to the extent that there are conflicting approaches from school
     to school within the same circuit. (See Table 4.13 and section
     5.3.6).

iii) Lack of staffing, and instability as a result of imposed
     transfers without explanations to the incumbents as to the
     advisability of these actions. (See Table 4.7 (a) and section
     5.3.2).

iv) Lack of uniformity and standards in the promotion of pupils
     in secondary schools and that this affects the quality of
     education in this department. (See section 5.3.9).

v)   Lack of teachers' accommodation has always contributed towards
     a shortage of teachers, especially in the rural areas.
     (See section 5.3.2.)

vi) That little or nothing is done to solve the teachers' salary
     problems. (See section 5.3.2).

vii) That principals are inclined to pay more attention to standards
     5, 8 and 10 at the expense of standards 6, 7 and 9.

viii) That teachers have a negative attitude towards inspection as
      this discourages them.

4.3.5 Conclusion

What could be said is that the findings from interviews echoed those
from the questionnaires. It could be stated further that the inter-
views did in fact supplement the questionnaires by clarifying the
extent to which acceptable procedures and desired objectives are
considered in the planning and administration of supervision and
inspection. It has been established by both questionnaires and inter-
views that there is a need for improvement of supervision by principals
and inspection by inspectors in KaNgwane if the quality of education is
to improve.

CHAPTER FIVE

SUMMARY OF THE FINDINGS (CONCLUSIONS)
AND THE RECOMMENDATIONS

5.1   INTRODUCTION

The purpose of this chapter is to give a summary of the findings and
recommendations that resulted from this study. Attempts were made
to collate the responses to individual aspects so as to arrive at
specific conclusions, which in turn are followed by recommendations
which may help to resolve the problems identified.

5.2   SUMMARY OF FINDINGS

The following findings are derived from the study of literature and
annual reports as well as from data collected by means of question-
naires and interviews.

5.2.1   Recruitment of Teachers

There is a need for improvement on the system of recruitment of
teachers for secondary schools in KaNqwane. The theory discussed
in sections 3.2, 4.3.1.2 and 4.3.3.3, and the suggestions offered
in section 5.3.1 shed light on this issue.

5.2.2   Instability of Teachers and Principals' Positions

A feeling of insecurity engendered by certain policies, such as
transfer of teachers without prior consideration or discussion with
the incumbents, dismissals without proper investigation, and so on,

can affect the professional morale of teachers, and pupils' examination results; thus affecting the quality of education as a whole.

5.2.3 A Need for Involvement of Principals with regard to Supervision and Inspection

The current practice of supervision and inspection in KaNqwane seems to offer little or no opportunity for principals to assume full responsibility in shepherding their schools, or for decision making with regard to the nature and method of supervision within the ambit of departmental regulations.

Since supervision and inspection are still departmentally determined and initiated, originality, quality, decision making and accountability by principals in supervisory matters seem to be irrelevant. This lack of autonomy with regard to planning and execution hampers professional growth and the cultivation of a sense of responsibility in teachers. Principals are not yet fully involved in decision making with regard to educational matters, despite all their background experience and practical observations. All they may do is to receive and try to implement the plans imposed upon them, without at the same time having proper authority for the supervision of such plans.

5.2.4 Professional Hiatus between Inspectors and Teachers

From the questionnaires (Table 4.11) and interviews there seems to be a professional hiatus between inspectors and teachers, as well as between the secondary school and the primary school teachers in KaNgwane. Mutual professional relations seem to be weak or lacking altogether. This assertion is based on the observations made with regard to the inspectors' level of participation in professional activities organized by teachers. The latter have therefore little or no opportunity to share professional views with inspectors.

The only opportunity they have is when they are called to a meeting by their respective circuit offices or the Department, and only then to

be instructed on certain issues (policy matters), or to account for an activity or occurrence. Such meetings offer no atmosphere for professional discussions, except for acceptance of the orders and pledging loyally to carry out these orders. These encounters are often laden with superordinate-subordinate implications. Promotion to the position of an inspector or planner therefore marks the withdrawal of that official from participation in professional activities and his attachment to the teachers' organizations. In this way, promoted officials virtually cease to be members of the organization. This greatly reduces their chances of meeting teachers and helping them in their professional careers, especially with regard to subject competency and professional leadership. Inspectors attend seminars or meetings organized by teachers on invitation only.

The address of an inspector to teachers at a circuit/departmental meeting is always an instruction to be carried out to the letter. A teacher's appeal for clarification of some issues within context is regarded by the inspector as a challenge directed at his position, especially when such an appeal suggests an alternative approach, or if there seem to be difficulties in the implementation of some aspects of a given order. This atmosphere produces a professional hiatus between the teachers and inspectors, and promotes a negative attitude towards inspection as a fault-finding campaign (see section 2.3.5). This further explains why responses (in section 4.3, Table 4.14 (a)) reveal that the necessity for inspection is rated as being less important than in-service education programmes, supervision and boarding facilities. A further observation from interviews is that there seems to be a professional degeneration in the secondary school teachers in KaNgwane.

In the opinion of this researcher, one of the basic causes of this deterioration is the negative attitude of the secondary school teachers towards their professional organization. They do not seem to have realised the importance of professional unity as a strategy for improvement of the quality of education. Secondary school teachers in this Department are always critical of the teachers' organization, and are therefore reluctant to affiliate to, and participate in, its activities.

They argue that they receive no benefit from their association.

Interviews revealed that the teachers' organization (Transvaal United African Teachers' Association) seems to exist and cater for choral music and primary school athletics. Secondary school sports are not in the hands of the teachers' organization.

All that can be said at this stage is that the local teachers' organization does not seem to have considered the importance of organizing subject and leadership seminars, symposia, lectures, and so on, with a view to improving members' subject and leadership competency.

5.2.5   Involvement of the KaNgwane Education Department in the
         Selection of Secondary School Textbooks

This study has revealed a need for representation (involvement) of the KaNgwane Education Department in the selection of textbooks for secondary school pupils. Sections 4.3.2.2 and 5.3.5 affirm this. A programme of curriculum development in which teachers must participate fully seems to be called for. In this way, teachers can be developed to a point where they themselves can produce relevant books for their pupils.

5.2.6   Restatement of Supervisory and Inspection Objectives and
         Procedures

In section 3.2 reference was made to the desirability of supervision. This study revealed that restatement of supervisory and inspection procedures and objectives in KaNgwane is needed if these services are to have pedagogical significance. It is further revealed that increases in enrolment and provision of physical facilities are not proportionate with the provision of grants. Sections 4.3.2.2, 4.3.2.2.4, and 5.3.6 give more information on this issue against the background of the theory discussed in section 3.3.2.

5.2.7   In-Service Education Programmes

The desirability of the In-Service Education Courses was discussed
in section 3.3.4.1 The responses in section 4.3.2.2 revealed a
need for restatement of procedures and objectives with regard to
this service.

One of the resolutions tabled before the Minister of Education and
Culture by the inspectorate is as follows: 'Due to the deficient
control of work by some principals ... the principal must suffer
delayed increment for that year ...' (Inspectorates' Resolution
read at a meeting of the Minister of Education and Culture with
Inspectors, February 1984).   From this resolution the negative
influence of rational-economic assumptions is discernible. Accord-
ing to this view, human beings are believed to be untrustworthy and
money motivated. This assumption is rooted in the cynical theory of
McGregor, as described in section 2.2.1.1. There seems to be an
over-emphasis on what the teachers (principals) should suffer the
loss of rather than what they should gain through staff development
programmes. Schein (1980:52) contends that over-emphasis of the
rational-economic assumptions in the utilisation of teachers tends
to be a form of 'buying the services and obedience' of the employees
for economic rewards (see also sections 2.2.1.1. and 2.2.2.2). From
this resolution nothing is suggested to promote positive motivation
of teachers, nor is it implied what could be done to combat the
deficiency in question in order to improve the administrative
quality of the principals concerned. From this observation there
seems to be a lack of proper considerations of better and more
effective approaches towards staff development. Section 5.3.7 offers
suggestions on this issue.

5.2.8   Identification of Pupils' Abilities for Scholastic
           Placement

This study revealed a need for reconsideration of the level (presently
standard 8) at which identification of pupils' abilities is made
with a view to correct scholastic placement of pupils. (See sections
4.3.2 and 5.3.8).

5.2.9   Promotion Standards

Table 4.20 (c) revealed that the majority of pupils who passed Standard
9 between 37 and 50% (1982), did not do well in their standard 10
examination in 1983. This suggests that there is a need for promotion
standards to be improved with regard to the internal classes. This
is likely to improve the image of external examination results in
KaNgwane. This point is further discussed in section 5.3.9.

5.2.10 The Functional Value of the Secondary School Curriculum

Classes which write external examinations at the end of a particular
school phase, namely the junior secondary (standard 8) and senior
secondary (standard 10) are usually referred to as completing classes.
These classes seem to enjoy the major attention of the Department
and the principals. Annual reports have always commented on the
nature of the completors' results (see section 4.3.3.1). Nothing is
said, however, about the suitability of the current curricula for
the secondary school child. This study has revealed that the present
curricula offers limited opportunities for correct occupational
placement of the pupils after standard 10. There is therefore a need
for consideration of curriculum development in KaNgwane to cater for
different interests and aptitudes of the pupils. (See sections 4.3.3.6
5.3.6.1 and 5.3.10)

5.2.11 The Attitude of the Pupils Towards Teaching and Learning

The views that were expressed by teachers and principals during inter-
views revealed that the pupils attitude towards learning seems to
have deteriorated greatly. Pupils no longer have the natural urge or
intrinsic motivation to develop healthy group study habits and mutual
competition. This is partly because secondary school pupils seem to
be convinced that the leakage of the external examination question
papers has become a permanent feature in education. This overt
conviction has a negative effect on the learning attitude of secondary
school pupils. With such an attitude, pupils tend to avoid any
serious and genuine efforts to teach them, as this is now believed to

be a waste of their time. Pupils always entertain a hope that they
will be able to buy these external examination papers and pass
easily. There is therefore little or no dedication to their studies
throughout the year.

Personal interviews revealed that the development of the attitude
referred to above is promoted by the deteriorated discipline currently
prevailing at secondary schools in KaNgwane. This is intensified by
the following factors:

5.2.11.1 Parental Contribution

In the experience of this researcher, as soon as the child is admit-
ted to a secondary school there is no follow-up from the parents
to ascertain whether or not the child does attend classes and learn
properly. The only parents who are frequent visitors to the school
are the "trouble makers". This suggests that parental neglect of
the child may promote development of unhealthy attitudes towards his
learning . This is likely to happen if parents themselves have the
short sighted view summarised in the following statement:

> 'The tuition and education of children is the responsibility
> of the school, not ours'
>
> (Educamus, Sept. 1984: Vol XXX No.8)

The attitude expressed here hinders the progress of the education of
the Black child in KaNgwane.

On the other hand, some anxious and ambitious parents (Gabela, 1983:14)
make a great contribution to the development of a negative attitude
towards teaching and learning. The article in Educamus, Sept. 1984:
Vol XXX, No 8 further states:

> 'Instead of boosting the principal and his staff, they denigrate
> them in the presence of their children ... criticise the
> school's efforts on their children's behalf and belittle it on
> every occasion. If ... the school finds it necessary to
> punish their child, they rush posthaste to the school where ...

they bluster and threaten aggressively; afterwards inform-
ing their acquaintances complacently that "I gave him a
piece of my mind and frightened the living daylight out of
him" ... '

This attitude promotes poor discipline at secondary schools, with
detrimental effects on learning. This point is further discussed
below.

5.2.11.2 Establishment and Maintenance of School Discipline

The question of secondary school discipline in KaNgwane has become a
sensitive issue. Teachers seem to fail to maintain or produce
discipline. This failure could be attributed to the teacher's fear
of the child's approach towards school discipline. This is more
so because there is at present a phenomenal and apparently strong
agitation with social pressure that the secondary school child
declare himself as an independent student.

Although it may be a good thing to grant secondary school pupils
status similar to that of university or college of education students,
it is the opinion of this researcher that this could be more
disadvantageous than advantageous. Where there is a communication
gap or breakdown between parents and schools, and between teachers and
inspectors, the education of the child is likely to be hampered.
Where either the inspectors or parents are governed by expediency of
social pressure in their approach to the question of discipline, it
may be as well to forget all about the quality of learning. If it is
the obligation of the teachers to command and maintain discipline,
there is a need for mutual support among the parties concerned.
This is further discussed in section 5.3.11.

This study did not reveal that the inspection and supervisory services
in KaNgwane had begun to pay attention to these problems with a view
to assisting children to learn effectively.

5.2.12   The Conditions of Service with regard to Remuneration

This study has revealed that the problem of the teachers' salary has
not yet received urgent attention in this Department. This assertion
is based on the observation that salary delays and under-payments are
still chronic problems for the teachers in this Department. A further
observation is that secondary school teachers are ignorant of their
conditions of service with regard to their salary scales, as this
information is declared "A confidential matter".   Most teachers
suffer under-payments, either knowingly or ignorantly. This has a
corrosive effect on the professional morale of teachers, and serious
implications for recruitment of teachers to teaching or promotion
posts, apart from producing staffing instability. (See also section
5.3.2).

5.2.13   Irregularity of Attendance and its Effect on the Learning
          of the Child

This study has revealed that the majority of secondary school pupils
in KaNgwane depend upon public transport as a means of getting to the
school they are attending. This has always affected their examination
results greatly, especially those of the completing classes. These
pupils contribute greatly towards the deterioration of discipline
referred to in 5.2.11.

From this observation, there seems to be no proper community support
with a view to improving the transport facilities as an aid to proper
schoolgoing. Indeed, it has been observed by this researcher that
communities and the Department have levelled criticism against any
efforts by the schools to have this situation improved. Instead of
supporting the heads of such institutions, displacement and demotion
are often the only treatment received by principals of the schools
affected in the manner described above. This is highly destructive
and promotes no educational progress

5.3 RECOMMENDATIONS

In section 5.2 a summary of the findings was given and some hints on
recommendations were made. This section will offer resulting
recommendations in an attempt to resolve the problems identified and
noted in the subject of this study.

5.3.1 Recruitment of Teachers

5.3.1.1. New Appointments

It is recommended that analysis of community needs be considered as
regards the extent to which available manpower requires improvement
and to have this improved where possible. Improvement of the avail-
able manpower should include, inter alia, organizing educational
courses, seminars, symposia, and offering opportunities to teachers
and subsidising them so that they can attend inter-departmental or
overseas conferences on teaching and management skills. What is
practicable can then be applied to KaNgwane.

The Department should have full understanding of what a good standard
of education is, as well as the criteria and norms for determining
whether an educational project is of good quality.

It is further recommended that teachers be recruited for permanent
appointment so that they have a feeling of acceptance and belonging
to the Department they are serving. This suggests that where
teachers are recruited to posts where they feel discouraged and
insecure, poor educative returns can be expected.

As a short-term solution, teachers may be recruited from other areas
outside KaNgwane, within greater South Africa or even overseas. For
this to happen effectively, there needs to be a system of incentives.
This should include improvement of conditions of service with regard
to housing, school facilities and salaries. Retention of recruited
skilled teachers from overseas and other countries would be possible
if qualifications evaluated by the Human Science Research Council
were recognised.

The long term solution consists of accelerating a programme of teacher training within KaNgwane.

It is further recommended that the internal recruitment system be improved. As an aid to internal recruitment, sponsorship of candidates for teacher training could be used. The system is likely to be more effective if it has a bearing on the improvement of a particular aspect in this Education Department. Sponsorship should be according to specific subject needs or direction, e.g. bursaries for science teachers, language teachers, commercial subject teachers, etc. Recruitment of this nature could even start from the completors' classes (standard 10) and extend into the teaching field. Students in their final year of study for standard 10 may be selected and offered bursaries to proceed with their university studies in specific directions determined by the sponsors.

It is recommended further that allocation of funds for the sponsoring of candidates for teacher training at universities needs reconsideration with a view to increasing this since it seems to have been allocated the least amount, according to section 4.3.3.4 (Table 4.19(b)).

It is suggested that both external and internal recruitment should be based on specific subject or direction.

5.3.1.2   Selection of Teachers for Promotion Posts

Promotion seems to be the best pointer to any employee that he has received his permanent appointment and that his services are recognised. It seems logical therefore that every recruit aspires to be promoted to a post higher than the one he is currently occupying. Supervision and inspection ought to see that deserving teachers receive their permanent appointments as stated in section 5.3.1 above, and that they have opportunities to be promoted.

A teacher should,of course, prove his competency and responsibility under the supervision of a responsible principal. Where teachers know that they will simply become heads of departments, principals or even inspectors without precise consideration of their record of

professional work prior to promotion, they will find no reason to be
professionally responsible and competent.

It is therefore recommended that a Selection Committee be established
in this Department to be responsible for promotion matters as an aid
to internal recruitment. Further, that some working criteria and
procedures of this Selection Committee be set down and made known to
the profession to which it is of service. (See section 3.3.1.2).

What this discussion suggests is that there is a need for set standards
with regard to promotion matters of teachers. Use of appropriate
procedures may improve and protect the professional dignity of teaching.
Advertisement of the existence of promotion posts as a means of
getting more applicants from whom to select suitable candidates should
take place only if no one has already been selected for appointment,
or has, in fact, been appointed to the post.

5.3.2. Placement of Teachers and the Instability of their Positions.

In section 5.3.1.1. reference was made to the detrimental effects of
spiritual depression and psychological insecurity. It was revealed
by responses in section 4.3.1.1.2 (i) that the shortage of teachers'
accommodation seems to contribute greatly towards a shortage of
secondary school teachers, especially in the rural areas. Added to
this, reference was made to the placement of teachers in schools that
are some distance away from their homes. Such teachers suffer
financial losses as a result of maintenance of more than one residence.
This is likely to create despondency and degeneration of professional
morale of those concerned.

On the other hand, in section 4.4.3 reference was made to the detri-
mental effects of the instability of secondary school teachers. The
major causes of the feeling of instability include, inter alia,
resignations, demotions, displacement and transfers. It is indis-
putable that teachers will, from time to time, have to be transferred
to institutions where they are needed. The Department is in fact

only exercising its legitimate right when it transfers teachers.

This is also true of demotion. Bowler (1964) states that demotion may
be desirable if an employee is unable to perform his duties satisfact-
orily in spite of warnings and a sufficient period in which to improve.
This statement suggests that demotion is the last resort in the
correction of teachers, or of any employee. The disguised disciplin-
ary measures whereby teachers are displaced or demoted as a means of
inflicting punishment seem to contribute nothing towards educational
progress. Some positive means of correcting the situation would help
teachers to overcome their weaknesses and thus prevent the pupils in
his care from being exposed to unnecessary change.

This researcher subscribes to the view that all measures taken in
regard to a teacher's misconduct or incompetence should be attempts
at improving him in both his professional capacity and as a human
being. It is recommended that a teacher should be made to realise how
undesirable his conduct or his incompetence is, but that if he improves,
he will be given the opportunity to continue in employment. It is
suggested therefore that the problem-solving approach (as discussed in
section 3.3.3.1) would serve better in the case of misconduct of
teachers, and that they be transferred or demoted only when all other
possible means have failed. In this matter, supervision should
concern itself with identification of the areas warranting improvement
and ensuring that they are improved by means of appropriate procedures
without destroying the available manpower.

This study has revealed that between 1981 and 1983 most principals
were transferred from one school to another. This in part may account
for the large number of failures in standard 8 and standard 10
examinations, especially in 1983. What is suggested here is that
where there is continued instability in the positions of teachers, and
of principals in particular, a firm school tradition - which is
essential for improvement of results - cannot be established. It
further lowers the supervisory and inspection standards which other-
wise nurture and promote better quality of education. It is therefore
recommended that instability should be viewed as one of the major
factors producing discouragement and insecurity in the teaching

profession, and that the causes of this instability should be properly researched and remedied.

5.3.3   The Principal's Role in Supervision and Inspection

It has been established in section 4.3.1 that supervision is essential and that it encourages the teachers to work well. There is, therefore, psychological justification for the need of supervisory services in the secondary schools in KaNgwane. Knoetze (1978) has referred to that psychological impact and it is further supported by the assumptions on the desirability of supervision discussed in section 3.2.

Inspection is also essential, but it should be conducted in an orderly way with its objectives clearly defined and areas for attention well demarcated. Proposed inspection dates should be made known to teachers in advance. The "surprise visit" approach described in section 3.4.3 is unpedagogical. In addition, it is receommended that principals be accorded some measure of autonomy with regard to supervision and inspection. The Inspectorate should merely give guidance to principals on various aspects of educational policy and objectives, and see that these are followed up by either the school or the circuit office itself.

Success of inspection by principals may be achieved if they are involved in the formulation of circuit objectives. Remote supervision and inspection could then be applied with success, seeing that both the principals and the inspectors have established together goals of achievement within their circuits or department. (See section 3.3.2).

It is hoped that with regular guidance courses on public relations and professional responsibilities, principals may increase their sense of professional responsibility and judgement. If principals were given autonomy with regard to these matters, they would supervise and evaluate their schools as educational centres. School initiated and executed inspection has a better chance of success than the present system of inspection. Regular reports could be drawn up on the teachers' work and the general progress of the school. Circuit offices

may then select an aspect from the submitted reports for further inquiry or follow up.

It is suggested that mutual trust and co-operation between principals and the inspectors in supervisory and inspection matters is essential. Matseke (1977:204) rightly states that in a situation where people do not trust one another, 'there is a tendency to spend more time looking for signs that reinforce one's prejudices and ignoring those that contradict them.' This is also true of inspectors and principals.

The need for co-operative formulation of circuit objectives by principals and inspectors, referred to above, emanates from the fact that both inspectors and principals are members of the teaching fraternity and are involved in the same professional enterprise,with a common goal. Above all, they have undergone similar professional preparation (training). Neither party should be ignored. They need one another in their noble profession. More is said about this last aspect in the next section (5.3.4).

5.3.4 Participation in Professional Activities

By virtue of their experience in the teaching profession, inspectors could offer valuable guidance to teachers if they maintained mutual contact and participated in the teachers' professional activities. To bridge this professional hiatus between teachers and inspectors would be to remove one of the most destructive obstacles in education. It is strongly recommended that inspectors should not withdraw their membership from the teachers' professional organizations/associations. It would be advantageous if they were to remain members of, and gave active support to, such organizations. This would enable them to assist teachers in both cultural and instructional activities.

This researcher also suggests that it is time that both primary and secondary school teachers considered the importance of professional

unity. This is even more necessary because they are all members of the teaching fraternity involved in the same struggle of leading the child towards accepting his human obligations. At organizational level they need one another if there is to be continuity concerning the progress of the school child. They all need to be well informed in matters relating to teaching and management skills, all of which are necessary for the benefit of the child.

It is recommended that the teachers' organization in KaNgwane should consider the importance of offering guidance courses to teachers on professional leadership and subject competency. It is hoped that this may bring about an improved quality of education in this national state. Success will thus depend upon the extent to which the total membership of the teaching profession (inspectors, principals, teachers) in KaNgwane cultivates mutual professional acceptance and trust.

With regard to the purpose for which the teachers' organization (Transvaal United African Teachers' Association) exists in this area, it is recommended that the members consider the uses and importance of such an organization in all professional matters, and that they be educated towards a full understanding of the nature and position of their own organization in relation to other teachers' organizations in this country and the world at large. It is essential to realise that organizationally based supervision has a better chance of improving the quality of education than has the authoritarian/circuit based approach. It is further recommended that the teachers' organization should express a desire to contribute towards the selection of teachers and having them properly prepared for instruct- ional and management skills which they will from time to time need. The teachers' organization should also be involved in decisions concerning teachers' incompetent execution of duties, either through a principals' council duly recognised by the Department, or through an appropriate committee serving the interests of this organization. The Inspectorate would do well to support this. The teachers' organization could also contribute in many ways to the welfare and discipline of the schoolchild.

With regard to extramural activities, the teachers' organization should emphasize the fact that it exists for all cultural and instructional activities as means for professional growth. It should eradicate the overt impression that music competitions are the only focus of attention of this organization. It is further recommended that secondary school sports should be in the hands of the teachers' organization and that the subsidies attached to this be transferred and managed by the designated executives of this organization.

5.3.5. The Selection of Text Books for Secondary School Pupils

In section 4.3.2.2. reference was made to the specialists of the Department of Education and Training being responsible for the selection of textbooks for secondary schools in KaNgwane. It may be asserted, however, that this selection would be more effective and suited to the secondary school child if the KaNgwane Education Department, represented by its inspectorate, planners and principals at subject committee level took part in the selection. This department needs to be involved in the responsibility of selection, and has an important contribution to make if the pupils are to derive maximum benefit and optimum satisfaction from the books they are to study.

5.3.6 The Objective Supervision

The assumptions and the ultimate purpose for which supervision exists were stated in section 3.2 and especially the views of Musaazi (1982:3). Recommendations are given in respect of the following aspects:

5.3.6.1 With regard to Curriculum Matters

It is recommended that school curricula be reviewed regularly against the background of new discoveries and/or introduction of new subject corpus. Establishment of a self-help committee for research and curricula development could render valuable services to the

Department and to individual schools in KaNgwane. (See also the theory discussed in section 2.2.2.1).

5.3.6.2   Physical Facilities

In Section 5.2.1.3 the negative effects of irregular attendance due to the long distances which some pupils have to travel to school, and unsatisfactory transport facilities, were touched upon. To obviate this problem it is recommended that community needs with regard to provision of physical facilities should be analysed, and that more schools should be provided to cater for local needs. This does not necessarily mean that for every primary school there should be a secondary school catering for fifty (50) pupils only. However, it is essential to consider the availability of feeder schools, and that statistics do in fact warrant the establishment of more secondary schools. What is of particular importance is that each secondary school should have some functional value for the child. There is a need for provision of qualitative secondary schools (with diversified curricula), such as secondary schools for science subjects, commercial streams and for trade, according to envisaged socio-economic developments of communities. These suggestions, if properly implemented, are likely to reduce the accommodation and transport problems to which secondary school pupils are often exposed.

In section 4.3.2.4   reference was made to the negative effects of over-enrolment (Tables 4.20 (a) and 4.20 (b))and the presentation of multiple completing classes (currently standards 8 and 10). This suggests that a need has arisen for re-classification of secondary schools into Senior Secondary Schools with Standards 9 and 10 or 8 to 10 classes, and Junior Secondary Schools with Standards 6 to 8 or 5 to 7 classes. This is likely to bring about improvement in the examination results in both sections. This suggested arrangement may facilitate staffing of each school with suitably qualified manpower.

This study has further revealed that there is a dire need for the provision of additional colleges of education, since the one available College of Education (Mgwenya) can no longer accommodate all the prospective student teachers for training purposes. This means that assessment of the community needs concerning possible future develop-ments and its geographical conditions, is essential. The proposed Elija Mango College of Education currently under construction is likely to ease the burden that Mgwenya is carrying. It could be said, however, that the advisability of its placement in KaBokweni Township is questionable as this seems to create the impression that colleges should be geographically adjacent to each other. This could deprive other communities of opportunities to have their local teachers trained for their respective local needs. The so-called "New Area" in KaNgwane is fast becoming thickly populated,to the extent that large numbers of secondary school leavers have no access to a local College of Education. The present college cannot accommodate all these students in its hostels. It is therefore recommended that the need for and possibility of erecting a College of Education in the developing areas of the National State be considered.

Responses in section 4.3.1 revealed that secondary schools and circuit offices in KaNgwane seem to lack policies, and therefore uniformity of procedures and objectives. This is likely to create chronic confusion at secondary schools. To obviate the possible conflict among secondary schools with regard to policy matters, it is recommended that circuit offices should formulate their objectives and establish policies for the proper operation of schools within each circuit. It is further recommended that each school should have its clearly defined policy supported by circuit rules.

The value attached to these organizational objectives was discussed in section 3.1.3,and the suggested procedures in the formulation of circuit objectives appear in section 5.3.3. What could be said here is that co-operative participation of all parties concerned in the formulation of objectives seems to be imperative.

5.3.7   Teachers' ·Growth and Professional Responsibility
         (Staff Development)

Responses in section 4.3.1 and the conclusions drawn in section 5.2.7
on In-Service Education Courses, revealed that there is a need for
restatement of objectives and procedures with regard to this service.
This could also be viewed against the background of the theory on
the desirability of this service, as fully discussed in section
3.3.4.2.1.   To this it could be added that the In-Service
Education programme in the KaNgwane Education Department should also
concern itself with the improvement of leadership and professional
responsibility of teachers. Teachers, and principals in particular,
who regularly receive such leadership courses have better chances of
rendering competent and efficient services in both teaching and
management skills. This would be possible if teachers were regarded
as human beings capable of professional growth in terms of McGregor's
Theory "Y", as described in section 2.2.1.1, as against what is
suggested by the inspectorate's resolution referred to in section
5.2.7, and which is rooted in the cynical Theory "X" as described
by McGregor. Further information can be found in section 4.3.4 of
this study.

The professional standing and quality of teachers, as well
as their positive motivation, cannot be enhanced by a negative
deprivation of their economic benefits. Motivation and professional
responsibility of teachers have greater chances of improving if the
approach is that of identifying the causes of deficiency and then
deciding on the remedy, and such remedies should not only improve
the quality of the service concerned, but also its personnel.

It is further recommended that in-service education should also
address itself to the need for training of teachers for promotion
posts against the background of the theory discussed in section 3.3.4
It is important to mention that professional upgrading courses are
now offered at Mgwenya to teachers holding the Primary Teachers'
Certificate with a view to converting it to a Primary Teachers'
Diploma.

There is nothing to dispute the fact that without In-Service Education programmes for teachers, new findings and other desirable changes in learning may not reach some of the teachers. Where the need has been felt, success is likely to be achieved with the application of the problem solving approach described in section 3.3.3.1.

It is suggested that an effective In-Service Education programme may not be that which is imposed on the teachers by departmental authority. A teacher-initiated programme, if well organized, has greater chances of improving learning effectiveness at individual schools than a circuit/departmental initiated one. It could be asserted further that an in-service education programme whose objectives are not clearly defined is but an educational waste of time and resources.

5.3.8 Identification of Pupils' Abilities for Scholastic Placement

In section 4.3.3.6 reference was made to the conducting of annual psychological tests for standard 8 pupils with a view to their identification for correct scholastic placement. These identification programmes seem to be applied too late, however, as they are conducted in standard 8. At this stage, the child is already half way through his secondary school career, apart from being faced with external examinations. The teachers have, therefore, rather too short a period in which to observe and give effective guidance to the pupils in accordance with their abilities. Therefore it is likely that the test results will not be properly utilised.

To gain maximum benefit from the identification test programmes, it could be recommended that the level (standard) at which these test are conducted be reconsidered with a view to establishing whether or not these tests could be conducted during the first year of the secondary school phase - standard 5/6. It is hoped that application of these tests to the standard 5/6 groups would offer better opportunities to teachers to observe and give effective guidance to these pupils throughout their secondary school career. By the time they

reach matriculation they will have developed a better concept about themselves and their job orientation, using the background knowledge of their identified abilities.

5.3.9   Promotion of Pupils

It is recommended that only deserving pupils should be promoted to the next class. The child who has worked hard throughout the year has better chances of proceeding to the next class, and deserves to do so. If promotion is offered whether or not a child has worked for it, this offers no incentives to work and may discourage those who do. This is likely to be effective if principals are given autonomy with regard to professional responsibility. Promotion of pupils should rest on the decision of the principal and his staff. This may prevent lowering of educational standards in this Department. The promotion of undeserving pupils by circuit offices has serious repercussions on the external examination results. These results often come as a shock to circuit offices to the extent that each circuit office demands full explanation from the principals as to the causes of poor external examination results. The factors discussed in section 5.2.11 and also above are rarely taken into account by circuit offices as contributory factors affecting examination results. It is suggested that where a secondary school child fails a standard for two consecutive years, facilities should be provided for specific job training.

Where inspectors sincerely accept the principals as professionally responsible members of the teaching fraternity, and recognise them as being capable of doing their best for the education of the child, the professional hiatus could be bridged quite easily. This would result in improvement of the quality of education as a whole.

5.3.10   Occupational Placement of Matriculants

It has already been stated that the annual reports for the past six years (1979-1984) have commented on the achievement of external

candidates. There seems to be no reference, however, as to the placement of those who pass matric. It is recommended that supervision should address itself also to the need for correct occupational placement of those who complete their matriculation course. This is likely to succeed if schools have diversified curricula as discussed in section 5.3.6.1.

5.3.11   The Attitude of Secondary School Children Towards
         Learning

Effective learning is determined by the extent to which the learner has a positive attitude towards learning. Where the attitude towards learning is negative, results are likely to be negative too. This is also true of discipline. Where there is no discipline, there is little or no chance of obtaining passes. A negative attitude is likely to promote disciplinary problems. It has been said in section 5.2.11 that parental pressures and the pupils themselves have contributed towards deterioration of good discipline at secondary schools. This state of affairs will always affect the learning results of the child.

It is recommended that principals and teachers be supported in their efforts to create an atmosphere for effective learning. This can only be brought about by establishing and maintaining discipline, as well as restoring it when it has deteriorated. This requires the concerted efforts of all the parties concerned. The importance of mutual trust between the teachers and the inspectors was discussed earlier. What could be said here is that more success is likely to be achieved if secondary schools were given discretional powers to create firm foundations for a healthy and harmonious learning climate. Pupils would be motivated towards learning, so reducing the tendency to rely on leakage of examination papers. Secondly, the child is likely to develop trust in and respect for teachers. Authority need no longer operate for expediency or out of fear in disciplinary matters.

Secondary school pupils should be made to realise the importance of self-discipline as a prerequisite for independent study. Self-discipline

however, cannot be an automatic outgrowth. It demands a combination
of different approaches on the part of the teachers who are faced
with the practical situation. A combination of both theory and the
demands of practical situations is likely to indicate what should be
done to establish, maintain and restore discipline. Schools alone
cannot succeed.

It is recommended that parents should offer supervisory assistance to
their children at home and see that they study properly. Regular
visits by parents to school to inquire into the progress of their
children is strongly recommended. Parents should not visit schools
only when their children have committed an offence or when invited.
Regular contact between the schools and the parents in the form of
parent/teacher associations with regular term meetings could make
the children realise that parents are concerned with, and have an
interest in, their learning activities. This is likely to improve
the child's attitude towards learning as well as the teacher's attitude
towards teaching.

In cases where there are misunderstandings between parents and the
schools with regard to implementation of school policies, it is
recommended that the inspectors of education should mediate and offer
constructive guidance to both parties. The gap between teachers and
inspectors, as well as between teachers and parents, must be bridged.
It is recommended that parent/teacher associations be formed which
will create opportunities for a mutual working together for the
benefit of the child. This could be possible if teachers, parents
and those in authority also exercise self-discipline in their efforts
to educate the child.

5.3.12 The Conditions of Service with regard to Teachers Remuneration

In section 5.2.12 reference was made to the possible causes of dis-
satisfaction with regard to the above issue. Teachers, like other
employees, have better chances of doing their work very well if they
are not kept in ignorance of their conditions of service with regard
to their salary scales. Every recruited teacher has a need, and a

right, to know the scales attached to the post for which he is recruited.

It is therefore recommended that the advisability of declaring teachers' salary scales a "confidential matter" be reconsidered with a view to facilitating recruitment, as well as determining which matters need to be treated as "confidential" and why. Such a study could be undertaken in pursuance of this type of project at a further level of study. The point at issue here is that knowledge of one's conditions of service is likely to create a greater feeling of security, enabling the incumbent to plan his own personal objectives in life, and to create a greater feeling of responsibility towards, and satisfaction with, his job.

With regard to salary delays and under-payments, it is recommended that a most senior and experienced official in this Department be appointed to the responsibility of teachers' salaries. An official who is himself a teacher by profession is likely to have a better conception of the need for a sense of responsibility and devotion with regard to this matter. Added to his professional responsibility, there is a need for refresher courses on administrative matters. Success in this arrangement could be achieved if appointed officers received regular courses or fully fledged training in public relations, management, and personnel finance matters.

5.3.13 Irregularity of Attendance and its Effects on the Learning of the Child

Since irregularity of attendance is related to poor transport facilities and this has always affected the learning progress of the secondary school pupils in KaNgwane, there is an urgent need for communities to consider the importance of reliable transport facilities. It is recommended that bus companies be made to realise, through the KaNgwane Education Department, the importance of the youth in community development. All this researcher suggests is that pupils be offered all possible learning opportunities by communities at large. Where conditions are such that the erection of more secondary schools (in some areas) has become impossible, children are forced to use transport as a means of reaching school.

It is recommended therefore that bus companies be urged to consider directing their course of community service to the school-going population as well. This consideration should be measured against the assumption that the foundation of a nation is its youth.

Therefore, educating the youth is educating the Nation.

5.4   CONCLUSION

In the preceding chapters various points were raised which required realistic consideration. Analysis of these points led to the making of recommendations on the basis of the findings of the research. The recommendations made in section 5.3. centre around the premise described hereunder:

> That supervision and inspection ought to address themselves to the total learning of a child, with due consideration of the totality of factors contained in the learning situation of the secondary school. This implies that acquisition of funds, suitable manpower and equipment, as well as their proper utilisation, are fundamental factors determining the significance of supervision and inspection.

Where time and manpower, funds and equipment are utilised wisely, pupils have better opportunities for learning effectively and teachers have a better chance of growing professionally. These are some of the responsibilities of supervisory and inspection services. It is only when supervision and inspection are able to enhance the quality of education through these activities that they can be said to be of pedagogical significance.

Success can be achieved through various other factors, among which the following are mentioned:

Co-operation and consultation between the teachers and inspectors; acceptance of one another as members of the same profession with the same goals, and with a similar training background; the recognition of one another's contribution towards the improvement of the quality of education, and the knowledge that teachers and inspectors need one another.

This study has sought to discover the extent to which acceptable procedures and desired objectives are considered in the planning and administration of supervision and inspection in KaNgwane. It has been established that this is inadequate.

Supervision and inspection by objectives (SIBO) might help to improve the quality of education, as every step in these services would be in accordance with particular procedures governed by forecast on desired objectives.

... ...

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GENERAL INSPECTION REPORT ON POST-PRIMARY SCHOOLS

GENERAL SCHOOL REPORT

NAME OF SCHOOL ....DATE OF,VISIT.........

In the second column "S" indicates that the item was found satis-factory, "R" that the matter has been taken up in the inspection report, and "M" that a special report has been found necessary.

BUILDINGS, GROUNDS, EQUIPMENT

1. Buildings ....
2. Grounds ....
3. Furniture and equipment ....
4. Water supply ....
5. Sanitation ....
6. Accommodation ....

ADMINISTRATION

7. Admission register: Have all the requirements
   for admission been considered? ....

8. Has the influx-control in urban areas been
   observed? ....

9. Attendance registers ....

10. Summary register ....

11. Log Book ....

12. Stock Book ....

13. Punishment register ....

14. School fund records ....

15. Leave register ....

16. Instructions to teachers ....

17. Cumulative record cards ....

18. Filing ....

19. Correspondence ....

ORGANIZATION

SUPERVISION

STANDARD OF CLASS WORK

EXTRAMURAL ACTIVITIES

42. Use of library ....

43. Sports and games ....

44. Music, drama ....

45. Societies, clubs ....

PRACTICAL TEACHING

(Teacher training schools)

46. Report on practical teaching ....

CONTROL AND INFLUENCE

47. Cleanliness and neatness of pupils ....

48. Discipline and tone ....

49. Relations with staff ....

50. Report on changes in the staffing
of the school ....

51. Report on administrative staff ....

52. Relations with parents ....

53. School committee/School board ....

54. School functions ....

GENERAL

55. Use of school radio service ....

56. Use of other audio-visual aids ....

57. Pupils' text-books, etc ....

58. Laboratory/science equipment ....

59. Educamus (where read by staff and copies filed) ....

60. Hostel accommodation ....

61. Other ....

GENERAL ASSESSMENT ....

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SIGNATURE

....   DESIGNATION ....
DATE

QUESTIONNAIRE
SECTION E

PRINCIPALS AND TEACHERS (FIRST DRAFT)

Respondents are kindly requested to complete the accompanying questionnaires with sincerity and honesty. The response should be a true reflection of each respondent's view/opinion on the respective items.

This section of the questionnaire should be completed by the Principals and teachers.

1. Rank of teacher

Principal	Head of Department	Teacher

2. Experience in Education

More than 35 yrs	Between 35-20	Between 20-10	less than 10

3. Experience in Secondary Schools

More than 20	Between 20-10	Less than 10	NIL

4. Experience in Primary Schools

More than 10 years	Between 10-5	Less than 5	NIL

5. Is supervision in Secondary Education essential?

Very essential	Essential	Not essential

6. How often is supervision offered at secondary schools to which you are attached?

Very regularly	Sometimes	Never

7. How often does a principal/Head of Department supervise your school?

More than 5 per year	Less than 5	Very seldom

8. Is regular supervision offered by inspectors?

Very regular	Irregular	Never

9. Does teachers accept supervision by principals?

Any willingly accept	They accept it	They resist it	Strongly resist it

10. Do teachers welcome class visits as occasion of guidance giving?

YES	NO

11. How often are class visits conducted by principals?

Once a year	Never	Sometimes

12. Is proper planning for this visit done in consultation with the teachers?

In consultation	Without consultation	No planning at all

13. Findings are discussed with subject teacher concerned immediately after the observation by the principal

Immediate discussion	delayed discussion	No discussion

14. Regular supervision by principals does reveal areas in need of improvement

I agree	I disagree

15. Planning for supervisory and inspectors is done well in advance

There is evidence	No evidence

16. Schools are involved in the planning activities

Are involved	Not involved	Partially involved

17. Supervision is regarded by inspectors as the in effective means of checking school progress than inspection

YES	NO

18. Success in supervision is determined by the extent to which there is co-operative planning, formulation of objectives, decision making, problem solving

I strongly agree	I strongly disagree

19. Only secondary schools which rigidly follow the prescription of their circuit office obtain better results at the end of the year

It is true	False	Uncertain

20. There is rigidity of intra-curricular provisions, poor physical facilities and insufficiency of human resources

In a great extent	To a less extent	to rigidity at all

21. Are supervision objectives clearly defined when this service is offered

Objective's are clear	Objectives not clear	No objectives

22. Are the aims of supervision graded in terms of education (short term, long term or medium terms)?

YES	NO	NOT SURE

23. Teachers are always aware of the distinction between supervision and inspection

Aware	Not aware	Not sure

24. Principals of schools do receive guidance from circuit offices on both general and specific matters affecting their schools

Enough	Not enough	No guidance

25.   Newly appointed teachers receive induction/orientation courses

I agree	I do not agree

26.   Do newly appointed principals receive guidance prior to the super-
       vision and inspection offered by circuit office

Enough	Not enough	No guidance

27.   Do supervisors identify areas in need of improvement through
       supervision

They do	They do not	Not sure

28.   Supervision aims at identifying areas which warrant improvement
       with respect to human resources; physical facilities and curriculum
       provisions.

It does	It does not	There is little concern

29.   The selection and appointment of teachers is the responsibility of

The department	Circuit Councils Offices	Principals	Subjects Committee	Not sure

30.   By revealing areas in need of improvement supervision is therefore of
       service to the planning section as it enables the latter to raise all
       aspects requiring the attention of the department

I agree	I do not agree

31.   Does supervision in KaNgwane refer all aspects, warranting improve-
ment, to the planning section?

Yes	No	Not Sure

32.   There is supervision satisfaction in the secondary school in
KaNgwane

Great satisfaction	Little satisfaction	No satisfaction

If not, comment: ....

....

33.   There is uniform interpretation of departmental objectives in all
circuits in KaNgwane

I agree	I do not agree	Not clear

If no, comment briefly ....

....

....

34.   Do teachers receive staff development programmes for the improve-
ment of their knowledge in specific subject?

Enough in-service Training	No inservice	Little in-service

35.   How often do teachers receive such?

Regularly	Sometimes	Never

36.   Are there any centres for teachers informal used for improvement
       of the teachers effectiveness and therefore the quality of
       education?

Available	Not available

37.   Is there any job satisfaction among teachers with regard to:

37.1   Subjects taught

37.2   Salary

37.3   Housing (accommodation)

37.4   Other (specify)

38.   Staffing satisfaction

Well staffed	Under staffed	Poorly staffed

39.   Is communication in secondary schools healthy?

Healthy	Unhealthy	No communication

40.   Are school objectives communicated clearly to teachers?

Clearly communicated	Not clear	No communication

41.   Are the means (school policy, system of schools rules of achieving
       school objectives clearly defined?

Clear policy	Policy not clear	No policy

42.   Are communication channels observed in secondary school in KaNgwane

Not observed	Sometimes observed	No channels

43.   Is there any communication satisfaction between the school and parents, teachers and supervisors?

Much	Little	None

44.   Do teachers participate in their local teachers organisations for professional enrichment and improvement?

Great participation	Little participation	No participation

45.   Do inspectors participate actively in the activities organised by local teacher's organisations?

Sometimes	Never

46.   How often is inspection conducted?

Constant as need arise	every two years	Never

47.   What form does inspection take

Surprise visits Panel	(full) Subject Inspection

48.   What do inspectors look for when inspection is conducted.

Quality of work	Quantity	Area to be improved	Teachers weaknesses

49.   Teachers accept supervision than inspection

Yes	No	Not certain of distinction

50.   Are inspection findings provisionally discussed with the teachers
immediately after inspection, but before a full written report is
sent to school

Inspectors merely issue reports	Discuss and issue report	None

51.   Why are follow-up inspection conducted?
Please comment: ....
....
....
....

52.   Who determines staff recruitment, curricular provisions and admission
requirements to secondary schools?

Principal Inspectors	Planners	Director	Not sure

53.   Supervision may reveal a shortage of human resources.   What attempts
does the department make to overcome this problem.

Recruitment	Transfers to where needed	Depends upon circumstances	Bursaries are offered

54.   What do teachers think of Inspection? ·

Assistance giving	treat to individuality	means of displacement

Facilitates Demotion or	elimination of unwanted teachers

56.   Teachers centres in their relaxed atmosphere may improve the teachers subject knowledge.

A great deal	Very little	cannot improve

57.   A teacher – parent organization may create mutual and co-operative relations between teachers on the one hand and parents on the other for the benefit of the child.

TRUE	FALSE	NOT ALWAYS

58.   Once teachers are appointed to posts of inspectors, counsellors, subject advisors or planners in KaNgwane they withdraw from participation in activities organized by teachers organisations. This deprives other teachers the opportunity to gain from such veterans. It also create a professional gap between serving teachers and inspectors.

I strongly agree	I agree	I disagree	I strongly disagree

59.   Does the department/circuit office carry out investigation on issues warranting displacement of teachers before issuing displacement orders.

Thorough	Provisional	no investigation prior to orders

60.　　Teachers are made aware of their misconduct, and it is explained to them that the desirability of displacement or demotion emanates from this misconduct.

No one is brave to make them aware	Not made aware	It is unnecessary to explain

61.　　Teachers who are charged with misconduct and are aware of this, should be

Fired Demoted	Given opportunity to make right

62.　　More principals than teachers were served with displacement or demotion orders for the past five years in KaNgwane

I agree	I disagree	No sure

63.　　The major misconduct with which many principals are charged in this department which led to their displacement/demotion is

Unknown to incumbent	mishandling of funds	Strict discipline Opinion

64.　　Comment on supervision and inspection as you personally view it:

....

....

....

....

....

COPY OF COVERING LETTER SENT WITH QUESTIONNAIRES
TO PRINCIPALS AND TEACHERS

KANGWANE GOVERNMENT SERVICE

Ref.No. 7/6

Enquiries: N.C. SOKO

Telephone No. 118

Department of Education and Culture
Private Bag X1009
KANYAMAZANE
1214

TO PRINCIPALS OF SECONDARY SCHOOLS
TEACHERS OF SECONDARY SCHOOLS

AN INVESTIGATION ON THE SUPERVISORY AND INSPECTION SERVICE IN
KANGWANE

1.   Secondary schools in KaNgwane have always had an opportunity of
     being evaluated and guided during inspection and supervision
     respectively. Whether or not these services are necessary and
     that there has been adequate supervision and inspection satis-
     faction can be determined by evidence from genuine opinions of
     those associated with the learning institutions referred to
     within the said area. It is for this reason that this question-
     naire is circulated to obtain legitimate opinions of teachers
     and principals on these issues. The desire to make this study
     emanates from an interest in the existence of learning effective-
     ness of pupils in this area.

     It is hoped that success of this study will provide further means
     of improving the learning effectiveness of the secondary school
     child in KaNgwane.

     Respondents are kindly requested to complete this questionnaire
     and have it returned as soon as possible to: The Chief Education
     Planner, Dept. of Education and Culture, KaNgwane Government
     Service, P/Bag X1009, KANYAMAZANE, 1214.

     Your responses will not only be highly valued, but will also be
     one of the most important contributions in this research project.
     Know that the information you will supply will be treated as
     strictly confidential. We wish to thank you in advance for your
     kind and objective support in this project.

2.   INSTRUCTIONS

2.1 Only secondary school teachers and principals in KaNgwane may
     complete this questionnaire.

2.2   Unless otherwise stated, kindly indicate your answer by means of a cross on the relevant column below the answer you select.

2.3   Your personal comments on these services are welcome. Kindly give such, either at the end of the questionnaire (item 18), or on a seperate paper(s).

2.4   The responses should be a true reflection of each respondent's view/opinion on the respective items.

2.5   Kindly treat this questionnaire as confidential as possible.

NB.   The completed questionnaires should reach the recipient not later than 22/05/84.

....

CHIEF EDUCATION PLANNER

CONFIDENTIAL

QUESTIONNAIRE ITEMS : PRINCIPALS AND TEACHERS

NB: Kindly indicate your answer by means of a cross on the column below the option you have selected.

1.   Rank of Teacher

Principal	Head of Department	Teacher

2.   Sex

Male	Female

3.   Qualifications

Academic				Professional						
STD 8	STD 10	BA	B.comm	BSC	HPTC	JSTC	SSTC	STD	UED	B.PAED

4.   Experience

Primary			Secondary		
More than 10 years	Between 10-5 yrs	Less than 5 years	More than 10 years	Between 10-5 yrs	Less than 5 years

5.   How frequently is each of the following conducted:

		Regular	Sometimes	Never
5.1	Supervision by the principal			
5.2	Inspection by Inspectorate			
5.3	Class visits by principals			
5.4	Control of teachers books			
5.5	Control of written work			
5.6	In-Service Education courses			

6.   Do you consider the following essential?

	Essential	It depends	Not essential
6.1 Inspection			
6.2 Supervision			
6.3 In-Service Education Courses			
6.4 Provision of boarding Facilities			

7.   Are the following clearly defined?

	Clear	Not clear	No objective
7.1 Circuit objectives from the beginning of the year.			
7.2 Objective when supervision is conducted			
7.3 Objective for inspection			
7.4 Procedures/policies of achieving the circuit objectives			

8.   Would you say planning in respect of the ff. is done in advance?

	Yes	No	Not sure
8.1 Supervision by principals			
8.2 Class visitor			
8.3 Inspection by inspectorate			

9.   Do you accept:

	I accept	Sometimes	I do not
9.1 Supervision by principals			
9.2 Class visits			
9.3 Inspection			

14. Are findings discussed immediately after:

	Immediately	Long after	No Discussion
14.1 Supervision by principals			
14.2 Inspection by inspectorate			

15. Does your circuit office/department carry out investigations on issues warranting displacement/demotion of teachers before issuing of displacement/demotion orders?

Thorough	Provisional	No Investigation

16. Are there any centres which teachers use informally for their professional activities?

Yes	No	Not sure

17. How would you evaluate the level of participation in professional activities organised by local teachers organization?

	Great Part-icipation	Little Part-icipation	No Part-icipation
17.1 Teachers participation			
17.2 Inspectors participation			

18. Any additional information you consider important on super-vision and inspection in secondary schools in KaNgwane

....
....
....
....
....
....

--oOo--

10. What do you think is more emphasized at schools?

Inspection	Supervision	Both

11. Supervision may reveal areas to be improved in respect of the ff. aspects

		I agree	Sometimes	I disagree
11.1	Teachers knowledge of his subject			
11.2	Physical facilities			
11.3	Learning/instructional material			

.12. What attempts are made to overcome the problem of teachers shortage?

		I agree	Sometimes	I disagree
12.1	Transfer to where needed			
12.2	External recruitment of teachers			
12.3	Sponsorship for training			

13. Would you say there is satisfaction in respect of the ff.

		Great Satisf'tion	Little Satisf'tion	No Satisf'tion
13.1	Supervision by principal			
13.2	Inspection by Inspectorate			
13.3	In-Service education			
13.4	Guidance to principals by inspection			
13.5	Guidance to teachers by principals			
13.6	Communication between teachers and supervisors			
13.7	Staffing			

COPY OF COVERING LETTER SENT WITH QUESTIONNAIRES
TO INSPECTORS

Enquiries: Ndlala W.M.
Telephone: 163 (013132)

Sitintile
Senior Secondary School
P.O. Box 50
KANYAMAZANE
1214

22 March 1984

INSPECTORS OF EDUCATION
INSPECTORS OF SCHOOLS

Dear Sirs

QUESTIONNAIRES

1. I would like to inform you that I am conducting research on the supervisory and inspection services in the secondary schools in our national state. The desire to make this study emanated from an interest in the existence of learning effectiveness of pupils in this area.

   My point of departure is that learning effectiveness is determined to a large extent by the nature of supervisory and inspection services as occasions of evaluation and guidance-giving respectively.

2. Secondary schools in KaNgwane have always had an opportunity of being evaluated and guided during the services as mentioned above. Whether or not secondary schools do realise the importance of these services and, as such, execute their tasks satisfactorily in accordance with the guidance given, can be determined by evidence from your objective views on this matter.

   I am kindly requesting you Sir/Madam to complete the accompanying questionnaire. Your personal views and observations on this matter will not only be highly valued, but they will also form part of the completed questionnaire, and are to be sent as soon as possible to the writer of this letter.

   This questionnaire is to be completed by Inspectors.

I wish to thank you in advance for your kind support in this study.

Yours faithfully,

. . . .
WILLIAM M. NDLALA

CONFIDENTIAL

QUESTIONNAIRE: INSPECTORS

You are kindly requested to complete this questionnaire by making a cross on the column below the answer you have selected. Any additional information you consider very important in this project is welcome. This may be written at the end of this questionnaire or on a separate paper.

1. Rank of official

Inspector of Education	Inspector of schools	Subject advisor

2. Sex

Male	Female

3. Qualifications

Academic						Professional				
Std 8	Std 10	BA	B com	BSC	Other	PTC	JSTC	SSTD STD	UED	B.Pead

4. Experience

Primary School			Secondary School		
More than 20 yrs.	Between 15-10 y	Less than 10 yrs	More than 20 yrs	Between 15-10 y	Less than 10 yrs

5. Period of Internship (orientation as inspector)

Not less than 3 yrs	Two years	No Internship

6.   How often is each of the ff. offered at secondary schools?

	Regularly	Sometimes	Never
Inspection			
Supervision			
In-Service education			

7.   How do you evaluate the necessity of the following?

	Very Essential	Essential	Not Essential
Supervision			
Inspection			
In-service education			
Inspectors participation in professional activities			

8.   What is your opinion. Would you say schools need:

	I agree	Sometimes	I disagree
Co-operative formulation of clear circuit object-ives			
Co-operative formulation of supervision programmes			
Co-operative formulation of in-service education			
Announcement of circuit object-ives in advance			
Existence of specific procedure/ policy of achieving objectives			

9.   Are teachers aware of the distinction between supervision and inspection? If not, please comment.

Yes	No	Comments
		....
		....
		....
		....

10. How do teachers view

	Assistance giving	Threat to individual	Unnecessary formality
Supervision			
Inspection			
In-service education			

11. Every year there are funds set aside for each circuit

	I agree	I disagree	Not sure
Teachers for commercial subjects			
Teachers for general subjects			
Science teachers			
Other teachers			

12. How does circuit office overcome the problem of teacher shortage?   If 'other', please comment.

Transfer to where needed	External recruitment	Other

....

....

....

....

13. In the teaching profession there is always observation that teachers will from time to time become incompetent. The best way of dealing with them is by:

Dismissing them	Displacing them	Finding and remedying the cause

14. The most acute problem in secondary schools is:

Pupils Accommodation	Transport	Delay in teachers' salaries

If other problems exist, please comment: ....

....

....

....

15. The best method of Inspection during which the school could
be found in its normal function is by 'surprise visits'.
If not sure, please comment.

Acceptable	Not Acceptable	Not Sure

Comments ....

....

....

....

16. Is there any satisfaction in respect of the ff:

	Great satisfaction	Little Satisfaction	No Satisfaction
Supervision by principals			
Inspection by inspectors			
Sponsorship for teacher training.			

If no satisfaction, please comment: ....

....

....

17. Comment briefly on supervision and inspection as you view it
personally: (use extra sheet if necessary)

....

....

....

....

BLANKE ONDERWYSERS IN KANGWANE

MGWENYA ONDERWYSKOLLEGE

1.	Rektor - vakant	
2.	Mnr. Potgieter P.	Vise Rektor
3.	Mnr. Swart A.J.	Dosent (P)
4.	Mej. Du Toit A.S.	Departementshoof (P)
5.	Dr. Mulder P.W.A.	Departementshoof (T)
6.	Mev. Brink E.M.	Dosente (T)
7.	Vakant	Departementshoof
8.	Mev. Grabe H.S.	Dosente (T)
9.	Mev. Benecke H.	Dosente (T)
10.	Mnr. Bosch .A.	Senior Dosente (P)
11.	Mev. Botha L.L.	Dosente (T)
12.	Mev. Curlewis	
13.	Mev. Raubenheimer D.M.	Dosente (P)
14.	Mev. Nieman S.	Dosente (P)
15.	Mev. Kruger G.S.	Dosente (T)
16.	Mnr. Sawyer D.W.	Dosente (T)
17.	Mnr. Nel L.F.	
18.	Mev. Swart H.M.	Dosente (T)
19.	Mnr. Steenkamp I.	Dosente (T)
20.	Mnr. Shormann R.O.F.	Senior Dosent (P)
21.	Vakant	Dosente
22.	Mej. Roode C.A.	Departementshoof (P)
23.	Mej. Cumming J.M.	Senior Dosente (P)
24.	Mev. Wepener M.A.	Dosente (P)
25.	Mnr. Joubert J.P.	Dosent (P)
26.	Mej. Labuschane M.M.	Dosente (P)
27.	Mev. Swart F.F.	Dosente (T)
28.	Mev. Haasbroek C.M.	Dosente (T)
29.	Mnr. Reyneke F.J.M.	Departementshoof (T)
30.	Mev. Fletchar A.P.	Dosente (T)

31.	Mnr. Lubbe C.H.	Senior Dosente (T)
32.	Mev. Du Randt	Dosente (T)
33.	Mev. Horn S.F.	Dosente (T)
34.	Vakant	
35.	Vakant	

KHUTSALANI SKOOL

1.	Mev. Hasell S.M.	Onderwyseres (T)
2.	Mnr. Bowling C.J.	Onderwyser (T)
3.	Mev. Brazelle M.S.	Departementshoof (P)
4.	Mnr. Simpson	Onderwyser (P)

SITIFOKOTILE HOëRSKOOL

1.	Mnr. Coetzer W.C.	
2.	Vakant	
3.	Vakant	
4.	Vakant	

THEMBEKA HOeRSKOOL

1.	Mev. Ooosthuizen M.M.	
2.	Mnr. Janse van Rensburg W.J.	Departementshoof (P)
3.	Vakant	Onderwyser
4.	Mej. Liebenberg G.P.	Onderwyseres (P)
5.	Vakant	Onderwyser
6.	Mev. Pretorius Z.J.	Onderwyseres (T)
7.	Mev. Smit B.M.E.	Onderwyseres (T)
8.	Mev. Crosby J.M.	Onderwyseres (P)
9.	Mev. Whitaker C.	Onderwyseres (T)
10.	Mev. Uys L.	Onderwyseres (P)
11.	Mev. Simpson M.D.	Onderwyseres (P)

12.	Mev. Richards E.	Onderwyseres (T)
13.	Mev. Huisman L.I.	Onderwyseres (T)
14.	Mev. Smuts M.H.	Onderwyseres (T)
15.	Mev. Pretorius M.M.	Onderwyseres (T)

MLUMATI TEGNIESE KOLLEGE

1.	Mnr. v/d Merwe J.J.	Hoof (P)
2.	Mnr. Boy L.J.C.	Onderwyser (P)
3.	Mnr. Nel J.A.	Onderwyser (P)
4.	Mnr. Metselaar J.M.W.	Departementshoof (P)
5.	Mnr. Kruger P.E.	Onderwyser (P)
6.	Vakant	Departementshoof
7.	Mnr. Thomas J.F.	Onderwyser (P)
8.	Mnr. Oosthuizen P.B.F.	
9.	Mnr. Jordaan D.J.	(Vul Departementshoof pos) (P)
10.	Mnr. Labuscher R.A.	(Vul Departementshoof pos) (P)
11.	Mnr. Botes P.J.	Onderwyser (P)
12.	Mev. v/d Merwe M.L.	Onderwyseres (T)
13.	Mnr. Lion-Cachet P.	Onderwyser (P)
14.	Mnr. Peel F.	Onderwyser (P)
15.	Mnr. Herbst W.H.	Onderwyser (P)
16.	Mnr. Hayward P.J.G.	Onderwyser (P)
17.	Mnr. v/d Westhuizen G.J.	Onderwyser (P)
18.	Mev. Vermaak F.N.	Onderwyser (P)
19.	Mev. Odendaal M.L.	Onderwyseres (T)
20.	Mev. Vermaak M.M.	Onderwyseres (T)
21.	Vakant	
22.	Vakant	Departementshoof

SITINTILE HOëR SKOOL

1.	Mnr. Kruger J.D.	Onderwyser (T)
2.	Mev. Lombard H.E.	Onderwyseres (T)
3.	Mev. van Staden S.	Onderwyseres (T)

4. Mev. Craven L.   Onderwyseres (T)
5. Mnr. Rowan D.R.   Onderwyser (T)
6. Mev. Lerm M.F.   Onderwyseres (T)
7. Vakant

BANTFWA-BETFU HOëR SKOOL

1. Mnr. Davel A.A.   Onderwyser (P)
2. Mev. Terblanche S.   Onderwyseres (P)
3. Mev. Kruger N.J.   Onderwysers (T)
4. Mnr. Oosthuizen W.E.   Departementshoof (P)
5. Mev. Van Graan E.E.   Onderwyseres (P)
6. Mej. Keally A.   Onderwyseres (P)
7. Mej. McGrath   Onderwyseres
8. Mnr. van Graan J.C.0   Onderwyser (P)
9. Vakant

MSHADZA HOëR SKOOL

1. Mnr. Klerck M.V.P.   Onderwyser (P)
2. Mej. Kuhn W.C.J.   Onderwyseres (P)
3. Mev. Lourens E.J.C.   Departementshoof (P)
4. Mev. Steenkamp M.M.   Onderwyseres (T)
5. Mev. Briers M.J.   Onderwyseres (T)

PANEEL VAN VAKSPESIALISTE

1. Mnr. Laas A.M.J.
2. Vakant
3. Vakant
4. Vakant

APPENDIX 5

TOTALS	STAFF
MGWENYA COLLEGE OF EDUCATION	35
MLUMATI TECHNICAL COLLEGE	22
THEMBEKA HIGH SCHOOL	15
SITINTILE HIGH SCHOOL	7
BANTFWA-BETFU HIGH SCHOOL	9
KHUTSALANI HIGH SCHOOL	4
MSHADZA HIGH SCHOOL	5
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TOEGEKENDE POSTE AAN SKOLE	101
PANEEL VAN VAKSPESIALISIE	4
TOTAAL	105

STANDARD 8 EXAMINATION RESULTS ACCORDING TO SCHOOL (KANGWANE)

CENTRE	YEAR	ENTERED	WROTE	PASS	%	FAIL
BANTFWABETHU	1980	76	73	58	76,3	15
	1981	175	167	121	69,1	46
	1982	150	63	95	63,3	45
	1983	184	169	126	74,6	43
BHEKISWAYO	1980	-	-	-	-	-
	1981	-	-	-	-	-
	1982	71	68	59	83,0	9
	1983	218	206	133	64,6	73
EKULINDENI	1980	144	136	120	83,3	16
	1981	133	128	98	73,7	30
	1982	132	116	86	65,1	36
	1983	173	164	66	40,2	98
INKOMAZI	1980	124	118	48	37,8	70
	1981	161	150	83	51,5	67
	1982	136	125	101	74,3	24
	1983	140	114	52	45,6	62
KHUMBULA	1980	206	180	59	29,0	130
	1981	66	59	49	74,2	10
	1982	121	116	90	74,4	26
	1983	186	172	76	44,2	96
KHALIPHANI	1980	96	96	70	72,9	26
	1981	133	130	107	80,5	23
	1982	103	95	83	80,6	12
	1983	134	123	102	82,9	21
KUTSALANI	1980	222	219	165	74,3	54
	1981	192	192	167	86,5	25
	1982	190	185	144	75,8	41
	1983	132	127	101	79,5	26

CENTRE	YEAR	ENTERED	WROTE	PASS	%	FAIL
LIGUGU	1980	139	129	106	76,3	23
	1981	155	147	110	70,9	37
	1982	136	131	92	67,6	39
	1983	172	158	80	50,6	78
LIHAWU	1980	255	251	173	67,9	78
	1981	294	271	165	56,1	106
	1982	273	243	204	74,7	39
	1983	283	261	187	71,6	74
LUGEBHUTA	1980	-	-	-	-	-
	1981	-	-	-	-	-
	1982	60	60	49	81,7	11
	1983	78	77	32	41,6	45
MAYFLOWER	1980	33	30	26	78,8	4
	1981	71	60	42	59,2	18
	1982	112	102	71	63,4	31
	1983	131	117	93	79,5	24
MDZABU	1980	185	181	76	41,0	105
	1981	160	151	140	87,5	17
	1982	136	121	117	86,0	4
	1983	104	97	96	99,0	1
MJOKWANE	1980	198	184	106	53,6	78
	1981	210	200	132	62,8	68
	1982	213	212	87	40,8	125
	1983	306	291	207	71,1	84
MSHADZA	1980	258	239	184	71,3	55
	1981	335	319	281	83,9	38
	1982	344	312	285	82,9	27
	1983	244	226	126	60,2	90

CENTRE	YEAR	ENTERED	WROTE	PASS	%	FAIL
SHONGWE	1980	260	253	214	82,3	39
	1981	215	198	140	65,1	58
	1982	246	235	189	76,8	46
	1983	229	220	77	35,0	143
SITINTILE	1980	256	251	162	63,3	89
	1981	151	140	123	81,4	17
	1982	146	134	96	65,8	38
	1983	124	120	54	45,0	66
SITFOKOTILE	1980	-	-	-	-	-
	1981	-	-	-	-	-
	1982	112	105	93	83,0	12
	1983	144	139	86	61,9	53
THEMBEKA	1980	125	124	102	81,6	22
	1981	120	116	112	93,3	4
	1982	114	108	92	80,7	16
	1983	113	110	78	70,9	32

STANDARD 10 EXAMINATION RESULTS ACCORDING TO SCHOOLS

SCHOOL	YEAR	ENTERED	WROTE	PASS MATRIC	PASS SENIOR	FAIL	% PASS
EKULINDENI	1980	18	17	9	8	0	94,4%
	1981	119	112	13	48	51	51,2%
	1982	133	114	10	58	46	59,6%
	1983	188	181	5	61	115	36,5%
INKOMAZI	1980	167	160	17	73	70	53,9%
	1981	252	240	30	123	87	60,7%
	1982	150	141	29	78	34	75,9%
	1983	188	132	11	64	57	56,8%
KHUMBULA	1980	182	178	17	70	91	47,8%
	1981	95	92	11	43	38	56,8%
	1982	141	139	17	98	24	82,7%
	1983	175	172	7	43	122	29,1%
KHUTSALANI	1980	-	-	-	-	-	-
	1981	-	-	-	-	-	-
	1982	28	28	5	11	12	57,1%
	1983	68	66	15	43	8	87,9%
LIGUGU	1980	-	-	-	-	-	-
	1981	-	-	-	-	-	-
	1982	-	-	-	-	-	-
	1983	24	23	2	14	7	68,6%
MJOKWANE	1980	-	-	-	-	-	-
	1981	-	-	-	-	-	-
	1982	55	53	5	19	29	45,3%
	1983	132	130	11	42	77	40,8%
SHONGWE	1980	-	-	-	-	-	-
	1981	-	-	-	-	-	-
	1982	85	84	2	44	38	54,8%
	1983	141	139	0	34	105	24,5%
SIDLAMAFA	1980	144	138	19	62	57	56,3%
	1981	158	153	51	81	21	83,5%
	1982	145	142	19	81	42	78,2%
	1983	204	198	21	89	88	55,5%
SITINTILE	1980	86	86	14	38	34	60,4%
	1981	77	74	33	28	13	79,2%
	1982	97	97	25	47	25	74,2%
	1983	181	176	24	81	71	60,0%
THEMBEKA	1980	139	137	62	60	15	87,7%
	1981	126	121	54	53	14	84,9%
	1982	132	131	43	77	11	91,6%
	1983	165	162	44	85	33	80,0%

OFFICIALS INTERVIEWED IN CONNECTION WITH
THIS STUDY

1. Mr N.C. Soko
    Chief Education Planner
    KaNgwane

2. Mr J.S. Lekala
    Inspector of Schools
    Department of Education and Training
    Mamelodi Circuit

3. Mr E.N. Ginindza
    Inspector of Education
    KaNgwane

4. Mr P.B. Hlabangane
    Principal
    Khutsalani Senior Secondary School

5. Mr A.M. Nkosi
    Principal
    Lilanga Secondary School

6. Mr D.M. Buthelezi
    Principal
    Khumbula Senior Secondary School

7. Mr S.S. Maluleka
    Principal
    Mshadza Senior Secondary School

8. Mr M.S. Msibi
    Principal
    Mdzabu Senior Secondary School