

The effectiveness of the Superintendents Of Education Management (SEMs)

submitted by

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*The effectiveness of the
Superintendents of
Education Management
(SEMs)*

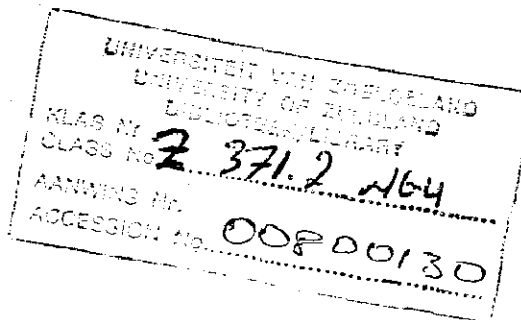
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2006

TO WHOM IT MAY CONCERN

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EDITING OF DOCTORAL THESIS

I hereby confirm that I have edited the doctoral thesis *The effectiveness of the Superintendents of Education Management (SEMs)* submitted by Mr M H Ngubane, to the best of my ability and declare it free of language errors.

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DEDICATION

This work is dedicated to:

JESSIE GWAYIKAZI (UmaSithole)

and

LUCAS SINGELA MZILA

my late grandparents;

NOMAFESI ESILINAH NGUBANE

my mother;

DELSEY SNONO NGUBANE

my wife;


and

my last born,

GAMELIHLE

DECLARATION

I hereby declare that *The Effectiveness of the Superintendents of Education Management (SEMs)* represents my own work and that all sources I have used and quoted have been indicated and acknowledged by means of complete references.



M.H. NGUBANE
DURBAN
January 2006

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LIST OF ACRONYMS AND ABBREVIATIONS

ACE	-	Advances Certificate in Education
B.Paed.	-	Baccalaureus Paidonominae
B.A. (Hons)	-	Honours Bachelor of Arts
B.A.	-	Bachelor of Arts
B.Ed.	-	Bachelor of Education
CES	-	Chief of Education Specialists
CMC	-	Circuit Management Centre
CSEM	-	Chief Superintendent of Education Management
DAS	-	Developmental Appraisal System
FDE	-	Further Diploma in Education
HDE	-	Higher Diploma in Education
HED	-	Higher Education Diploma
HoD	-	Head of Department
IQMS	-	Integrated Quality Management System
JSTC	-	Junior Secondary Teaching Certificate
M.A.	-	Master of Arts
MEC	-	Member of Executive Council
M.Ed.	-	Master of Education
MTFEF	-	Medium Term Financial Expenditure Framework
NAPTOSA	-	National Professional Teachers' Organisation of South Africa
NATU	-	National African Teachers' Union
PTC	-	Primary Teacher Certificate

LIST OF ACRONYMS AND ABBREVIATIONS (continued)

PTD	-	Primary Teacher Diploma
RCL	-	Representative Council of Learners
REQV	-	Relative Education Qualification Value
SACE	-	South African Council for Educators
SADTU	-	South African Democratic Teachers' Union
SEM	-	Superintendent of Education Management
SGB	-	School Governing Body
SMT	-	School Management Team
SPTD	-	Senior Primary Teacher Diploma
SSTC	-	Senior Secondary Teacher Certificate
SSTD	-	Senior Secondary Teacher Diploma
STD	-	Secondary Teacher Diploma
TLS	-	Teaching and Learning Services
WSE	-	Whole School Evaluation

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ABSTRACT

This study involves an investigation into the effectiveness of the Superintendents of Education Management (SEMs). In order to gain insight into the effectiveness of the SEMs relevant literature pertaining to effective leadership was reviewed. The literature review deals mainly with the following aspects:

- Effective leadership.
- Characteristics of effective SEMs.
- Tasks of effective SEMs.

Literature on the following aspects of effective leadership was also reviewed:

- The occupational world of the SEMs.
- Building and maintaining of relationships.

The descriptive method of research was used to collect data with regard to the effectiveness of the SEMs. The investigation was aided by an empirical research comprising a structured questionnaire completed by 153 principals in the Msinga Circuit Management Centre, Ukhahlamba Region of the KwaZulu-Natal Department of Education, in an effort to obtain the views of the principals on the effectiveness of the SEMs in their circuits. The respondents consisted of one hundred and nine (109) male principals and forty four (44) female principals. The age of the respondents ranges from thirty one (31) to over fifty (+50) years. Thirty two (32) out of 185 principals could not afford to complete the questionnaires citing different reasons.

The descriptive method of research was used to analyse the collected data. From the information gathered the following are the most important findings of the research regarding the effectiveness of the SEMs:

- SEMs trust the principals as their colleagues and have empathy for the task they perform.

- SEMs base their leadership on the values of the community.
- SEMs have good management skills and base their leadership on the needs of their subordinates.
- SEMs understand the importance of a healthy school climate for effective teaching and learning.
- Principals have a high opinion of sound tactics used by SEMs in matters involving cultural groups.
- SEMs are open-minded and work collaboratively with the principals by taking their opinion into account.
- SEMs play a vital role in encouraging the networking of schools in their circuits.

The study also revealed that:

- There is no effective cooperation between the SEMs and the teacher unions.
- Principals are not happy with the salary backlog for educators because it affects the performance of educators in the classrooms.
- SEMs do not communicate their circuit mission statements to all stakeholders.
- SEMs have done nothing to assist the educators who failed to meet the curriculum objectives, which has a negative impact on the schools' final results.

Based on the findings, the following recommendations were submitted:

- That the SEMs should encourage and monitor the implementation of Whole School Evaluation (WSE), the Developmental Appraisal System (DAS) and Integrated Quality Management Systems (IQMS). This will provide the SEMs

with relevant information concerning the performance of educators in schools. The analysis of information from the abovementioned systems will provide the department with the grey areas that need urgent attention.

- That the SEMs in consultation with all the stakeholders should formulate the circuit policy.
- That the schools should be divided into clusters in terms of proximity and cluster coordinators. This will help SEMs with timeous distribution of information to schools.

In conclusion a summary was presented based on the findings of the study. The following are some of the recommendations that have been made for further study:

- That the influence of the SEMs in the final school results, more especially Grade 12, be investigated.
- That the impact of the salary backlog on educators in their teaching and learning tasks in the schools be investigated.
- Why a lack of punctuality seems to be a way of life for some educators in high ranking positions.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

The transformation of the education system in South Africa emphasises the right of all to quality education. According to the Education Labour Relations Council (1999:1-3) the Minister is mandated to direct that standards of education provision, delivery and performance are monitored. Though control of education is a managerial function which must be carried into effect by every structure of education in its own sphere in order to determine the efficiency of its activities, it is the specific task of the inspectorate in the education system. An inspectorate consists of inspectors or superintendents of education management (SEMs) who evaluate all the activities (managerial, specialist and professional) of the institutions of education, and institute corrective measures concerning deficits and problems in order to improve the efficiency and effectiveness of education (Van Schalkwyk, 1990:100). The Education Labour Relations Council (1998:23) clearly states the duties and responsibilities of Superintendents of Education Management (SEMs).

1.2 ANALYSIS OF THE PROBLEM

The school superintendent's role reflects the transformation process perhaps more characteristically than that of other leadership positions. An important part of this role fulfilment ought to be the establishment of a leadership climate for the entire system, a climate within which the SEM will often be confronted with crisis situations abounding in conflict and confrontations (Scott, 1980:23). According to the KwaZulu-Natal Department of Education (1999:728) the SEM must provide an environment that creates and fosters commitment and confidence among colleagues and educators while promoting the values of fairness and equity in the workplace.

Numerous anxieties, tensions, frustrations, conflicts and confrontations affect the superintendent's capacity to lead (Scott, 1980:23). The SEM as an educational leader should acquire the conflict resolution strategies and effective team building and management skills that will result in effectively dealing with such influences.

The position of the SEM furthermore requires an intelligence that is quick and comprehensive. The information that flows through the superintendent's office is both voluminous and complex. Serious intellectual inadequacies spell disaster for the superintendents and chaos for schools. *Intelligence somehow determines the effectiveness of the superintendent.*

The Superintendent of Education Management (SEM) could be expected to be an educational leader for the entire community. The public and the superintendent's staff must be able to look to the superintendent for objectivity and consistency. The superintendent must place issues above personality conflicts and what is right above what is simply expedient. The effectiveness of the SEM should be based on his integrity. The absence of integrity would make it virtually impossible for a superintendent to earn the respect of the community in general and of his colleagues in particular.

The effective superintendent must be able to identify and assess a situation; that is, he must be able to "read" people. The superintendent must be able to discern quickly the meaning of proposals and actions of community groups, schools, principals and students. According to Kowalski (1999:282) interacting with people both within and outside of the school district has always been an essential part of the superintendency. In spite of the manner in which grievances are registered the superintendent must be able to hear what people are trying to say as well as what they are in fact saying (Scott, 1980:30).

According to Scott (1980:30) the superintendent must demonstrate commitment to equal opportunity in the midst of many conflicting demands, excessive requirements and undue hostilities. The superintendent must be able to convince the principals and community that he is thoroughly dedicated to

transforming his commitment into programmes and principles geared to delivering quality educational services. Among supporters and non-supporters the matter of the superintendent's dedication as an educator should never be in doubt.

Unless a superintendent is patient, each day becomes a chronicle of minor incidents that develop into major battles. In meetings, especially with aroused community representatives, the superintendent's patience often serves to calm less disciplined heads. The absence of patience tends to aggravate unpleasant situations. The SEM's comments should be so highly regarded that it will be well-remembered. Statements by superintendents that are motivated by petulance or anger are generally non-productive.

The superintendent must be systematic and manage time meticulously. Time is a source that, once wasted, remains lost (Scott, 1980:32). Time management is an essential tool for an effective superintendent.

An effective leadership profile requires acquisition of essential skills which include, among others, effective communication skills, change management skills, motivation, accountability, conflict management, team management, stress management, financial management and personnel development.

1.3 STATEMENT OF THE PROBLEM

The above profile of the SEM might to a greater or lesser degree be questioned on account of ineffectiveness and possible indications of improper functioning within the parameters of the demarcated field of professional activity of these managers in organised education. Such questioning will necessarily have a bearing on the organisational climate in schools, a phenomenon that will no doubt have its consequences in the community as extension of the educational institutions in its environment.

Contemporary news media more often than not focus attention on various issues that might be perceived by the general public as signs of improper functioning

and ineffectiveness of education. The blame is at times laid on senior management on macro level, i.e. the SEMs not being fully and effectively in managerial control of the institutions within their specific areas.

Should symptoms of such SEM ineffectiveness manifest or deemed to manifest itself, it would be in the interest of sound management to research the issue and endeavour to remedy it.

This investigation envisages to probe into the effectiveness of the task fulfilment of the SEM as an educational manager and to bring to the fore any managerial weaknesses that need to be addressed.

Questions such as, *inter alia*, the following:

- Does the SEM's managerial leadership in its different facets meet certain criteria that could reasonably be expected thereof?
- Does the professional task fulfilment of the SEM reflect the above, resulting in the necessary multi-faceted development of the schools in his area?

In essence this study would endeavour to establish how efficient SEMs are as educational leaders.

1.4 ELUCIDATION OF CONCEPTS

1.4.1 Gender

Where reference is made to one gender, the other one is implied.

1.4.2 SEM (also referred to as 'superintendent' in this study)

Superintendent of Education Management means the Superintendent of Education Management in the Circuit Management Centre who is responsible and managing schools in that circuit or ward.

A SEM is an experienced education management specialist and line functionary (KwaZulu-Natal Department of Education, 2001:8). According to the Education Labour Relations Council (1999:727-730) the SEM:

- is vested with line function authority in view of his position in the management hierarchy;
- makes inputs on behalf of schools with regard to the budget of the education department;
- monitors the implementation of circular, administrative and financial policies and directives at institutions under his supervision;
- monitors whether the objectives of institutions are met;
- interprets and communicates National and Provincial policy to all clients;
- essentially, the overall task of the SEM requires his personal involvement in coordinating all administrative, financial and subject specialist inputs to schools and to ensure optimal school functionality in collaboration with the parent.

1.4.3 **Effectiveness**

Effectiveness is an adjective derived from the noun 'effect' which means successful in producing result or effects (Kirkpatrick (ed.), 1983:23; Procter (ed.), 1995:443).

Effectiveness in this study refers to a successful display of leadership skills and a smooth running of the organisation (circuit), resulting in quality education in schools.

1.4.4 Leadership

Leadership is essentially the process of building a sense of vision, culture and interpersonal relationships (Harries, 2002:19). According to Bush and Middlewood (1997:23) leadership is basically about having the ability to influence others, individuals, groups and teams to take them in a desired direction. According to Williams (2002:17) the very essence of leadership is that one must have a vision.

A definition of leadership in a school context, but by no means the only one, is the ability either directly or indirectly, to lead people by setting an inspiring example with the express aim of analysing the vision and values of the headmaster (Williams, 2002:17). This is concurred by Donaldson (2001:5) that leadership satisfies a basic function for the group or organisation in that it mobilises members to think, believe and behave in a manner that satisfies emerging organisational needs, not simply their individual needs or wants.

Leadership is not a single operation, carried out in one particular way or in one particular style. In essence there are three levels of leadership (Williams, 2002:21):

- Strategic leadership which relates to the overall vision and direction of a department and strategic leadership which allows for the setting of clear goals.
- Operational leadership which is required for the interpretation of policies into workable procedures.
- Individual leadership by heads of department or subject leaders inspiring team members and sustaining morale.

The focus in this study will be on the three levels of leadership, that is, strategic, operational and individual and how these levels of leadership influence the leadership styles such as visionary, cultural, symbolic leadership, etc.

1.4.5 Communication

According to Kowalski (1999:282) communication is the process of imparting knowledge or information. The process includes a sender, a receiver, a sent message, a time dimension, a medium, and an outcome. The process can also be categorised according to status, form, actions and flow. To be an effective communicator simply means to have one's message understood by everybody (Williams, 2002:66).

Communication, however, is not just about words used in meetings and presentations. There is also written communication and the way in which one leads or manages by example (Williams, 2002:66). According to Hopkins and Moore (1993:44) communication exchanges consist of both a spoken and nonverbal message with the spoken component having a verbal, vocal and metaverbal component:

- the verbal component is the actual words spoken;
- the vocal component is the meaning attached to the words, depending on variables such as pitch, loudness, tone and rate; and
- the metaverbal component as the implied or intended message (Hopkins & Moore, 1993:44).

Effective communication means establishing effective communication chains both within the department and across the school. According to Williams (2002:69) there are four overriding questions facing anyone thinking of setting up a communication protocol, namely:

- What needs to be communicated?
- How should communications be made?
- With whom are we communicating?
- How should communication take place?

When considering these four questions, the direction of the communication must be borne in mind. Information in whatever form, does not simply leave one place and ends up in another without direction being imparted. There are three possible directions for the information to travel; upwards, downwards and laterally.

- In downward communication the messages are sent from the manager to the subordinates and generally serve to describe the institution's goals, philosophy and mission, its standpoint, its policies and procedures.
- In upward communication the messages come from the subordinates to the manager. Upward communication helps the manager to receive feedback on how well the messages have been received.
- Lateral communication takes place for example, when two heads of department at the same level in an institution communicate. This type of communication takes place through face-to-face discussion.

1.5 THE AIMS OF THE RESEARCH

The aims of this study are:

- To pursue a study of relevant literature pertaining to the effectiveness of the SEMs.
- To undertake an empirical investigation regarding the effective leadership of the SEMs.

- To formulate certain recommendations to SEMs and the Department of Education regarding the influence of leadership style in the effectiveness of the SEMs.

1.6 RESEARCH PROCEDURE (METHODOLOGY)

Research with regard to this study will be conducted as follows:

- An overview of the available literature in order to base this study on an accountable theoretical base.
- An empirical survey of a structured questionnaire to be completed by ±150 principals in the Msinga Circuit Management Centre.

1.7 FURTHER COURSE OF THIS STUDY

Chapter two will address the nature of leadership as core component of the effectiveness of the SEMs.

Chapter three will focus on the research design and methodology.

Chapter four will deal with the analysis of data.

Chapter five will provide a summary and a number of recommendations in respect of this study.

1.8 SUMMARY

An explanation of the problem, statement of the problem and aims of the study were presented in this chapter. The research procedure and certain relevant concepts were also explained. The next chapter will focus on the literature study.

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CHAPTER 2

LITERATURE STUDY

2.1 INTRODUCTION

The following aspects of the SEM's role as leader within the education system will be reviewed in terms of literature study done:

- The nature of effective leadership.
- Building and managing relationships (including the life-world with special reference to the occupational world) of the SEM.

2.2 THE NATURE OF EFFECTIVE LEADERSHIP

The leadership style adopted by the leader determines the success or failure of the organisation. Certain factors have a major impact on the choice of a leadership style. As a leader one may use different styles in different situations. One style may be the most appropriate in one situation while another may be the best in another situation. Whatever position one is called upon to lead, one thing is certain, there must be people to be led, and this involves a two way communication system. Hence, leadership is an interactive process between the leader and the members of the group. The type of interaction between them is responsible for the success or failure of the organisation. Thus effective leadership forms the essential component of the successful SEM.

According to Kowalski (1999:72) the concept of organisational leadership has evolved over time in the form of distinct movements. Each movement in organisational studies had its impact on the views of the superintendents. Over the years people have realised that the difference between success and failure in aspects of human relations can be attributed to leadership. Many attempts have been made to define and describe leadership but all seem to differ in one or

more respects from the other. Bennis (1989:18) sums up by stating that leadership is like beauty, it is hard to define, but you know it, when you see it.

Effective leaders have agendas that are totally results oriented. They adopt challenging new visions of what is both possible and desirable, communicate their visions, and persuade others to become so committed to these new directions that they are eager to lend their resources and energies to make them happen (Sergiovanni, 1996:82). The inescapable conclusion according to Kowalski (1999:73) is that while there are aspects of leadership in superintendency that are common in all types of organisations, there are also aspects of leadership in the superintendency that are truly unique.

From the given definitions the common element is that leadership is concerned with the implementation of those decisions and policies which assist in directing the activities of an organisation towards its specific goals. Kowalski (1999:74) is of the opinion that the leadership function assumed by superintendents is distinctively different from the more commonly understood managerial and political roles of the position. Collectively, these roles encompass a number of different functions such as organising, facilitating, planning, and allocating. While all superintendents probably spend some time in each role and with each function, differences in actual work behaviours are likely to be in emphasis rather than in kind.

The SEMs as educational leaders should display leadership skills, as set out below.

2.2.1 Leadership as an aspect of a productive circuit

Leadership, according to Fullan (1991:157), relates to mission, direction and inspiration. According to Sterling and Davidoff (2000:108) leadership is an act; 'a performing art', and is the instrument itself.

Reaves and Griffith (1992:22) confirm that conventional views of leadership are reflected in a number of skills lists developed by various professional organisations and believe that the skills for successful leaders include:

- designing, implementing, and evaluating the school climate;
- building support for a school;
- developing a school curriculum;
- instructional management;
- staff evaluation;
- staff development; and
- educational research, evaluation and planning.

Becoming an effective leader requires an active role, because leadership is something that is taken, rather than given (Sterling & Davidoff, 2000:41).

(1) Leadership types

As leaders the SEMs will find themselves in many different leadership positions, therefore, it is important to develop leadership skills, so that they can respond appropriately in any given circumstances. The focus in this study will therefore be on various types of leadership that can be applied by the SEMs.

(a) Visionary leadership

This type of leadership includes understanding change and the change process, and analysing, conceptualising and improving the state of the organisation's relating operational elements.

According to Wendel, Hoke and Joekel (1996:61) visionary leaders are often identified as being innovators or risk takers, individuals driven by a desire to create new directions and new actions rather than to perpetuate the *status quo*. Their leadership style focuses upon maintenance and smooth operation to visualise and achieve long range purposes. Wendel, Hoke and Joekel (1996:61-

62) identify five prominent attributes that present conceptualisation of visionary leadership for leaders:

- Visionary leaders have strong personal convictions to which they are enthusiastically committed.
- Visionary leaders work vigorously towards realising goals in the school that are consistent with their personal convictions.
- Visionary leaders treat the school organisations as a culture with traits and processes that are to be skilfully employed in efforts to effect change.
- Visionary leaders gain reputations as innovators because they assertively initiate new actions and new directions for their schools.
- Visionary leaders have a personal image of their schools in the future. The imagined school of the future is better in some ways than the school of the present.

(b) Leadership culture

Included in leadership culture are skills of varying leadership applied in different situations. These skills are recognising the organisational culture and the norms that the culture promotes, shaping norms that support reflective and collegial practices, and extinguishing norms that subvert organisational vision.

Grobler (1992:2) states that invitational management is a theory which is grounded in practice and is based on the assumption that all people are valuable and without their participation, management cannot be successful. According to Kaye (1995:47) some managers recognise the employees' interest through casual conversations and they provide feedback that can help develop workers professionally. A leadership culture is related to the self-evaluation of a leader's skills and feedback received from the school community. The self-evaluation

process will include aspects of leadership skills by reflecting on feedback, which should be encouraged, managed and rewarded in the organisation community.

Feedback from educators with regard to institution policy influences the institution climate, and their opinions on decision-making are of vital importance in order to develop a sense of ownership among educators in an institution and community. According to Hughes, Ginnett and Curpy (1993:47) leaders can enhance the learning value of their experiences by creating opportunities to receive feedback from those working with them. The key to constructive dialogue is therefore not just expressing a policy as being perceived as approachable and sincere in the offer.

The foregoing discussing emphasises that it is important to provide a professionally inviting culture because educators are likely to thrive and be productive in such a culture. The trust which is established between the educational leader and his colleagues is conducive to developing and nurturing the right culture. Educational leaders should always attempt to create a professionally inviting culture where interpersonal relationships are characterised by mutual trust.

(c) Symbolic leadership

This would include promoting public relations, knowing how to 'walk your talk'. Conveying importance through attention, visibility, passion and understanding motivation.

Symbolic leadership has to do with personal mastery which includes, *inter alia*, leadership based on rules and regulations which have been collaboratively decided, good self-management skills, knowledge of the relevant educational laws and a sense of passion towards achieving goals based on norms and values of the organisation. These goals should be pursued with courage and commitment by an educational leader who maintains a visible presence.

According to Evans (1996:81) the displaying of good self-management skills by a leader is an important aspect of symbolic leadership and one way of doing this is by using the encouragement model. This model is designed to train leaders in human relations skills to lead more democratically.

Senge (1990:14) believes that personal mastery is the discipline of personal growth and learning which can be reinforced in educational leaders by:

- cultivating a special level of proficiency in whatever one does;
- displaying good human relations in order to lead cooperatively;
- demonstrating a sense of passion towards achieving the goals of the institution;
- acquiring good self-management skills; and
- demonstrate a solid grounding in the principle of educational management, especially that of financial management and applicable educational laws.

(d) Instructional leadership

The aspects of this type of leadership would be understanding curriculum alignment and integration, understanding the relationships among the factors that promote learner learning, using research data to improve practice, applying technology and using evaluation of data to improve performance Kowalski (1999:285). In many respects instructional leadership is the construct that binds all leadership activities of a superintendent. It spans visioning, planning, selection of an administrative staff, professionalism, community building, staff development and programme evaluation. Unless a superintendent is involved in determining what should be done to improve student learning, to make student learning more relevant, and to make the educational system more accountable to the general community, he is not functioning as an educational leader.

(e) Reflective leadership

This is leadership that is based on an ethical foundation. This includes giving and receiving specific performance feedback, as well as considering past and current actions in the light of new information and with a view toward improved practice.

Leadership based on a sound ethical foundation will include aspects of dignity and respect, high levels of commitment and tenacity, leading and serving by example and practising what is preached. Jones and Pollitt (1996:32) view integrity as an intrinsically good quality present in leaders. Leaders with a strong ethical foundation are expected to treat their subordinates with trust and dignity, and respect. For Ramsey (1999:187) leadership without a moral value or base is just personal aggrandisement in action. Ethical leadership sets a tone where values are contagious. It sends a powerful message about what is important, how people are to be treated, and how the institution operates on a daily basis. It also requires that decisions be based on moral, as well as bottom-line values. *Ethical integrity and moral courage remains the trademarks of effective leaders.*

According to Cowell (1995:37) the ability and willingness to identify with other people and their feelings, wants and interests as equal to one's own, is regarded as a basis for moral education that regard others as equals. Establishing a reputation for high ethical standards is one way a leader can build a better institution. It helps to attract the best people, and helps to withstand crises.

Moral authority which is interrelated with personal commitment is a vital aspect of an ethical foundation. Sergiovanni (1990:27) states that moral authority and not bureaucratic authority adds extraordinary commitment and performance among educators and learners.

The following aspects seem to serve as a combination of the important aspects of an ethical foundation, namely (Peters & March, 1999:14):

- Superintendents as educational leaders should show dignity and respect towards principals, demonstrate high levels of commitment and tenacity and lead the way by caring.
- Integrity should serve as a foundation in the superintendent's daily transactions.
- SEMs as educational leaders should attempt to use moral authority as it leads to extraordinary commitment and performance among educators and learners.

(f) Collaboration and open-handedness

The sub-skills of this category include skills in using group processes, networking, team building, facilitating, modelling, trust building, and using collaborative processes.

Collaboration and open-handedness is another factor that constitutes effective strategic leadership. Collaboration is needed to develop the commitment and skills of employees, solve problems, and respond to environmental pressures. According to Kouzes and Posner (1987:135) and Peters and March (1999:13) fostering collaboration is not an idea but is the key that leaders use to unlock the energies and talents available in their organisations.

This type of leadership will include qualities linked to flexibility, needs and concerns of others, empathy, inter-personal skills and commitment to people and things outside oneself. One of the key questions in leadership is the preparedness of followers to follow. A competent leader should realise that it is impossible to lead if people are not prepared to follow. In order to make people follow, they should be encouraged. Evans (1996:81) shows that in research for encouragement and training of leaders, who change their leadership style by allowing greater involvement by their followers, are more successful.

With regard to the question of inter-personal skills, Bjork and Ginsburg (1995:16) in examining collaborative educator programmes, conclude that direct instruction and autocratic approaches are least conducive to adult learning and suggest that there is considerable room for improvement through flexibility, adaptation and sound inter-personal skills. Kaye (1995:46) reveals that far too often employees find managers inaccessible and managers have a way of discouraging social interaction. Thus managers should improve their inter-personal skills and democratic empathy towards subordinates.

Collaboration, open-handedness and counselling by leaders will create a better relationship between followers and leaders and it will also increase efficiency and morale. Greenfield (1995:69) in his research on the centrality of leadership, discusses social and interpersonal dimensions and finds that administrators who work through other people to accomplish their goals, coordinate and monitor their efforts by using social and interpersonal skills and thus collaborate with their followers in an effective way. Collaboration indicates that a leader can be flexible and adaptable when necessary.

The leader should show commitment to staff by becoming a team worker that is, working together with educators towards professional growth. Truly collaborative cultures encourage the exchange of ideas and endorse mutual problem solving, thereby providing rich opportunities for the exercise of teacher leadership and suitable motivation for potential teacher leaders to develop their capabilities (Leithwood, Jantzi & Steinbach, 1999:132).

Collaboration is an essential element for educational leaders. Leithwood, Jantzi & Steinbach (1999:132) suggest the following useful strategies for collaboration:

- The leader must create staff development opportunities that acknowledge what can be learnt from one's immediate colleagues by engaging members of the staff in the design and conduct of some aspects of staff development.

- Use the many direct formal and informal communication opportunities available to reinforce key cultural norms, values and expectation.
- Use symbols and rituals to support collaborative cultural values, for example by recognising at the staff meeting the collaborative work of groups and positive outcomes of work by providing feedback to individuals, thereby increasing their sense of professional efficacy, and along with it, their inclination to share their work with others.

(g) Empowerment and enablement

This includes the skills of recognising windows of opportunity and capitalising on leverage to improve learning. Developing discernment, or the power of “quick, true insight”, will help one to decide which kind of leadership response is needed (Sterling & Davidoff, 2000:41).

No leader can succeed in guiding educators towards long-term goals if the day-to-day management is not there to give structure and support. Creating leadership density means empowerment and enablement of followers.

The empowerment of the followers is an essential component of effective leadership. At the core of any staff development is the notion of empowerment and enablement of individuals and of groups. Wright (1996:27) defines empowerment as a two-way process, that is, managers have to be prepared to let go of power and workers must be prepared to accept responsibilities. Bowan and Lawler (1995:73) in their research on empowering employees, indicate that the guiding philosophy of empowerment should be non-bureaucratic and participation-oriented. According to Greenhalgh (1995:155) empowerment means that lower-level employees have a voice in decision-making. Any empowerment is an improvement from a worker’s perspective.

The empowerment of followers will include the question of what the educators’ value with regard to resourcefulness at their institution. Effectible leaders will strive to increase the decision-making capability of followers and also attempt to

remove bureaucratic obstacles from the environment in order to facilitate learning.

Empowerment as viewed by Kotter (1990:107) involves motivating the employees by supporting their efforts, through coaching, feedback and role modelling. Effective and efficient leaders will strive to lead by minimising tight control, because excessive tight control or no control at times stimulates professional growth.

A person's own empowerment usually establishes his limits on empowering others, particularly employees. In other words, if a leader does not feel influential over work decisions and procedures that affect his own job, that person is unlikely to give away power he does have to others. The SEMs should establish circumstances that will lead to the person's responsibility to empower himself. The idea of control is linked to the notion of accountability. When empowerment occurs the manager retains accountability and therefore the nature of control changes from direct to shared control. Enablement means equipping the staff with the required knowledge and skills and thereby developing their own unique abilities and creativity. When properly applied empowerment and enablement will inevitably lead to increased effectiveness. It certainly requires the greater participation of the staff (Wright, 1996:31).

Empowerment is not a re-allocation of power that is, taking it away from someone and giving it to someone else. Rather it is a process which allows an institution to reach its potential more fully through the sharing and exercise of power by all the people. Empowerment is not meant to exploit others. It does not mean that management gets other people to do its work. Empowerment should be aimed at giving individuals the chance to grow professionally and personally within an institution. An empowered organisation or school recognises the difference between giving people the opportunity to contribute, and burning them out by overworking them (Covey, 1992:257).

The success of the empowerment process calls for a partnership in achieving goals. Perhaps the ultimate goal is to get all the people in an institution work as

a team towards the same goal. The empowerment process encourages people to manage their own jobs. It is a cooperative process which tries to identify the knowledge, skills, attitudes and tasks that are needed to achieve the results that are wanted. Empowerment encourages people to ask challenging questions, and it is practical and results oriented. It encourages people to focus on what can be done, rather than on what has always been done. Empowerment is therefore one of the critical elements of effective leadership (Greenhalgh, 1995:156).

(2) Factors that determine effective leadership

According to Ubben and Hughes (1997:4), the interaction of three factors will determine leader effectiveness:

(a) Leadership member relation

This refers to the leader's feelings being accepted by subordinates. A leader's authority depends partly on the acceptance of the group to be led. A person who is respected by and inspires loyalty in the work group needs few of the vestments of rank to get the group to perform the task at hand in a willing and competent manner.

(b) Task structures

This is the degree to which the subordinates' tasks are routine and precisely defined as opposed to being relatively unstructured and loosely defined.

(c) Power position

This refers to the power inherent in the leadership position and includes the means available to the leader from those at higher administrative levels and authority. This is the extent to which the leader possesses reward, coercive, and legitimate power.

Power is the ability to control one's own need satisfaction and often the need satisfaction of the others. Whereas high power persons are able to facilitate or prevent the need satisfaction of those low in power, low in power persons are dependent upon highs for their need satisfaction. It is therefore important for the SEMs to abstain from using their powers to advantage themselves.

A study on characteristics of effective principals, the Florida Council of Education Management cited by Snyder and Drummond (Atkinsons, Wyatt & Senkhane, 1993:7), identifies nineteen school manager 'competencies'. The council found that some of the competencies were basic to the performance of the management tasks while others were possessed only by high performing managers. The following are some of the basic competencies cited by the Council (Atkinson, Wyatt & Senkhane, 1993:7):

- commitment to school mission;
- concern for image;
- tactical adaptability;
- development orientation;
- delegation; and
- written communication.

These competencies obviously ought to be reflected in the task fulfilment of the SEM. The mission of the schools in a particular circuit must be subscribed to and supported by the responsible SEM of the circuit. The image of the educational institution under his care, as reflected in moral standards, discipline, etc. would of necessity be of concern to the responsible SEM.

Tactlessness and a lack of diplomacy and adaptability ought not to be part of the professional apparel of the SEM.

The effective SEM will keep up with the professional development of the times and will not hinder such development.

The SEM would furthermore use his power of delegation circumspectly and judiciously to the maximum benefit of the schools in his area. Such delegation will serve the valuable purpose of staff development in the sense of being selectively entrusted with certain functions.

2.2.2 Characteristics of effective SEMs as leaders

(1) An interactive, dynamic grounding

The characteristics featuring as interactive dynamics typifying effectiveness as regards the SEM's leadership are the following:

(a) Authority

Questions about the need and justification for authority can rise in different ways. According to Kirkpatrick (ed.) (1983:82) and Procter (ed.) (1995:21), authority refers to power derived from office or character or prestige. This is the description that the researcher uses in this discussion, as set out in the following subheadings, namely, power, influence and delegation.

(b) Power

The notion of controlling or acting on resistant material is implicit in the idea of power as skill or capacity. Some writers (Wrong, 1979:1; Tew (2002:153) equate power in this general sense with mastery, or with the ability to produce observed modifications in the external world.

➤ **Intentionality of power:** Power according to Wrong (1979:4) and Scott (ed.) (1994:6) is identical with intended and effective influence. It is one of two subcategories of influence, while the other, empirically larger subcategories consist of acts of unintended influence.

Intentionality is often understood to include all outcomes that are anticipated or foreseen by the leaders. However, there is a difference between acting to

achieve a certain outcome and recognising that other effects will unavoidably result from the action which is incidental to the outcome sought by the leader. These anticipated but unintended by-products of action may from the leader's standpoint be regarded as inconsequential or undesirable in themselves but a price worth paying to attain the end for which the action was undertaken, or as secondary gains insufficiently attractive to justify *undertaking the action*.

- **Effectiveness of power:** When attempts to exercise power over others are unsuccessful, when the intended effect of the aspiring power-wielder are not in fact produced, one is confronted with an absence or failure of power. When an attempted exercise of power fails, although similar attempts may have been successful in the past, one witnesses the breakdown of power relations. According to Wrong (1979:7) and Scott (ed.) (1994:6) the effectiveness of power would seem to be so obvious a criterion for its presence as to preclude any need for discussion.

- **Nature of the effects produced by power:** Wrong (1979:13-14) and Tew (2002:154-155) describes the nature of effects produced by power as follows: If A produces no change in B's actual behaviour but only a change in his feelings, attitudes, or beliefs, are we justified in imputing power to A? The answer is implicit in the definition of power as the capacity of some person or persons to produce intended effects on the other persons. If A's intention is to affect or alter B's attitudes rather than his behaviour and he succeeds in doing so in the desired direction, then he clearly has power over B to this extent in the relevant scope to which the attitude refers. If, however, his intention is to produce a particular act by B and he fails to do so, his attempt to exercise power eliciting only an inner disposition on the part of B to comply that is not acted on, or a feeling of guilt, then he has not exercised power over B but rather unintended influence.

(c) Influence

To be effective, a leader must be able to exert influence over the group. This means that an all powerful individual makes good leaders but it also means that a leader lacking control or lacking influence over a group will not produce results.

Dean (1992:14-15) lists the kinds of influence that can be used by the SEM or advisor, namely:

- **Force influence:** The influence that arises from power to make things difficult if the other person does not do as the advisor wishes. This will be more evident in the new situation in which monitoring and inspection are playing a larger part. It is less a form of influence for advisory teachers who are more often seen by teachers as colleagues rather than representatives of the education department. It is a comparatively easy way to influence but not a very satisfactory one for the work inspectors, and advisors do, which requires understanding and commitment on the part of educators. Inspectors and advisors need to win hearts and minds if they are to be effective.
- **Knowledge influence:** Influence arising from the point that the inspector or advisor is expert and has valuable skills and knowledge. Most inspectors and advisors use this particular kind of influence a great deal. The difficulty comes in situations where the inspector or the advisor is not an expert, for example, where a person with a secondary background is responsible for advising a primary school. In this school this inspector or advisor needs to become an expert and to seek out common principles and practices so that he has something to offer teachers as well as skills in observation.
- **Reward influence:** Influence arising from the ability of the inspector or advisor to reward the other person for doing what he wishes. SEMs and advisors also had considerable influence on promotion in the past and also in South Africa have some influence today, which will have an effect on the way teachers regard their advice. People are rewarded by approval,

encouragement and praise and this can be an important part of the influence of an inspector or advisor.

- **Positional authority influence:** An inspector or advisor may have influence from the position he holds. This will be particularly true for the chief advisor or senior members of the advisory team. Advisory teachers will have positional influence. It is useful as an incentive, but there is a need to go further if understanding is to be developed and commitment won.

(d) Delegation

Delegation is a process by which a leader or manager entrusts a specified portion of responsibilities to a number of staff, giving the necessary authority and resources in carrying out the responsibility (De Wee, 1994:2).

The causes for the breakdown of effective delegation may be the following (De Wee, 1994:11):

- Ineffective listening skills on the part of both parties.
- Poor definition of the delegated task and the expected outcomes.
- Lack of commitment by one or both parties.
- Lack of trust by one or both parties.

Effective delegation is dependent on good communication skills, especially good listening skills and wise decision-making. In essence effective delegation, together with communication and decision-making form the very core of essential tools required by the SEMs in order to be successful.

(e) Responsibility

Responsibility is the dynamic, interactive, truly human stand or alignment with another person or persons, where by bipolar association interaction is established and mutual influence is realised (Van den Aardweg & Van den Aardweg, 1988:193).

(2) Visioning and planning

Leaders cannot purposefully direct individuals, groups and resources toward specific outcomes unless the desired outcomes have been identified. Superintendents of education management as leaders need to have a vision for the organisations they head. According to Kowalski (1999:210) central to the superintendent's role of providing leadership within the school districts, are responsibilities associated with renewing schools to ensure that they are responsible to the emerging needs of society and to individual students. These duties include functions such as visioning, planning, employing outstanding team leaders, instructional leadership and building positive relationships with administrators.

Vision is an integral component of leadership. A vision is a picture of the future one wants to create. A vision is like one's destination or one's end-point. It shows where one wants to go and what one would like to be when one gets there (KwaZulu-Natal Department of Education, 1997:45). Kowalski (1999:211) describes vision as simply the mental image of where the organisation has been and where it should be in future. A good vision statement according to Wright (1996:26) and the KwaZulu-Natal Department of Education (1997:47) should:

- provide a realistic, believable and attractive picture of the organisation in the future;
- shared by all stakeholders;
- provide meaning to the work of people in the organisation and the community;
- provide an opportunity for the organisation to adapt to changing circumstances;

- lead to action; and
- be achievable in time.

Vision and professional knowledge are essential tools for superintendents in handling the inevitable tensions produced by the competing demands of managing, leading, coordinating and facilitating. A superintendent's responsibility is to build an atmosphere in which stakeholders feel comfortable sharing their values, beliefs, dreams, concerns and real needs. Kowalski (1999:223) and the KwaZulu-Natal Department of Education (1997:879) state the following examples of responsibilities assumed by the superintendent in visioning and planning process:

- Creating a proper culture, that is, assessing the current climates and cultures and altering conditions so that stakeholders feel comfortable sharing philosophy and concerns.
- Analysing the external and internal environment.
- Establishing a context for visioning and planning, that is, explaining to the school community the meaning of visioning, details the importance of visioning with regard to planning and school improvements, setting parameters for completing the task, and establishing small discussion groups allowing for broad participation.
- Identifying the needs of clients (educators, learners and others).
- Building a sense of shared responsibility that is establishing visioning and planning as professional and community responsibilities, respecting everyone's dreams and views, setting expectations for involvement.
- Encouraging others, that is, keeping individuals on task, providing motivation, and helping others to engage in intuitive and critical thinking.

The SEM, like all educational leaders need a clear view of the future which they wish to create in order to shape the culture of teaching and learning in schools. A vision of excellence gives direction to the institution and can be enhanced by (Kowalski, 1999:224):

- Setting standards of excellence for educators and learners to follow;
- Creating a climate noted for a concern for civility, order and structure;
- *Creating cultural linkages within the institution as organisation as this assists with the achievement of goals and the coordination of activities; and*
- Involving and empowering key persons in the management of the institution.

(3) Purposeful planning

The purpose of leadership is to direct individuals and groups toward attaining intended goals. When new goals emerge change within the organisation is likely to be required. Planning is essentially a mechanism for helping a school district move from its current state; it is a tool for integrating vision, mission, and evolving conditions, and new or altered needs.

Superintendents found that relying on trial and error or serendipity became increasingly problematic as pressures for greater efficiency and productivity intensified (Kowalski, 1999:214).

(4) Qualitative leadership

Leadership is an interactive process between the leader and the members of the group. The type of interaction between leader and the members of the group is responsible for the success or failure of the organisation. The SEMs as leaders are responsible for the success of their circuits.

The following personal qualities of leadership are identified by Blandford (1997:22-23):

- Modelling professionalism, e.g. behaving with integrity, displaying consistency, being open and honest with colleagues, displaying firmness but fairness in their dealings with staff;
- being personable, approachable and accessible;
- having a positive outlook and striving to act in a constructive manner, rather than being negative and overtly critical;
- manifesting confidence and calmness; and
- not standing on ceremony or taking advantage of their position, but being prepared to help out or take their turn if necessary.

Blandford (1997:24) further describes the following managerial qualities of leadership:

- formulating a vision for the future development based on personal philosophy, beliefs and values;
- displaying a consultative style of management, with the aim of building consensus and at the same time empowering others; typically, determining overall direction and strategy, following wide consultation, and then handing over to staff to implement what has been agreed; effectively delegating responsibilities to other people, though following through and requiring accountability;
- behaving forcefully yet not dictatorially; having the ability to drive things along, yet at the same time displaying sensitivity to staff feelings, circumstances and well-being, maintaining a good balance of pressure and support;

- paying attention to securing the support and commitment of colleagues and enjoying their trust, actively shaping the ethos and culture and fashioning a sense of community; and
- being seen to act on information and views deriving from staff, so that consultation was seen to be a meaningful exercise.

(5) Efficiency as a characteristic of leadership

Leadership can happen at a number of different levels throughout an organisation and is a process in which people to varying degrees make 'especially silent contributions in leading' (Bush & Middlewood, 1997:23). Leadership is not about skills, rules or procedures but about the person and the quality of their relationships with others.

Riches and Morgan (1994:96) note several points that differentiate effective leadership from ineffective leadership:

- A feature of effective leadership is visibility. Leaders need to be seen. Ineffective leaders generally hide or remain unobserved.
- Leaders, to be effective, need to be able to communicate thoughts and feelings and describe behaviours to others. Ineffective leaders usually have poor communications skills.
- Leaders need to accept others, not to reject them.
- One feature of acceptance displayed by effective leaders is openness and genuineness.

The opposite is true with ineffective leaders who tend to be secretive and not genuine:

- Ineffective leaders rarely declare their intentions.
- Ineffective leaders do not face problems but seek to avoid them. Effective leaders face problems, share them and seek to learn from them.
- Ineffective leaders resolve to difficulties in a punitive fashion, effective leaders seek appropriate responses to particular circumstances.

For an effective leadership according to the KwaZulu-Natal Department of Education (1999:879) the SEM should be able to:

- Provide an environment that creates and fosters commitment and confidence among colleagues and educators, while promoting the values of fairness and equity in the workplace.
- Assist educators to identify, assess and meet the needs of learners (provide professional leadership).
- Implement systems and structures and present innovative ideas that are consistent with policy frameworks and plans.
- Creates and maintain sound human relations among colleagues and enhance the spirit of cooperation at all levels.

Kowalski (1999:224) states that effective superintendents acts as a primary facilitator who keeps people focused on the vision and intervenes when the process appears to be losing coherence. Effective leadership promotes effective motivation which is the most important component of effective leadership.

(6) Motivation

The term motivation derives from the Latin verb *movere* which means 'to set in motion'. Motivation is the spark which ignites and influences the course of human action. Motivation is the preparedness to expend energy to achieve a

certain goal (Van der Westhuizen (ed.), 1991:194). According to Blandford (1997:29) human motivation is central to the management of staff and managers should have the knowledge and understanding of how to provide their staff with meaningful work. Nathan (2000:9) states that motivation is made up of a number of factors of which the most important are the perceived value of the outcome by the individual and the correlation between the outcome and the effort necessary to achieve it. Motivation is about action and is the product of determination, ability and performance.

Not all the members of an organisation are motivated by the same mix of goals, and motivation may change over time. Motivation is a key operative function in managing the staff and effective quality leadership is of pivotal importance within it (Bush & Middlewood, 1997:24). According to Hughes and Hooper (2000:89) morale has to do with how people feel about what is happening to them, their willingness to endure the necessary hardships that sometimes occur in their organisation, and how they feel valued by the organisation. Satisfaction has to do with how fulfilling their work is even in the face of hardship and challenges. For Nathan (2000:94) no single motivating factor has been found to have a domineering effect, and there are a number of factors that influence how people behave at work. As managers, SEMs need to understand that there is a whole range of factors that affect motivation and they need to be able to respond appropriately to people's individual needs.

For successful motivation, Van der Westhuizen (ed.) (1991:203) states that the educational leader should not only have some knowledge of the staff, but should also bear certain factors in mind which can enhance or weaken the effect of motivation. Motivation revolves to a great extent around the idea of an action, and actions of people carry the stamp of purposefulness, direction and perseverance.

Bush and Middlewood (1997:25) draw some conclusions about general actions arising from motivation theories to educational leaders:

- To improve performance and work attitudes those responsible must manage motivational processes and accept responsibility for improving attitudes.
- 'Physician heal thyself'; to improve motivational performance leaders need to go through a process of self-examination of their own strengths and limitations, desires and expectations and self-perceptions.
- There is a need to recognise that people are motivated in different ways. Each has his own abilities, traits and preferences in motivation. This is positive action because it makes allowance for the utilisation of a diversity of talents.
- People respond to challenges, tasks should therefore not always be easy and should have diversity to meet personal satisfactions.
- To increase motivational levels – and consequently performance. It is important to involve staff as fully as they wish and cooperatively in the processes aimed at organisational effectiveness.

Educational leaders should also be aware of the implications. According to Van der Westhuizen (ed.) (1991:230) motivation has the following implications for the educational leaders:

- It ensures participation. Staff is involved in decision-making and in matters which affect them.
- It gives recognition to staff. If a person (staff member) receives the necessary recognition and work satisfaction he is inclined to work harder.
- Delegating should be linked to giving authority. An educational leader should be prepared to delegate authority to capable people.
- Motivation bears in mind that each person is unique with attendant physical and spiritual needs. Therefore knowledge of human nature is important.

- It ensures adequate channels of communication. If staff is informed about the objectives and the results achieved, they are inclined to cooperate more and feel that they are part (member) of the staff (group).

From the understanding of the implications of motivation the educational leader should devise some motivational strategies. Van der Westhuizen (ed.) (1991:389) identifies techniques which an educational leader may use to promote a favourable attitude towards the institution:

- Setting up a motivational programme with specific objectives.
- Preparing task descriptions relating to the nature and responsibilities of staff involved in motivational actions.
- Preparing a plan of action to bring about the objectives.
- Periodic evaluation of the motivational programme.
- Adaptation of techniques and objectives to differing circumstances.

For motivation Hughes and Hooper (2000:02) suggest that the superintendent of the school district should at the beginning of the year conduct a convocation of all the employees. The purpose of this meeting should be formally to deliver encouragement, recognition of overall accomplishment of the district, and clarification of the direction and purpose for the district. Students, educators of the year, school board members, and the superintendents should all be performing participants in this event. Feedback at the end should be gathered and modifications made for the next year. Thus a convocation should be high-energy motivational and inspirational in nature.

Effective motivational strategies play a vital role in the effectiveness of educational leaders. Motivated members of staff make the institution more effective because they (Hughes & Hooper, 2000:93):

- always look for better ways of doing their jobs;
- are usually concerned about quality; and
- are more productive than apathetic, demotivated members of staff.

Effective leaders utilise motivation strategies to efficiency and effectiveness in their institutions. Educational leaders who are aware of the reasons why members behave in particular ways have the advantage when facing challenges. Recognising the importance of and promoting staff motivation can therefore greatly contribute to the effectiveness of an education system.

(7) Accountability

Bennett, Glatter and Levacic (1994:101) define accountability as a way to improve quality. "Accountability" means that one is prepared to and capable of consistently accepting responsibility for his actions. He is capable of assessing his situations objectively and of making rational decisions concerning conditions, causes, consequences, etc. Accountability rests upon understanding rather than decisions (Elliott, Bridges, Ebbut, Gibson & Nias, 1981:211; Louw, 1992:211).

McPherson (1996:1) argues that accountability is a challenge for team institutional and systems leaders around the world. The term can be evoked as a principle of the organisation, mobilise the normative order, and link evaluation to strategic planning.

According to Elliott, Bridges, Ebbut, Gibson and Nias (1981:xiii) and Louw (1992:24) there are currently two main views of school accountability representing different ideas about how schooling might be improved, namely:

- one view is that improvement comes with greater public control over decisions about school organisations, teaching methods and the curriculum;

- the other view is that schooling is more readily improved when the school *retains control over decisions but becomes more responsive to those whose interests are affected by those actions.*

McPherson (1996:3) warns that accountability should not be seen as a mechanism or a routine but as a principle. More than that it is a principle which serves a purpose. In a democracy, that purpose is to provide the basis for the relationship between society and its members, between those who govern and those who consent to be governed. According to Simerly (1990:20) the word 'consent' provides the significant clue, implying as it does the striking of a bargain or the drawing up of a contract between people who are partners in some joint enterprise.

The essence of democratic accountability is that governors remain responsible to the governed for the quality of their stewardship (McPherson, 1996:26). The same author confirms that accountability must be associated with feelings of responsibility. When people feel accountable they attempt unconsciously to improve their performance. When people feel unfairly called to account they devise ways of beating the accountancy without actually improving the balance sheet.

Elliot, Bridges, Ebbut, Gibson and Nias (1981:1) state that the majority of educators see themselves accountable to select multiple audiences, which can be grouped into two categories, namely:

- accountability to others within the professional system of the school, for instance the Head, the Deputy and Heads of Departments; and
- accountability to clients, in other words, to learners and their parents.

The more the staff of a school feels collectively responsible for the work of the school as a whole, and therefore, accountable to each others, the more they begin to feel collectively accountable to client groups, for instance parent and learners (Elliot, Bridges, Ebbut, Gibson & Nias, 1981:8).

(8) Time management

Effective time management is essential to effective leadership. Central to the idea of time management is the redistribution of time spent on the activities. Time is a constant resource. One cannot add to it or multiply it, as if it belongs to him. Part of the success and survival of leaders today according to Ramsey (1999:81) depends on gaining the maximum control of that time.

Effective leaders and proactive leaders take a firmer stand on time and put themselves in charge of their own time by choosing to use it to their best advantage. According to Ramsey (1999:79) it should not come as any news flash that top leaders in all fields spend more time with people than with paper. Effective leaders direct their energies toward people because that is where their energies come from.

Ramsey (1999:81-82) suggests the following as the most powerful and popular time stretchers that work well for leading principals and superintendents:

- Delegate more than most administrators. It is the best way to get more out of people.
- Mentally rehearse events in advance. It helps to have a mental map of each upcoming day.
- Tackle problems sooner than later.
- Spend time planning how to spend time.

According to the KwaZulu-Natal Department of Education (9) (2000:11) delegation helps:

- the organisation to run smoothly through sharing responsibility;
- the latent abilities of individual staff members to develop;

- to strengthen and improve communication, confidence and trust among staff members;
- to create a sense of ownership in staff members;
- to prevent managers from being overloaded with responsibilities; and
- encourage a healthy interaction within the organisation.

(9) Change management

There are different influences that can bring about change in people, organisations or technology. Influences such as technological, economic, political, legal and labour developments can be the sources of change that will cause an organisation such as the school to act in a particular manner. Change is not something new. It has always been there. What makes change different today from the past is the rate at which it is taking place. Organisations are subject to change because the world has become more complex. This complexity requires organisations to change or adapt to the environment in which it functions. Organisations which do not change can easily become ineffective and redundant.

Leadership requires changing the 'business as usual' environment (Kouzes & Posner, 1987:31). Change requires effective leadership. The ability to change things for the better is another mark of true leadership. According to Ramsey (1999:64) effective leaders in all fields envision change, show others what is possible through change, and orchestrate change at any level. Good leaders make it happen. The attitude determines the change. In order to effect the change in any organisation an effective leader should first work on the attitudes of the people because there is always resistance to change.

The KwaZulu-Natal Department of Education (2003:64-65) suggests four processes for modifying behaviour:

(a) Positive reinforcement

According to the KwaZulu-Natal Department of Education (2003:64) positive reinforcement is the act of rewarding favourable behaviour and not rewarding undesired behaviour. Reinforcement of achievements by educators is perhaps more subtle, but the principle remains the same. Like everyone else, educators' value deserved praise and commendation.

(b) Force field analysis

The KwaZulu-Natal Department of Education (2003:64) suggests force field analysis as another form of modifying behaviour which implies that:

- The organisation is in a state of dynamic equilibrium where the forces that drive the institution towards something different are equal to the forces that resist the change.
- To encourage change in an individual an effective leader should identify clearly the driving forces that would make the individual willing to change, and hindering forces that will make an individual resist change. Using the field analysis helps identify all factors that will help and hinder the modification of attitudes.

According to Williams (2002:119-120) force field analysis is a method for listing, discussing and dealing with the forces that make possible or obstruct a change one wants to make. The forces that help one to achieve the change are called driving forces and the forces that work against the change are called restraining forces.

(c) Increasing job satisfaction

According to the KwaZulu-Natal Department of Education (2003:3) increasing job satisfaction is one of the important processes for modifying behaviour to effect changes in the workplace as follows:

- Mentally challenging work. This means variety, being able to use one's skills, and equitable rewards. This partly tends to revolve around pay and promotion, but fairness is an important factor.
- Good working conditions. Safety and comfort are important; this includes cleanliness and up-to-date equipment.
- Friendly and supportive co-workers and bosses. Workers want supervisors who praise when praise is due, listen to opinions, and show an interest in them.

(d) Persuasion

According to the KwaZulu-Natal Department of Education (2003:65) persuasion is one of the important processes of modifying the behaviour for a change in the workplace.

- Successful persuasion depends on how and what the subject thinks of the message. Sometimes this thought is careful and systematic; at other times there may be less careful consideration. If the message is strong it is likely to succeed whether or not the subject considered it carefully.

Change management renders effective planning. Planning is the way effective leaders change things. Ramsey (1999:71-72), Rossouw and Warner (2000:12) and Whitaker (1994:85) have come up with useful stages for change:

(i) Recognition stage

This stage comprises the following activities:

- Awareness phase.
- Identify and define the need.
- Own the problem.

(ii) Exploration stage

This stage comprises the following activities:

- Muddling phase.
- Explore options.
- Brainstorm possibilities.
- Do the homework.
- Allow an incubation period.

(iii) Lock-in stage

This stage comprises the following activities:

- Zero in on preferred remedy.
- Articulate the desired change.
- Develop a rationale.

(iv) Planning stage

This stage comprises the following activities:

- Chart the course.
- Set short and long term goals.
- Establish timetable.
- Identify obstacles and strategies to overcome them.
- Assign responsibilities.

(v) Readiness stage

This stage comprises the following activities:

- Lay the foundation.
- Get staff on board.
- Gain support (Liner up all the help one can get).

(vi) Implementation stage

This stage comprises the following activities:

- Start the ball rolling.
- Announce the plan.
- Do the paper work.

(vii) Evaluation stage

This stage comprises the following activities:

- Monitor progress.
- Gather and document data.
- Measure results against expectations.
- Get outside assessment if necessary.

(viii) Fine-tuning stage

This stage comprises the following activities:

- Refine procedures.
- Make mid course corrections.
- Weed out what is not working.
- Renew effort.

(ix) Routinisation stage

This stage comprises the following activities:

- Celebrate arrival at destination.
- Make the new way of doing things the way one does business now.
- Make it part of the everyday vocabulary.
- Make it part of the training of the newcomers.
- Keep it until it is normal.

(x) Up-Periscope stage

This stage comprises the following activities:

- Take time. Up the periscope only when ready.
- Scan the horizon.
- Look at what else needs to be done.
- Repeat the process.

The acquisition of the useful strategies for change fairly equips the educational leader with the skills which may eventually help resolving conflict resulting from the change.

(10) Conflict management

There is no doubt that one of the most significant skills an effective leader requires is that of conflict management. The term conflict refers to a wide range of happenings. It could be in the form of mild disagreement, subtle opposition, and acts of violence. According to Squelch and Lemmer (1994:35) conflict arises when two or more people have incompatible goals and one or both believe that the behaviour of the other prevents them from achieving their own goals. McAllister (1992:38) elaborates on the views of conflict and outlines three different attitudes toward conflict:

(a) Negative attitude

To many people, the word conflict suggests negative situations – war, destruction, aggression, violence, and destructive competition. An employee who experiences frequent and high levels of conflict may show stress-based withdrawal psychologically (apathy and indifference) and physically (tardiness, absenteeism, and turnover. In other cases, aggressive and hostile behaviour may result (stealing or damage of property).

(b) Positive attitude

Some people believe that the word conflict has primarily positive meanings, i.e. excitement, intrigue, adventure, and challenge. From a decision-making standpoint, conflict may result in better choices. Conflict can stimulate employees to search for ways to reduce or resolve their disagreements. This process often leads to innovation and change. Conflict can provide opportunities for monetary and personal rewards. From a control standpoint, conflict can indicate the need for adjustments in the managerial functions (planning, leading and controlling). In addition, conflict provides managers with information about their operations and show where corrective actions might be needed. The positive attitude toward conflict reflects the view that it is necessary for the attainment of individual and organisational objectives.

(c) Balanced attitude

Most effective managers view conflict with a balanced attitude. They recognise that organisational conflict is a certainty; at times it may be highly desirable and at other times, destructive. These managers know that it is possible to prevent many conflicts but that many will occur within the organisation, with stakeholders, and with external individuals and groups.

The results of conflict range from negative outcomes (loss of skilled employees, sabotage, low quality work, personal distress) to neutral outcomes to positive outcomes (creative searches for alternatives, increased motivation and commitment, high quality work, personal satisfaction). It is clear that some conflict will have negative results while in some circumstances conflict will result in creative solutions and problem-solving. It is therefore clear that as educational leaders the SEMs should have good understanding of conflict management strategies.

Below are some of the positive outcomes of conflict that have been correctly handled (McAllister, 1992:40).

- Stimulation of creative thinking.
- Application of new approaches.
- Addressing and dealing with the long-standing problems.
- People are afforded a test of their abilities.

If the conflict is not properly managed it may have negative outcomes. These are some possible destructive results of too much conflict within a group (McAllister, 1992:41):

- Overemphasis on task orientation with neglect of people orientation.
- Autocratic leadership tolerated.
- Rigid structure and organisation increased.

The destructive results between groups (Squelch & Lemmer, 1994:38):

- Distortion of perception.
- Negative stereotyping.
- Decreased interaction and communication.
- Poor listening.

The conflict if not properly resolved could ruin the smooth running of the institution resulting in poor performance. Tactful techniques should be applied to resolve conflicts. Below are the guidelines which might help prevent destructive conflict (Robbins, 1994:24):

- Educational leaders should adopt an open door policy toward subordinates. Such an approach will make them accessible to other members of staff.
- Leaders should seek feedback from subordinates on how they have been understood or perceived.
- Leaders should create structures to deal with grievances speedily and sympathetically, such as 'hot line' or suggestion box.

- Adopt a participative management style which allows for communal decision-making. In terms of this approach the interests of all parties involved are considered before decisions are made. All parties can stage their particular points of view.
- Deal with the problem immediately and avoid the avoidance approach to problem-solving.

The successful acquisition of conflict resolution strategies enables the educational leader to build and manage teams. Effective team building and management is important for effective leadership.

(11) Team management

In the past, the evolution of a group into a team that was characterised by close bonds between members was a hit-or-miss affair. It was seldom planned, and the realisation that a loosely-knit group had developed into a team often came as a pleasant surprise (KwaZulu-Natal Department of Education, 2003:45). Nowadays, team building is a conscious exercise that is planned carefully. Team building is a process that is often initiated by a leader as part of a larger strategy of transforming an organisation. However, team building can take place at any time, depending on the needs of the organisation.

According to Everard and Morris (1996:156) a team is a group of people with a common objective that effectively tackles any task, which it has been set up to do. A school consists of educators who are divided into groups according to the unique activities they carry out, for example, a group of science educators, the managerial team and the disciplinary committees. The combination drawn from each member is of the highest possible quality, when it is one that could not have been generated other than in the context of the supporting team. Vecchio (1991:380) gives reasons why people join groups, and lists reasons for joining groups:

(a) Security and protection

Educators develop a feeling and a degree of protection in a group. When they work as individuals a feeling of insecurity and anxiety is generated, while teamwork reduces that anxiety.

(b) Affiliation

Educators like to belong, and their individual need for affiliation and emotional support can be satisfied by membership to a team.

(c) Esteem and identity

One's self-esteem can be enhanced in a group. Groups provide opportunities for an individual to feel important. In a group a feeling of identification is fostered. One learns to know oneself in a group.

(d) Task accomplishments

Work gets done quicker by a group than an individual. Educators working together can attain more goals than an equal number of educators working separately. Effective team management is necessary for teams to function well and give the best they can afford. It becomes the responsibility of an educational leader to give the various teams clear guidelines. Covey (1990:209) and Sallis (1996:85) describe the elements required for a team to function at top performance capacity. These elements are:

(i) Clear goals

In effective teams, members are committed to the team's goals, know what they are expected to accomplish, and understand how they will work together to achieve goals.

(ii) Relevant skills

Individual members will have the necessary technical skills as well as the necessary diversity of skills required for the task on hand.

(iii) Mutual trust

Mutual trust is a significant characteristic of effective teams. Members acknowledge the integrity, character and ability of their colleagues. However, mutual trust is not something that builds up overnight. The following factors can cultivate mutual trust:

- Roles of team members should be clearly defined.
- A team needs to know its responsibility and the limits of its authority.
- Teams need the basic resources.

Effective team management can also involve knowing the characteristics of effective teams. The knowledge of the characteristics of effective teams will enable the educational leader to help the various groups in the institution. He will be quick to notice the teams that are lacking somewhere and somehow. Ramsey (1999:46-47) and Blandford (1997:25) state the characteristics of effective teams as follows:

- Individuals participate because they want to.
- Individual team members are self-starters.
- All members are accountable.
- Leadership within the team is shared.
- Team members are mutually supportive.
- Expectations are clearly understood.
- Members value diversity and take pride in each other's contributions.
- Members are willing to sacrifice personal recognition for group rewards.
- All parties understand their respective roles on the team.
- Team members get along outside of the work as well as on the job.

The educational leader should ensure that productive teams are developed to take on tasks that are appropriate to the interest and skills of the members. The SEM has many schools under his jurisdiction; it is therefore essential to build effective teams. It is proper for the SEM to know and understand the early signs of problems with a team. Smith (ed.) (1999:11) identifies several early warning signs of problems with the team:

- No shows (when team members consistently fail to arrive).
- Substitute (this is irritating when the member has to report back).
- Abdication (a member is there but does not take part).
- Lack of focus and purpose.

The SEM should know how to counteract the problems before they become too severe. The effective leader should decide how and when to intervene and prevent a negative impact on mutual trust. Smith (ed.) (1999:20) suggests the following degrees of intervention:

- **Non-intervention:** Sometimes it is better to do nothing because the problem may disappear. For an example, a difficult member had decided, even before the problem arose, to resign.
- **Minimal intervention:** Sometimes a few words off record and in confidence may be enough to sort out a problem.
- **Low intervention:** Here the intervention can be in the form of a discussion at a meeting where the problem is reviewed in general terms, with the aim of helping the erring member focus on the problems. It may help, for example, to revisit the ground rules.
- **Medium intervention:** There may be a need for some straight talking and it may be necessary to get a commitment, or to hammer out a verbal contract between the leader and the member.

- **High intervention:** Here the leader challenges the member in the presence of the team. Obviously, this needs careful preparation.

Effective interaction and constructive relationships are hallmarks of effective teams. Disagreements, combination, failure to comply with due date, etc. might lead to individual stress. It is, however, essential for an effective leader to manage stress.

(12) Stress management

Before the role of the SEM in particular as regards the management of stress if focused on more specifically it is necessary to first briefly survey stress management as such.

Stress is defined as a response, physical or psychological, to an outside event or situation that places special demands (physical or psychological) on a person that causes him to behave differently (Steyn, 1996:23). Stress is a term that is used to describe a reaction to disturbing factors. According to Kowalski (1999:354) stress in humans has been defined as a non-specific response of the body to a demand. Any demand, whether it is associated with family life, occupation, or societal conditions, affects the individual. The severity of stress is partly determined by the specific demand and partly by the individual.

While each person has some resistance to stressful stimuli, some people are better able to tolerate it than others (KwaZulu-Natal Department of Education, 2003:91). In the first stage of encountering the stimuli, the individual experiences alarm. This alarm may take a number of forms, from panic to a feeling of hopelessness. In extreme cases the person may react by giving up. In time the initial panic subsides and the person may try to do whatever he or she can to cope with the situation. In other situations a person may experience exhaustion. If the stressor is extreme and there is no resolution in sight, a person may simply be too tired and just give up.

The management of stress has become an issue of urgency in many organisations. According to Middlewood and Lumby (1998:39) many managers have recognised that a degree of stress is required to achieve optimum performance, but that too much stress can result in a behavioural symptom which may have a negative effect on the individual member of staff, and the organisation.

Effective leaders should be aware of the causes of stress so as to deal with it accordingly. According to Kowalski (1999:354) the actual sources of stress in the superintendence vary. An impact of some kind on the role fulfilment of the SEM is thus inevitable.

The KwaZulu-Natal Department of Education (2003:95) divides the causes of stress into three broad categories: life events, personal factors and work-related factors.

(a) Life events

There are certain life events that may cause so much stress that they impact on an individual's functioning. Traumatic life experiences, for example, marital problems, financial difficulties, sudden physical illness or the death of a close relative, may seriously disrupt an individual's attitudes, emotions or behaviour.

(b) Personal factors

As a result of the unique characteristics that individuals possess they respond differently to stressors. There is a strong relationship between personality and the way in which he responds to stressful events. Whilst it is not easy to change personality traits it is possible for people to moderate the negative aspects of their personality type. An insight into one's personality will allow an individual to make some adjustments, for example, allowing extra time to complete a task and not waiting for the last minute.

(c) Work related causes of stress

In this regard the SEM as educational leader should take cognisance of the following:

- **Work demands:** An excessive workload and the complexity of the job threaten the employee's feeling of well-being. Insecurity is a major stress factor in the education environment. The SEMs should be aware of these factors and do whatever is possible within their powers to lessen the burden of the workload for educators.
- **Role demands:** Every possible position in an organisation carries with it roles and responsibilities. Conflicts in roles sometimes occur when different members of leadership team give the staff different instructions. This causes tension and if this happens regularly it will become stressful. SEMs should clearly define the roles in their institutions.
- **Interpersonal demands:** Interpersonal conflicts and personality clashes are highly stressful and will impact on productivity. The SEM should accept it as a challenge to effective leadership to appropriately manage such conflicts and clashes.
- **Organisational policies:** One of the major stressors is when policies and rules are regarded as unfair and inequitable. Policies that are made by the SEM without the involvement of the staff may be seen as unfair and inappropriate.
- **Working conditions:** The physical work environment, such as poor toilet facilities, lack of water, electricity, unsafe buildings and dark, overcrowded classrooms, also affects people. Inadequate physical security and intimidation, from any source, are also factors that cause stress.

The SEM's role obliges him to appropriately address such conditions.

Steyn (1996:15) identifies the consequences of stress to the individual as well as the effect of stress in organisation as being:

- abusing alcohol;
- becoming violent;
- having difficulty sleeping;
- consuming excessive amounts of aspirins, painkillers, tranquillisers, amphetamines and other medication; and
- becoming depressed or developing serious problems in interacting with others.

Stress may also be a factor in headaches, backaches, various intestinal disorders and other physical complaints. The SEM's management task would not ignore such symptoms.

Regarding the consequence of stress in an organisation it must be realised that organisations are affected by individuals who are experiencing stress. Stress impacts the most on performance in an organisation. At a low level of stress individuals are not motivated and performance is poor. Individuals who are stress for a long time cannot make decisions the way they normally would and they become irritable and difficult to please. The quantity and quality of their work suffers. These members of staff are often absent more frequently, take longer breaks and miss deadlines.

From the foregoing discussion it has become clear that stress has an adverse effect both for individuals and the organisation. The SEM as leader should use a variety of strategies to assist members of staff who are experiencing stress. The KwaZulu-Natal Department of Education (2003:99-100) suggests the following strategies:

- Frequent support (stressed members of staff must be supported, helped and shown sympathy).
- Time management (because time is a significant stressor individuals need to learn how to manage their time more effectively).
- Role management (by defining roles clearly and communicating expectations consistently, role conflicts can be avoided).
- Advise staff members to practise relaxation techniques like meditation, yoga, listening to soft tranquil music and sitting in silence.
- Encourage staff members to exercise regularly (those who exercise are less likely to worry and become upset over events and problems).
- Recognise the two reactions to stress, fight or flight (to fight is to confront or tackle the stressor constructively and to look for a workable solution. Flight or leaving the stressful situation is a reasonable response to stress if such departure is appropriate).
- Be alert and identify staff that are experiencing stress.
- Engage staff in training about stress, time management, conflict resolution, and relaxation techniques and so on.
- Design work for optimum stress levels.
- Pay attention to reducing stress for women on the staff.
- Involve people in decision-making as participation often reduces stress.

Effective stress management is an important component of effective leadership.

(13) Financial planning and management

Today principals and superintendents need radar for resources. Because of continuing downsizing, budget cuts, and fiscal restraints, educational leaders now often have to scratch and claw for resources sufficient to maintain and improve programmes (Ramsey, 2001:4). Effective financial planning and management helps educational leaders to overcome financial challenges in their organisations. According to the KwaZulu-Natal Department of Education (1999:880) concerning financial planning and management the SEMs are responsible:

- To take activity-based costing for planned projects / activities.
- To prioritise activities in terms of costs and educational needs in preparation for strategic planning.
- To manage projects within the set budget.
- To plan in terms of a medium term expenditure framework (MTFEF).
- To advise principals and school management teams on the planning and monitoring of budgets in order to meet school objectives.
- To maintain records to disseminate information for financial accountability.

The transformation of the education system is an ongoing process. New information regarding changes need to be cascaded down to educators through various workshops. It is therefore essential for a superintendent (SEM) to manage finances allocated to his circuit effectively. The SEMs should first draw up the budget which is an estimate of the income and expenditure needed to achieve the organisation's goals for the next year. The main purposes for the budget (KwaZulu-Natal Department of Education, 1999:883) are:

- the drawing up of a plan of expenditure and income covering a particular period, usually a year;
- providing the names for allocating expenditure between different activities; and
- establishing a control document that helps the school in keeping its expenditure within the limits set by its income.

The budget should be controlled to avoid frustrations and cancellations of some important workshops. According to Berkhout and Berkhout (1992:32) budget control is a multiple control duty, involving five specific functions namely:

- a comparison between the amount received and the actual expenditure;
- an analysis and interpretation of the discrepancies;
- an audit and calculation;
- accounting and reporting; and
- implementing corrective measures.

Effective financial planning and management is an important component of effective leadership that requires effective communication.

(14) Communication

Communication is the process of imparting information or knowledge. The process includes a sender, a sent message, a time dimension, a medium, and an outcome (Kowalski, 1999:282). Bush and Middlewood (1997:26-27) state that communication consists of sorting, selecting, forming, and transmitting symbols between people to create meaning. According to Van der Westhuizen (ed.) (1991:209-210) the interest in communication in education has arisen from the interest in using sound communication to prevent the numerous misunderstandings and misinterpretations that occur in human relationships.

The SEM as educational leader has many relationships inside and outside the workplace with which he has to communicate, and for this purpose various means of communication resources are needed. *At the heart of communication* lies the opportunity to resolve contradictions, quell rumours, provide reassurance, and, ultimately, instil meaning in the complex but engaging task of education (Blandford, 1997:30).

According to Blandford (1997:35) networking, the activity of personal contacts is the most acceptable form of politicking as it is endemic to organisations. It is a positive and useful activity for managers to be involved in; at its most informal, networking is barely distinguishable from friendship. Networks offer the support and the opportunity to share information. Fielding (1993:38) distinguishes between formal and informal communication in the sense that in the former, messages –

- tend to pass up and down the hierarchy (vertical communication),
- tend to spread out on one level (lateral communication), and
- passes between the school and the community (outward communication).

The SEM will have to manage these different levels of communication in the best interest of all parties concerned.

Communication is the basis for a broad range of functions such as planning, instructional delivery, enforcement of policy and regulations, and socialisation. In the school district communication should promote clarity and understanding to facilitate goal attainment (Kowalski, 1999:285).

The SEM's ability to use communication in its broadest form is essential in the school district. Accurate exchanges about problems and ideas have become more essential for effective functioning of the school districts. Educators cannot function as true professionals unless they have access to a relevant database. According to Kowalski (1999:286) educators' empowerment is a meaningless idea if SEMs are unable to convey the values and beliefs that under lie empowerment.

According to Bush and Middlewood (1997:26-27) the ability to communicate effectively is at the centre of successful interpersonal relationships. All organisations are affected by the quality of communication within them. Communication is the basis for a broad range of functions such as planning, instructional delivery, enforcement of policy and regulations, and socialisation. According to Kowalski (1999:285) the critical nature of communication in public education can be summarised in two broad categories. First, SEMs should use communication to galvanise support among policy-makers and taxpayers and to persuade them to endorse and enthusiastically support the school district's initiatives. Secondly, the highly technological information age requires SEMs to facilitate the work of other educators; for example, helping principals and teachers to reach diverse groups of students and their parents. According to Hughes and Hooper (2000:90) effective communication takes times even when performed efficiently. In the organisation, formal structures should be put in place to provide the time for stakeholders' involvement.

To be effective, communication should be purposeful. On account of what Van der Westhuizen (ed.) (1991:206) and Blandford (1997:33) identify the purpose of effective communication, the communication obligation of the SEM would, *inter alia* include the following:

- The effective coordination of various tasks.
- Ensuring that messages are conveyed clearly.
- Encoding, i.e. to see that words are put into action.
- Decoding, i.e. the interpretation of messages.
- Practising and managing the critical skill of listening as a message is decoded.

According to the KwaZulu-Natal Department of Education (1999:878-879) the duties and responsibilities of the SEMs in as far as communication is concerned are as follows:

- To communicate effectively, both orally and in writing, with principals, other staff, parents, School Governing Bodies (SGBs), external agencies and the Department as well as to ensure timeous feedback from institutions.
- To consult with all stakeholders about decisions that affects them.
- To assist in the development of the use of information (statistics / survey) and communications technology as a means of gathering and disseminating information about learners.
- To liaise with other relevant Government Departments, for example the Department of Health.
- To maintain contacts with sports, cultural and community organisations.

These communication duties of SEMs ought to include appropriate feedback procedures which could, according to Craig (ed.) be identified as follows:

- Immediate feedback which is sent immediately after the message. Feedback like reinforcement loses its effectiveness with time; the longer one waits to praise or punish, for example, the less effect it will have.
- Feedback should be an honest reaction. One should not be ashamed or afraid to admit that one did not understand a message, nor should one hesitate to assert disagreement.
- Feedback should be appropriate to the general situation.
- Feedback should be clear on at least two counts. First, it should be clear enough so that speakers can perceive that it is feedback. The feedback should also be clear in meaning.
- The feedback one sends should convey useful information.

Effective communication has some common barriers to overcome.

According to Kowalski (1999:288) what constitutes a barrier to communication is shaped by beliefs about power and authority in a school district. It is commonly accepted that leaders in public institutions ought to be engaging in two-way communication. The purposes are to make the schools responsive to real needs and to provide services that enhance community development. Barriers to two-way communication are presented in two categories (Kowalski, 1999:288):

- organisational obstacles, and
- personal obstacles.

These barriers could impact on the effectiveness of the SEM, as could the most common personal organisational barriers SEMs could experience Kowalski (1999:288):

- **Size of the school district:** Large districts often have more difficulty engaging in two-way communication than do small districts. The number of attendance centres, the number of employees, and the geographic size of the school district may restrict the superintendent's ability to communicate.
- **Information overload:** This problem refers to people being inundated with information to the extent that they are unable to engage in effective two-way communication.
- **Information filtering:** Especially in districts in which information passes through multiple levels (e.g. messages follow a path of superintendent to assistant superintendent to principals to teachers to students to parents) information is often filtered.
- **Selective perception:** Often information provided by a school district is not received in the manner intended. Employees, students, or parents extract only bits and pieces in order to interpret the communication to their liking.

- **Insensitivity to diversity:** In many cities, public school officials communicate with people of multiple and diverse cultures. If they do not understand these cultures or if they are unwilling to adjust their communication to each to meet the needs of different audiences, two-way exchanges are quite unlikely.

The following barriers are among the most common personal barriers identified by Kowalski (1999:288):

- **Poor listening skills:** SEMs who have poor listening skills are typically unable or unwilling to receive information from others.
- **Poor encoding or decoding skills:** SEMs need to communicate with diverse groups.
- **Lack of credibility:** Both an SEM's reputation and a history of honest interactions establish a record of credibility.
- **Lack of trust:** If employees feel they are being used or manipulated or if they feel that the SEM does not act in their best interests, communication is not likely to flow in a productive manner.
- **Elitism:** Some SEMs isolate themselves from the general community, choosing to communicate solely with power figures or other influential citizens.

There are many attributes that may contribute to an individual's communication effectiveness; most are behaviours that can be learned. Van der Westhuizen (ed.) (1991:209) mentions, *inter alia* the following attributes:

- Messages should be clear and be accompanied by an explanation while being completed with no details omitted.

- Communication channels should be clear and suitable to bring about effective communication.
- The communicator(s) should be competent to transfer ideas and information clearly to others, and also be willing and able to understand and apply ways of communication.

Preston (1979:22) and Kowalski (1999:284) suggest, *inter alia*, the following guidelines:

- Be sensitive for and interpret the non-verbal or body messages being communicated.
- Develop an appreciation for patterns of non-verbal communication. Do not become convinced that a particular gesture or posture or physical attitude always means the same thing to all people. It does not, and, if one begins making such assumptions, it is likely that some unfortunately miscommunications may be encountered.
- When interviewing generally give the other person the feeling that his point of view is important.
- Eyes can be important indicators of a person's emotional state, particularly if the eye pupils dilate during a conversation or if the blinking rate increased markedly during a particular portion of the conversation.
- Touching messages often carry relationship overtones. When working with employees, especially watch to see if touching messages may be having an adverse effect on verbal communication and on the relationship with those employees. Some people are touchers and like such contact. Others are not and resent intrusions by their superiors, especially when they feel they cannot retreat.

2.3 THE PROFESSIONAL TASK OF THE SEM

The nature and magnitude of the professional task of the SEM necessitate a certain level of effectiveness. This ought to manifest in the following:

2.3.1 Personnel development

According to Reavis and Griffith (1992:166) staff development has been called the slum area in education. In spite of the fact that a one-day seminar has little effect on teaching practice, this continues to be the dominant pattern of staff development. Even well-intentioned efforts that tried to utilise information on effective staff development have enjoyed little success. These sentiments are echoed by Lieberman (1990:213) who believes that it has until recently been described as 'education's neglected step-child'. They feel that the only consensus that appears to exist about staff development is that most staff development programmes have benefited neither educators nor learners (Lieberman, 1990:213).

In the education profession, professional growth is paramount for the understanding and fulfilment of tasks. When an educational leader has the right attitude to personnel development and training, the chances are much greater that the teaching / educational situation in each classroom will be maximally effective and take place to the advantage of all learners (Van der Westhuizen (ed.), 1991:273).

Joyce and Showers' work quoted by Reynolds, Bollen, Creemer, Hopkins, Stoll & Lagerwelji, (1996:78) and Reavis and Griffith (1992:167) on staff development, and in particular their peer coaching strategy has transformed thinking about what is necessary to ensure effective staff development. They have identified a number of key training components which, when used in combination, have much greater power than when they have been used alone are:

- Presentation of theory and description of skill or strategy.
- Modelling or demonstration of skills or models of teaching.
- Practice is simulated in classroom setting.
- Structured and open-ended feedback (provision of information about performance).
- Coaching for direct application (hands-on, in-classroom assistance with the transfer of skills and strategies of the classroom).

To be an effective leader, one needs continued, dedicated cooperation from one's entire staff corps. The better equipped each educator and the rest of the support staff are for their task, the better the chance of success of a school in terms of immediate objectives and future goals as an ideal for educative teaching.

Effective personnel development should involve implementation of some quality assessment systems such as the Development Appraisal System (DAS), Whole School Evaluation (WSE) and Integrated Quality Management Systems (IQMS).

(1) Development Appraisal System (DAS)

The word appraisal refers to one person making a judgement about the worth of a person's work. The appraisal is concerned with development; that is development of staff members. Green and Saunders (1990:7) define appraisal as any procedure which helps the collecting, checking, sharing, giving and using information collected from people about people at work for the purpose of adding to their performance at work.

Within the teaching profession the need arises to develop an appraisal instrument which could be acceptable to all stakeholders and would enhance the

development of the competency of educators and the quality of educators in South Africa (Education Labour Relations Council, 1998:51).

According to the Education Labour Relations Council (1998:11) the guiding principles of the Developmental Appraisal System are:

- The appraisal of educators is in essence a developmental process which depends upon continuous support. It is designed and intended to entrench strengths, develop potential and overcome weaknesses.
- Educators should be informed of all aspects of the appraisal process, so that they can take the initiative to conduct the process of appraisal.
- Prompt feedback by way of discussions and written communication to those who are being appraised should be one of the indispensable elements of appraisal.
- The instrument for the appraisal should have appropriate criteria to appraise the nature and level of the work performed.

The success of an appraisal scheme in a school will depend to some extent on the existence of appropriate structures and procedures. To be successful it needs people to talk about their work in an open and unrestricted way. This suggests that an appraiser gets, at best, a perception of the teacher's work. It requires the skill on the part of the appraiser to know how to handle this perception and how to handle an analysis of the teaching and management process. The implementation of an appraisal scheme should draw attention to these skills and allow them to be practised (Green & Saunders, 1990:36).

Green and Saunders (1990:37) indicated the following characteristics of a supervisor which may affect the quality of an appraisal experience:

(a) Trust

It is a critical element in all human relations but it is especially important in a situation where an educator is encouraged to talk openly about his teaching. Those who are not able to inspire trust can forget about having a role in educator growth.

(b) Credibility

It is fairly self-evident that the appraiser should be seen to have something positive to add to the appraisal exercise. If the appraiser is perceived to have little or no valuable knowledge and few skills to bring to the process, the educator being appraised probably will not take the exercise seriously.

(c) Patience

Patience is a virtue that appraisers will have to practice. People who are involved in appraisal schemes are also likely to be involved in other activities outside the classroom. This means that they will often have more things to do than time allows for. To try to put right the mistakes that arise from a poor evaluation process will take far longer than making the time to do it correctly the first time. Educators will soon see through any attempt by the appraiser to rush through an issue just to save him time. This will not do the appraiser's credibility any good.

(d) Persuasiveness

It might sound strange to speak about persuasiveness in the appraisal process because it implies getting someone to do what one wants them to do, and that is not what is being suggested. The sort of persuading that an appraiser could find necessary is providing convincing reasons why change might be needed.

(2) Whole School Evaluation (WSE)

The Whole School Evaluation is a system introduced by the Department of Education to provide an instrument for the assessment of the quality of teaching by specific institutions. The aim of this system is to provide a connection between the internal system of appraisal, DAS and the external system, WSE (Educational Labour Relations Council, 2003:2).

The National Policy of Whole School Evaluation has been designed to ensure that school evaluation is carried out according to an agreed national model. It sets out the legal basis for school evaluation, its purposes, what is to be evaluated and who can carry out evaluations. It also provides guidance on how evaluation should be conducted. It further sets out how the evaluation process should be administered and funded. The Policy indicates ways in which very good performance should be recognised and under-performing schools supported. It makes clear links between those at national and provincial levels who are responsible for the quality of education, and supervisors, schools and local support services (Government Gazette Vol. 433, No. 22512, 2001:2).

(3) Integrated Quality Management System (IQMS)

The Integrated Quality Management System consists of three programmes, which are aiming at enhancing and monitoring performance of the education system. These programmes are (Education Labour Relations Council, 2003:2):

- Developmental Appraisal System (DAS)
- Performance Measurement (PM)
- Whole School Evaluation (WSE)

Evaluation of programmes and practices is essential to any ongoing effort to improve any profession. Evaluation is not apart from but is a part of the educational process. Sound evaluation practices must be based on a set of beliefs and principles that are congruent with the outcome desired (Education Labour Relations Council, 2003:3).

The philosophy underpinning the Integrated Quality Management System (IQMS) is based upon the fundamental belief that the purposes of IQMS are:

- to determine competence;
- to assess strengths and areas for development;
- to provide support and opportunities for development to assure continued growth;
- to promote accountability; and
- to monitor an institution's overall effectiveness (Education Labour Relations Council, 2003:4).

2.3.2 Developing a school culture and school climate

(1) Developing a school culture

Educators believe in the integration of education, with much of the emotional and intellectual development of their learners coming from the wholeness of the school in which they are based (Preedy, 1993:45). This wholeness is created and maintained by the ethos, spirit or culture of the school (Preedy, 1993:45).

Smith and Piele (1997:159) define 'school culture' as historically transmitted patterns of meaning that include the norms, values, beliefs, traditions and myths understood, maybe in varying degrees, by members of the school community.

Lawton (1996:113) believes that many writers agree that the school culture is the key element in the success or failure of change programmes.

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To evaluate success it would be necessary to measure, however crudely, the 'closeness to fit' between what educators say they are aiming for and what they achieve (Lawton, 1996:113).

(2) Developing a school climate

The term 'school climate' stresses the point that the relevant, desired characteristics, such as high expectations, frequent assessment, basic skills, order and a secure setting should have a broad support within a school culture (Scheerens, 1992:91).

A positive climate according to Scheerens (1992:91) is mainly characterised by the frequency of positive feedback to learners.

Levine and Lezotte in (Reynolds, Bollen, Creemers, Hopkins, Stoll & Lagerwelj, 1996:45) (identify the following aspects of a productive school climate:

- an orderly environment;
- staff commitment to a shared and articulated mission focused on achievements;
- a problem solving orientation;
- staff cohesion, collaboration, consensus communications and collegiality;
- staff input into decision-making; and
- school wide emphasis on recognising positive performance.

School climate also expresses the fact that these desired characteristics of a school climate can be of a long term nature (Scheerens, 1992:91).

2.3.3 Policy development

The leadership of the superintendent is a central force linking policy making, administration, and instructional activities. The superintendent is the one person who is actively engaged in decision making in policy development, administration and instruction.

Regarding policy development the duties of the SEMs (KwaZulu-Natal Department of Education, 1999:879) are:

- To formulate policy for operational reasons.
- To analyse policy.
- To implement policy.
- To monitor and evaluate policy implementation.
- To provide guidance to institutions on policy formulation and implementation.

2.3.4 Curriculum development

Regarding curriculum development and delivery the duties of the SEMs (KwaZulu-Natal Department of Education, 1999:880) are:

- To assist in equitable deployment of staff and to facilitate teaching and learning
- To provide pastoral support (guidance and counselling), to learners when required by institutions.
- To develop systems for monitoring and recording progress made by learners towards achievement of target set.
- To support initiatives to improve numeracy, literacy and information technology as well as access to the wider curriculum.

- To facilitate curriculum development at institutional / District / Provincial / National level.

Effective curriculum development and delivery requires workshops for all the stakeholders. Planning successful workshops is a complex activity. The effective SEM ought to be actively involved in this activity.

Guidelines for developing successful workshops by SEMs are, *inter alia* the following (Simerly, 1990:1-4):

- Ingenuity regarding ideas for workshop programmes.
- Establishing clear goals for workshops, containing inspirational quality, a sense of urgency, professional expertise and realism.
- Planning competence and delegation of the planning task.
- Sensitivity to the needs of the workshop audience and consequently systematically addressing these needs – *inter alia* the need for self-updating and the need for interacting with other professionals.

2.4 THE OCCUPATIONAL WORLD OF THE SEM

The occupational world of the SEM refers to the relationship in the workplace, for example the relationship with the principals, colleagues, school management teams, school governing bodies, etc. According to Sergiovanni (2000:4) occupational world means the systems world being a world of instrumentalities which is usually experienced in institutions as management systems. The life-world provides the foundation for the development of social, intellectual and other forms of human capital that contribute, in turn, to the development of cultural capital, which then enriches the life-world itself (Sergiovanni, 2000:5).

According to Brown, Earlam and Rice (1995:96) human beings are emotional species. By the time one becomes an SEM, one has had a fair amount of experience at handling emotions. Van den Aardweg and Van den Aardweg

(1988:83) and Vrey (1990:42) identify essential element components of experience:

- Experience determines the quality of relationships.
- Experience is emotional and is evaluated in terms of varying degrees of pleasantness and unpleasantness.
- Experience stresses the uniqueness of each personal relationship.
- Experiences, especially their intensity, determine the clarity and stability of the meaning assigned to them by a person.
- Experience inhibits or incites a person's involvement in every attribution of meaning.
- Experience is a meaning event, involving the total person who experiences certain feelings and also knows that he experiences them.
- Praise or disapproval is a determining factor in the positive and negative intensity of the subjective experience.

According to Van der Westhuizen (ed.) (1991:184-185) the type of person an educational leader is and how he establishes and maintains relationships are more important for education than the best teaching methods. Building relationships is important because it determines the contentment and work satisfaction of the various people at a school. Building relationships is important in the school context as the educational leader should establish a satisfactory relationship with every person – pupil, staff and administrative staff. Effective leaders according to Harries (2002:22) create, cultivate and sustain positive relationships with others even though differences of opinion, personality and viewpoint might exist. In building relationships, there are certain aspects which play a role and which can be learnt, and if they are kept in mind, every educational leader should be in a position to establish sound relationships.

Van der Westhuizen (ed.) (1991:185) and Harries (2002:21-22) suggest the following points in building relationships:

- It should be remembered that the person is important. An interest should be in the staff member as a person.
- Better relationships can also be built by expressing appreciation and giving recognition.
- The leadership and management type of the educational leader will influence his ability to build relationships.
- Group morale and togetherness should be purposefully cultivated to promote loyalty.

2.4.1 SEM's relationship with self

According to De Jager, Reeler, Oberholzer and Landman (1985:13) and Forgas and Williams (ed.) (2002:3) the way in which man experiences and conceives the meaning of life in respect of human origin and existence will determine the basic attitude at his point of departure for establishing and ennobling his relationship with his fellow man, others, etc. As a person the educator takes active steps towards self-fulfilment. The educator performs a caring role not only for the children in the class but for his own professional self, and for taking responsibility for lifelong learning (Robinson, 1994:30).

(1) Physical self

According to Engelbrecht, Yssel, Griessel and Verster (1984:241) and Forgas and Williams (ed.) 2002:5) every individual is born with specific physical characteristics. Some are born with above average physical abilities, while others will have various deviations. Self-acceptance brings stability into one's life. The mature adult knows and accepts his own weakness. The necessity of education originates from man's obvious physical dependence at birth. In this

respect he is totally different from other living creatures (De Jager, Reeler, Oberholzer & Landman, 1985; Fox (ed.) 1997:4). According to Van Zyl and Duminy (1979:39) and Fox (ed.) (1997:7) self-acceptance brings stability into one's life. The mature adult knows and at the same time he realises his abilities; he accepts them as gifts. Therefore he has no false pride, but accepts his responsibilities. He is willing to develop skills and to attain his task as a unique person. Not only will people accept him more easily, but he will feel more comfortable with himself. This in turn will give him more confidence (Heim & Chapman, 1990:20). Followers want their leaders to be different. They want their leaders to stand out (Heim & Chapman, 1990:20).

(2) Social self

According to De Jager, Reeler, Oberholzer and Landman (1985:59) and Forgas and Williams (ed.) (2002:3-5) only in the presence of his fellow man does it become possible for man to exist humanly. On a horizontal level man lives in an 'I' – other(s) relationship. On the vertical level man is in a relationship with the transcendent – even the atheist, although the relationship is possibly of a very superficial nature. Human co-existence is usually referred to as social life. People live, work, and play together. The degree to which a person is able to control his individuality within a group and for the sake of the group, contributes to the advantage of and harmony within society.

(3) Moral self

According to Engelbrecht, Yssel, Griessel and Verster (1984:204) and Ramsey (1999:41) morality is a mode of human existence and implies making decisions or choices. Independence (as being self-independent) however, implies taking a stand and remaining true to one's choice despite the worst consequences which may result from such a choice or action.

Whatever the leadership style the leader adopts will shape and be shaped by the morale of all working within the organisation. Morale influences how one leads, how much one expects, and how much one gets out of the people.

According to Ramsey (1999:42) morale is the cornerstone of productivity in all human organisations. The best definition of morale is simply how staff members feel about themselves, their work, their bosses, their organisation and their overall professional or learning life. Good morale results in a strong sense of common purpose, mutual support, and unified effort. Low morale produces noncommittal attitude and half-hearted efforts.

Ramsey (1999:45) identifies strategies that can be used by the leaders to upgrade morale and get more out of the people. The following are some of the suggested strategies:

- Admit mistakes and respect privacy.
- Create opportunities for professional and personal growth.
- Avoid favouritism and treat everyone alike – fairly.

(4) Psychic self

As leader it is important to be known to have a few unusual traits that followers appreciate. According to Heim and Chapman (1990:21) people find it easier to accept an individual as their leader when they recognise valued mental traits and standards. According to Humphrey (1993:32) the well-being of all human systems is determined by the level of self-esteem of each of the participants of a particular system. Self-esteem is the mainspring that slates each person for success or failure as a human being. The educators with high self-esteem produce learners with high self-esteem and, sadly, the converse is also true.

Kyriacou (1996:17) identifies some major categories which can influence an SEM as an educator level of self-esteem:

- Poor learner behaviour ranging from low level of motivation to outright indiscipline.
- Time, pressure and work overload.

- Coping with changes.

Kowalski (1999:351) identifies common frustrations for urban district superintendents as:

- A general lack of fiscal resources.
- Unrealistic workload.
- Apathetic students and staff.

2.4.2 SEM's relationship with others

(1) Relationship with the MEC for education in the provincial government

SEM as senior representative of the MEC should ensure that the necessary cooperation and mutual trust exist at all levels (district, circuit, ward and school). He is the chief facilitator and monitor of sound relations between staff, school, office, etc. and the MEC within the parameters of the specific responsibilities.

The South African Schools Act (1997:17) states that SEMs as educators and the Department of Education must cooperate with one another in mutual trust by (Potgieter, 1997:17):

- encourage friendly relations;
- keeping to agreed procedures; and
- avoiding legal actions against one another.

According to the report compiled by Mkhize (2003:2) the MEC and other departmental officials have the following responsibilities:

- Intervention and support.
- Motivation for educators and learning.
- Follow-up on backlogs with regard to salaries.
- Assist in the provision of educators.

(2) Relationship with colleagues

According to the KwaZulu-Natal Department of Education (1999:815-4) the SEM as educator should:

- promote gender equality and refrain from sexual harassment (physical or otherwise) of his colleagues;
- respect the various responsibilities assigned to colleagues and authority that rises therefrom, to ensure the smooth running of the educational institution, and
- use proper procedures to address issues of professional incompetence or misbehaviour.

According to Leithwood, Jantzi and Steinbach (1999:72) one facet, involving the equitable, humane and considerate treatment of one's colleagues, includes the following practices:

- having an open-door policy;
- being approachable, accessible and welcoming;
- giving personal attention to colleagues who seem neglected by others;
- being thoughtful about the personal needs of the staff.

(3) Relationship with principals

In the past there have been some negative perceptions about the inspectors of schools. The role and function of departmental officials has often been viewed as secretive and punitive. With the changes in education it is essential that both schools and education departments ensure that a new and mutual relationship is established. According to Walters (1992:31) it is the role of the principal to keep the education department, the school committee and the general public fully informed of the policies, programmes, failures and the success of the

school. He is an official of the Department of Education and has a responsibility to establish a link between the school and the authorities.

The SEMs represent the Department of Education and are charged with the responsibility to implement the policies. Hence, a well-established communication between the school and the authorities of education is necessary to enhance relationships and cooperation. Every circuit superintendent has a certain number of schools allocated to him to supervise. Principals report directly to the SEM. The circuit SEM handles school affairs that include staffing, curricula, instructional programmes, testing, examinations, and material resources. Major problems experienced in schools are also affecting the circuits of the SEMs.

Dean (1992:112-135) suggests the following ways of maintaining relationships with head teachers (principals):

- An adviser or SEM should have a particular contribution to make as a professional and be able to evaluate what is happening in a particular establishment. It is helpful to a head if someone with professional knowledge and skill in observation can reflect an impression of the establishment from the outside and help to analyse its needs.

A head may need the advice and support of an adviser in working with the governing body members, who may not understand the professional point of view of the head but may be more prepared to accept it when it is reinforced by the views of a second professional.

According to KwaZulu-Natal Department of Education (2001:9) an SEM is an experienced education management specialist and line functionary who:

- is vested with line function authority in view of his position in the management hierarchy;

- monitors the implementation of curricular, administrative and financial policies and directives at institution of his control, and
- Essentially, the overall task of the SEM requires his personal involvement in coordinating all administrative, financial and subject specialist inputs to schools to ensure optimal school functionality in collaboration with the parent community.

(4) Relationship with School Management Teams (SMT)

The SEM according to the Department of Education (2000:30) has to empower the SMTs to promote forms of relationships:

- Recognising and rewarding honesty and openness – leaders need to set examples of honesty and openness in all meetings and other interactions.
- Promoting and rewarding partnering – leaders and managers must encourage relationships between internal stakeholders, and between internal and external stakeholders.
- Managing conflict – help stakeholders in conflict with one another to recognise that even though they have different views and positions, they have a common interest – the education and welfare of the children.

According to the Department of Education (2000:31) the benefits of management and leadership relationships which allow all stakeholders to participate are:

- All staff and stakeholders are invited to learn what is going on at every level of the school so that they can understand how their actions influence others.
- People celebrate their achievement. They enjoy talking about the successes and failures they have shared, and this helps to build a broad sense of ownership of the school, and a shared concern.

- Building participatory relationships lay a solid foundation for building a school of which the school community, the department and the wider community can be proud.

(5) Relationship with educators

The SEM's relationship with educators provides the first-hand information concerning teaching and learning, as well as different curricula in schools in his circuit.

Dean (1992:110-111) suggests the following:

- The adviser or SEM may reflect for the educator what appears to have happened during a lesson. This will involve taking notes throughout the lesson and going through them in detail with the educator.
-
- In working with educators it may be helpful in discussing ways forward to ask the educator to consider the possible results of any proposed course of action.
- Specialist advisers in particular may be valued by educators for their wider knowledge of the subject and for their advice on materials and methods.

(6) Relationship with learners

The SEM as senior education department official in his circuit is responsible for quality education in schools. The building and maintenance of unity among learners in the school is conducive to effective teaching, which is one of the general aims of the Representative Council of Learners (Department of Education, 1999:29). Quality education can be realised through effective teaching, which is brought about by among other things a sound and healthy relationship between learners and educators in the school.

The Department of Education (1999:12-13) stipulates the following goals and objectives of the Representative Council of Learners (RCL):

- It must liaise and communicate with the learners, professional school management teams (SMTs) and the SGB at school.

(7) Relationship with School Governing Bodies (SGB)

According to Mkhize (2003:4) the SEM as an experienced education management specialist has to motivate the SGBs to play an active role in schools. For the school to achieve good results the School Governing Body must:

- Meet with learners to motivate them and explain disciplinary measures in terms of the alternatives to corporal punishment.
- Maintain good communication and good relations between the Governing Body and SMT.

(8) Relationship with subject advisers

Considering the relative function of SEMs and Teaching and Learning Services (TLS) it is essential to establish a healthy relationship between field functionaries which have a common goal. SEMs and TLS must be familiar with each others' role functions. All the relevant role players must be taken into consideration to establish and maintain mutual respect, esteem confidence and cooperation. According to the KwaZulu-Natal Department of Education (2001:13):

- Both the SEM and the Subject Adviser represent the Regional Chief Director in the schools. SEMs are specifically responsible for general school management while the terrain of the Subject Adviser is limited to his particular subject regarding both subject management and content management.

- The specific function of the Subject Adviser and the SEM should, as far as possible, be kept separate. Consultation should take place when, for instance, a subject adviser becomes aware of management problems that have adverse effects on effective teaching so likewise, when SEM notices a curricular problem at school.
- It is of cardinal importance that educators do not receive conflicting information and/or instructions from the SEMs and the Subject Advisers. Any differences or conflicting opinions should be sorted out between the relevant officials or between the relevant Chief Superintendent of Education Management (CSEM) and the Chief Education Specialist (CES).

The role of the Subject Adviser using the subject specialists to render support to educators, both in and outside the classroom, is essential to maintain the quality of education in the Region, and thereby in the Province, on the same level. The Subject Adviser stands in a matrix relationship to the SEM, which implies that the Subject Adviser (Dean, 1992:114):

- has the final word within the subject field where his expertise lies (recommendation and/or hints to staff should be enforced by the HOD, Principal and SEM where necessary);
- is indirectly responsible and accountable for improving the achievement of learners in the particular subject field through in-service training of educators (person-to-person contact, courses, seminars, subject committees, etc.); and
- teams up with the SEM to improve the curricular functionality of the school.

(9) Relationship with the community

According to Kowalski (1999:314) a superintendent's responsibility to be a leader outside of the school district is framed within the conceptions of the

superintendent as teacher-scholar and as democratic leader. Specific obligations include:

- building a symbiotic relationship between the school district and the community;
- informing the public of educational needs;
- bringing people together to create visions and goals;
- interpreting educational goals to the public; and
- building support for school initiatives.

Maintaining high visibility in the community has become an even more important issue for superintendents because of educational reforms. Public schools have a myriad of stakeholders, and these often want a voice in major proposed changes. A superintendent can exercise leadership for the school reform by pursuing activities as these (Kowalski, 1999:333):

- Having a series of meetings involving a broad cross section of the community.
- Keeping focused on what the community wants and expects from public schools.
- Getting patrons to visit schools.

According to the South African Council for Educators News Letter (September / October 2001:11) the SEM as an educator recognises that educational institutions serve the community, and therefore acknowledges that there will be differing customs, codes and beliefs in the community.

2.4.3 SEM's relationship with professional structures and committees

The SEM's relationships in the workplace also include the relationship with professional structures and committees such as the South African Council for Educators which is the umbrella body for all educators in South Africa, teacher unions, sport committees and cultural committees.

(1) Relationship with South African Council for Educators (SACE)

The SEM as an educator (Education Labour Relations Council, 1999:4-11):

- Cooperates with the South African Council for Education to the best of his ability.
- Accepts and complies with the Disciplinary Powers and Procedures of South African council for Educators.

(2) Relationship with unions

The SEM's relationship with the teacher unions is essential to effective leadership because the unions represent the interest of the educators in the workplace.

Educators all over the world have professional associations and unions, at least in part as a collective response to their shared experiences as employees involved in politics of educational workplaces (Ginsberg, Kamat, Raghur & Weaver, 1995:20). The workers protect themselves from managerial exploitation through unionisation. The unions are the collective voice of educators. Unions speak for educators on all matters that affect their members' conditions of service. They are valuable members in the education milieu in South Africa and have a vital part to play in contributing to educational development (KwaZulu-Natal Department of Education, 2003:101).

According to Van Schalkwyk (1990:155) a teacher's association / union is a voluntary body with its own particular nature, structure and function. It has its own constitution and organisational structure, is a legal entity that can defend itself and its members against claims and can itself bring legal action. The teachers' association acts as a mouthpiece for its members, creates a sense of group loyalty and strengthens mutual professional bonds. The teachers' association establishes liaison with the educational authority whose employers it represents.

The teacher unions fought vigorously for the salary backlog of educators through strikes and marches. From 1996 to 2004 the government has put a moratorium on the increments of educators and the SEMs and this resulted in the salary backlog (Logart, 2004:2). In a massive display of solidarity and unity across various unions of the public service, some 700 workers including the overwhelming majority of educators joined the strike on 16 September 2004 with 200 000 in 24 marches which had been organised across the country (Logart, 2004:3). Those various strike actions indicate how powerful the teacher unions can be to the Department, thus making the SEM's relationship with the teacher unions essential to smooth running of the circuits.

(3) Relationship with sport committees

The SEM's relationship with the sport committees is crucial to effective leadership and smooth running of the SEM's circuit office. Through this relationship the SEM will have access to the calendar for all sports activities in his circuit.

Sport is one of the most important activities in which people participate. According to Van Schalkwyk (1990:161) sport at school is treated as an educational matter. Through sport the child learns a series of basic principles that he must endure for the rest of his life. Sports bodies outside education have an interest in education because a number of basic skills and techniques are learned during childhood through sport, and the child's love for sport is developed at school. It is important that sport education in the school context

should be integrated with the practice of sport outside of school. Organised sport bodies outside the school context in most cases also provides for affiliation of educational institutions so that pupils can participate in sports for which the schools do not usually make provision.

(4) Relationship with cultural committees

The SEM's relationship with cultural committees is vitally important. This relationship benefits the SEM with prior knowledge of planned cultural activities in his circuit.

According to Van Schalkwyk (1990:158) education is a form of culture and is closely concerned with it as it is through education that culture is opened up to the learner. It is of the greatest importance to each community that its members be cultured people who live in accordance with cultural values. A people can promote its culture by motivating its members in a systematic manner to create and pressure culture, to participate in it and to become aware of it.

2.4.4 SEM's relationship with moral and religious values

The SEM's beliefs and values have strong influence on his leadership. A value is an enduring belief about the desirability of some means of action. Once internalised, according to Leithwood, Jantzi and Steinbach (1999:105), a value also becomes a standard for guiding one's actions and thoughts, for influencing the actions and thoughts of others, and morally judging oneself and others. Values are enduring, constant beliefs about conduct that are regarded as personal or socially desirable. They help to determine right from wrong, and good from bad. They are the common currency that helps to make life more meaningful than it might otherwise have been (KwaZulu-Natal Department of Education, 2003:14).

According to Van Schalkwyk (1990:241) no man has yet been able to free himself from the fundamental and primary directedness of his deepest person, essence or selfhood towards God or a supposed god. It is revealed by the way in

which he acts, for example how he lives ethically, is economically active and acts juridically. It stands in connection with religion. Man finds himself in a basic relationship with something or someone in which or in whom he has faith. The nature and strength of that relationship determines his life-view, his viewpoints, choices and presuppositions which underlie his whole life and all his actions. For Engelbrecht, Yssel, Griessel and Verster (1984:206) the relationship with a Supreme Being will determine a person's relationship with himself, his fellow-man and the world. The content and quality of his entire life is dependent on his religious attitude which forms the foundation of his moral life and existence. The nature and quality of man's moral adulthood (his character) will therefore be totally dependent on his religious convictions.

In the light of the above, it is inevitable that the SEM's moral and religious convictions will have a bearing on his leadership and task fulfilment.

2.6 SUMMARY

The foregoing chapter reviewed the literature pertaining to the effectiveness of the SEMs. The influence of the systems' world of the SEM, taking into consideration various aspects of effective leadership, motivation, effective communication and building effective and sound relationships, were discussed.

The next chapter deals with the planning of the research and methodology.

CHAPTER 3

PLANNING OF THE RESEARCH

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CHAPTER 3

PLANNING OF THE RESEARCH

3.1 INTRODUCTION

In the preceding chapter, the effectiveness of the Superintendents of Education Management was discussed. The literature study revealed that there are various factors in the work environment of the SEMs which have effect on their effectiveness. This chapter will describe the research methodology which is used to investigate the ways and means in which the effectiveness of superintendents of Education Management could be promoted.

The descriptive method of research was used to collect data with regard to the effectiveness of the SEMs. The research design presents the “how-to” of the study; it is the plan for engaging in systematic enquiry. A successful design must be flexible and creative, since the researcher continues to discover and refine further questions (Hubbard & Power, 1993:50).

According to Bell (1999:13) the aim of the survey is to obtain information which can be analysed and patterns extracted and comparisons made. In most cases, a survey will aim to obtain information from a representative selection of the population and from that sample will then be able to present the findings as being representative of the population as a whole. All respondents will be asked the same questions in, as far as possible, the same circumstances.

3.2 PREPARATION AND DESIGN OF THE RESEARCH

3.2.1 Permission

The survey was conducted at schools in the Msinga Circuit Management Centre (CMC) in the Ukhahlamba Region of the KwaZulu-Natal Department of Education. The researcher drafted a letter to the Head of the Msinga Circuit

Management Centre asking for permission to conduct research (cf. Appendix A). The CMC head was presented with a copy of the questionnaire and a letter asking for permission to conduct research in schools under his jurisdiction (cf. Appendix D). The requested permission was granted (cf. Appendix B) and this was personally handed to the ward managers.

The researcher visited the principals of the selected schools with the letter of approval from the Head of the Circuit Management Centre, together with the letter requesting the principals to complete the questionnaire (cf. Appendix C).

3.2.2 Selection of respondents

(i) Schools

There are three Circuit Management Centres that constitute the Dundee district. In this study one hundred and eighty five (185) schools were randomly selected. Each school from the sample was given a number. The numbers were mixed so that all schools in the district had equal chances.

(ii) Principals

The principals from 185 selected schools were given the questionnaires to complete. This provided sample of 185 principals as respondents. Eventually the collected completed questionnaires were 153 and 32 principals could not afford to submit questionnaires citing various reasons.

3.3 THE RESEARCH INSTRUMENT

3.3.1 The questionnaire as a research instrument

A questionnaire is a self-report instrument used for gathering information about variables of interests to an investigation. It consists of a number of questions of items on paper that a respondent reads and answers (Keeves (ed.), 1988:478). Fink and Kosecoff (1996:17) and Borg (1981:84) state that the questionnaire is

similar to the paper-and-pencil test. In fact, there are no characteristics that invariably differentiate between a test and questionnaire. There are no right or wrong answers to questions, and no total score is computed by combining the questionnaire responses. According to Fink and Kosecoff (1996:16) and Nisbet and Entwistle (1970:44) the questionnaire may be regarded as a form of interview on paper. An ideal questionnaire according to Cohen and Manion (1994:92-93) possesses the same properties of a good law: it is clear, unambiguous and workable. Its design must minimize potential errors from respondents. Furthermore, since people's participation in surveys is voluntary, a questionnaire has to help in engaging their interest, encouraging their cooperation, and eliciting answers as close as possible to the truth.

3.3.2 Construction of the questionnaire

According to Vockell and Asher (1995:133) the important thing to remember in designing a questionnaire is to determine what it is that one wants the respondents to tell, and then devise an instrument that will make it as likely as possible to actually obtain that information. Construction of a good questionnaire is a difficult and time-consuming task. A well-constructed questionnaire is more likely to elicit a good response than a poorly constructed one (Ary, Jacobs & Razavieh, 1990:422). According to Anderson (1998:179) a good questionnaire generally contains subsections. Such sections give structure to the questionnaire and communicate a sense of purpose and order to the respondent.

Ary, Jacobs and Razavieh (190:422-424) and Good (1959:198) suggest the following criteria for constructing questionnaires:

- Construct the instrument in such a way that it reflects quality.
- It must be short enough so as not to take too much time and so that the respondents will not reject it completely.

- The questionnaire should obtain some depth to the response in order to avoid superficial replies.
- Make sure that the respondents have the information necessary to answer the question.
- The ideal questionnaire must not be too suggestive or too unstimulating, particularly with reference to choices.
- Phrase questionnaire items so that they can be understood by every respondent.
- It must be of sufficient interest and have enough face appeal so that the respondent will be inclined to it and to complete it.
- The questionnaire should elicit responses that are defined but not mechanically forced.
- Questions must be asked in such a way that the responses will not be embarrassing to the individual.
- Avoid questionnaire items that can mislead because of unstated assumptions.
- Make sure that the alternatives to each questionnaire item are exhaustive, that is, express all the possible alternatives on the issue.
- Questions must be in such a manner as to allay suspicion on the part of the respondent concerning hidden purposes in the questionnaire.
- The questionnaire must not be too narrow, restrictive, or limited in its scope or philosophy.

- The responses to the questionnaire must be valid, and the entire body of data taken as a whole must answer the basic question for which the questionnaire was designed.
- Avoid “double-barrelled” questions that attempt to ask two questions in one.

The aim of the questionnaire used in this research was to obtain information regarding the effectiveness of the SEMs. The questionnaire was divided into two sections as follows:

- Section 1, which dealt with the biological data of the respondents, and
- Section 2, which focused on the effectiveness of the SEMs.

The design of the empirical research was an existing reliable and valid structured questionnaire consisting of 32 items. The items were designed around the theoretical construct of factors of effective leadership, namely:

- Visionary leadership.
- Cultural leadership.
- Symbolic leadership.
- Instructional leadership.
- Creating norms that support collegiality.
- Motivation.
- Time management.
- Change management.
- Team management.
- Stress management.
- Effective communication.
- Financial planning and management.

The questionnaire focused on the above listed factors as they determine the effectiveness of the SEMs. The items were grouped according to the twelve factors, but the groups were not identified accordingly. This was done in order

to avoid patterning by the respondents. The respondents were requested to indicate their responses in three ways: agree, disagree and uncertain.

3.3.3 Characteristics of the questionnaire

The questionnaire has become one of the most used, useful but also abused means of collecting information. If well constructed, a questionnaire permits the collection of reliable and reasonably valid data relatively simply, cheaply and in a short space of time. A good questionnaire is difficult to construct, and to do the job well will probably take ten to fifty hours (Anderson, 1990:207). According to Fowler (1995:133) and Van Dalen (1979:152) many people do not give thoughtful consideration to questionnaires and tend to fill out forms carelessly.

To obtain reliable data, questionnaires must be carefully structured.

According to Van den Aardweg and Van den Aardweg (1988:190) and Mahlangu (1987:84-85) the following can be considered characteristics of a good questionnaire:

- It has to deal with a significant topic, which the respondent will recognize as important enough to warrant spending his or her time on.
- It seeks only that information which cannot be obtained from other sources.
- It must be as short as possible, but long enough to get the essential data.
- It must be attractive in appearance, neatly arranged and clearly duplicated or printed.
- Directions for a good questionnaire are clear and complete and important terms are clearly defined.

- Each question deals with a single concept and should be worded as simply and straightforward as possible.
- Different categories should provide an opportunity for easy, accurate and unambiguous responses.
- Objectively formulated questions with no leading suggestions should render the desired responses.
- Questions should be presented in a proper psychological order, proceeding from general to more specific and sensitive responses.
- Data obtained from questionnaires are easy to tabulate and interpret.

The questionnaire used for this research (Appendix D) by and large reflects the above characteristics.

3.3.4 The advantages and disadvantages of the questionnaire

(1) The advantages of the questionnaire

Anderson (1998:168) and Hopkins (1985:74) state the following advantages of the questionnaire:

- It is highly efficient for routine data collection with a large number of respondents;
- lends itself to quantitative analysis and the use of powerful descriptive and inferential statistics;
- enables use of a large number of questions;
- can provide for individual comments and perspectives in the respondent's own words;

- easy to administer and quick to fill in;
- easy to follow up;
- provides direct comparison of groups and individuals;
- provides feedback on:
 - attitudes
 - adequacy of resources
 - adequacy of teacher help
 - preparation for next session; and
 - conclusions at end of term
- data is quantifiable

These advantages were the motivation for choosing the questionnaire as measuring instrument for this research.

Having said that, however, does not take away the possibility that this questionnaire might, to a greater or lesser degree, reflect the following disadvantages:

(2) Disadvantages of the questionnaire

Anderson (1998:168) and Hopkins (1985:74) further state the disadvantages of the questionnaire as follows:

- People may not respond due to “questionnaire fatigue” – leading to non-response bias.
- It depends on extensive planning and pre-testing of instrument.
- There is always a danger of people not understanding the question – leading to response bias.

- Conversion of questionnaire answers to computer can result in data entry errors.
- Analysis is time consuming.
- It needs extensive preparation to get clear and relevant questions.
- It is difficult to get questions that explore in depth.
- Effectiveness depends very much on reading ability and comprehension.
- Some may be fearful of answering candidly.
- Some will try to produce 'right' answers.

3.3.5 Validity and reliability of the questionnaire

It can be said that the questionnaire used in this research in general meets the validity criterion because it measured what it was supposed to measure.

This questionnaire also meets the reliability criterion because it can reasonably be expected that it will yield the same results if applied under the same circumstances elsewhere.

(1) Validity of the questionnaire

The concept of validity is perhaps one of the most complex in test evaluation. It refers to the degree of success with which a technique or other instrument is measuring what it claims to measure (Behling & Law, 2000:11; Verma & Beard, 1981:86). According to Verma and Beard (1981:87) and Behling & Law (2000:11-13) there are four major kinds of validity: content, predictive or empirical, concurrent and construct validity. This is confirmed by DeVellis (1991:43-44) and Dane (1990:257-258), who describe types of validity as follows:

Content validity which is concerned with how well the sample of items that is used represents the total domain of possible items. This kind of validity is especially important in the case of achievement and proficiency measures.

Another form of external validation is provided by a measure of concurrent validity. A test is said to have concurrent validity if it correlates highly with a well known test and may therefore be used for the same purposes, for example a test which correlates highly with the Terman-Merrill revision of the Stanford-Binet tests, measures whatever this test measures.

Construct validity is evaluated by analyzing meanings or test scores in terms of psychological concepts. This involves a long continued interplay between observation, reasoning and imagination.

According to Carspecken (1996:165-166), Behling and Law (2000:3) and Lovell and Lawson (1970:68) the procedure for assessing the content, concurrent, predictive and construct validity of a research technique involves one or more of the following:

- Inspection of the content of the technique to make judgements about what is being assessed.
- Correlating the results with some external criterion, which may be teachers' estimates, examination results or performance on a technique which measures the same factor as the technique which is being validated.
- Using factor analysis in order to discover what is being measured by the instrument.

According to Dane (1990:158), Fowler (1995:132) and Good (1959:202) the validity of a questionnaire and of its parts may be judged by the following types of evidence:

- Is the question on the subject?
- Is the question perfectly clear and unambiguous?
- Does the question get at something stable, which is typical of the individual or of the situation?
- Does the question pull or have extractive power? Will it be answerable by a large enough proportion of respondents to have validity?
- Is the information consistent, in agreement with what is known, and in agreement with expectancy?
- Do the respondents show a reasonable range of variation?
- Is the item sufficiently inclusive?
- Is there a possibility of obtaining an external criterion to evaluate the questionnaire?

(2) Reliability of the questionnaire

Reliability in educational and psychological measurement refers to the degree of accuracy with which a given test or a set of tests scores measure whatever it is measuring. It can also indicate the trustworthiness or stability of the test itself (De Vellis, 1991:24; Verma & Beard, 1981:61). According to Fink and Kosecoff (1996:41) and Potter (1984:11) the reliability of an instrument is its ability to yield consistent results from one set of measurements to another. It is the extent to which data yielded by the instrument are free from internal defects.

According to Behling and Law (2000:10-11), Lovell and Lawson (1970:60-70) and Van den Aardweg and Van den Aardweg (1988:194) there are several ways of measuring the reliability of a technique; which one is used will depend on the

circumstances. Three are outlined here: the test-retest, the equivalent forms, and the split-half methods.

- The test-retest method: In this method the same instrument is re-administered shortly after the first administration, the two sets of results are correlated and its reliability obtained.
- The equivalent forms method: This method requires that two equivalent or parallel norms of an instrument are prepared, administered to the same group of subjects and the results compared.
- The split-half method: In this method the score on one half of the items of the instrument compared with the score on the half. This method measures the internal reliability of the test and if the two halves do not correlate highly it suggests that they are not measuring the same thing.

3.4 PILOT STUDY

It is usually desirable to run a pilot test on a questionnaire and to revise it based on the result of the test. A pilot test attempts to determine whether questionnaire items possess the desired qualities of measurement and discriminability. It is desirable to determine whether items are measuring something in common. To determine this, the scale would be administered to a pilot sample, and based on responses, correlations would be run between the scores obtained by each person on each item and the scores obtained by each person across the whole scale. The larger the correlation between an item score and the total score, the greater the relationship between what the item is measuring and what the total scale is measuring (Fink & Kosecoff, 1996:18; Fowler, 1995:129-131; Tuckman, 1978:225). The pilot study should cover the whole research process, including the analysis and tentative interpretation of the pilot data, even the writing of a prototype report (Mouly, 1997:69).

According to Bell (1999:128) the purpose of the pilot exercise is to get the bugs out of the instrument so that subjects in the main study will experience no

difficulties in completing it and a preliminary analysis can be carried out to see whether the wording and format of questions will present any difficulties when the main data are analysed. Ary, Jacob and Razavieh (1990:428-429) suggest the following questions that should be answered as a result of pre-testing:

- Do the respondents appear to be comfortable with the questionnaire and be motivated to complete it?
- Are certain items confusing?
- Could some items result in hostility or embarrassment on the part of the respondents?
- Are the instructions clear?
- How long will it take a respondent to complete the questionnaire?
- Do all respondents interpret the items in the same way?

The researcher has taken note of the above questions in his pilot study. The advantages of the pilot study according to De Vaus (1990:105) are that it:

- permits a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating data.
- provides the research worker with ideas, approaches and clues not foreseen prior to the pilot study. Such ideas and clues greatly increase the chances of obtaining clear-cut findings in the main study.

The purpose of the pilot study according to Plug, Meyer, Louw and Gouws (1991:49-66), which was also the aim of the researcher in this survey, are:

- It provides the researcher with ideas, approaches and clues not foreseen prior to the pilot study.
- It permits a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating data.
- It greatly reduces the number of treatment errors because unforeseen problems revealed in the pilot study results in redesigning the main study.
- It saves the researcher major expenditure of time and money on aspects of the research which could have been unnecessary.
- Feedback from other persons involved is possible and leads to important improvements in the main study.

In his pilot study the researcher tried out a number of alternative measures and selected only those that produced the best results for the final study. The approximate time required to complete the questionnaire was established in the pilot study. Questions and/or instructions that were misinterpreted were reformulated.

3.5 ADMINISTRATION OF THE QUESTIONNAIRE

The researcher contacted the principals of the selected schools telephonically and received permission for the questionnaires to be administered at their schools. The schools were from seven Msinga Circuit Management Centre wards namely, Pomeroy, Keates Drift, Tugela Ferry, Ngubevu, Bhambatha, Kranskop and Umvoti.

The questionnaires were personally delivered to each school with a letter explaining the purpose of the research and an assurance to the participants that their confidentiality will be maintained. A letter from the Head of Msinga Circuit Management Centre giving permission to undertake research in schools was also given to principals of schools in which the research was undertaken.

The principals were chosen at random by the researcher. The questionnaires were handed to the principals by the researcher and collected upon completion.

This method of administration facilitated the process and response rate that is, 153 out of 185 questionnaires were completed and collected.

3.6 THE PROCESSING OF DATA

The collected data was captured in a format which would allow analysis and interpretation. This involved the careful coding of 153 out of 185 questionnaires completed by principals. The coded data was transferred to a computer spreadsheet using the Quattro Pro 4.0 statistics computer programme. Data was converted into frequency tables to analyse the findings by means of descriptive statistics.

3.6.1 Descriptive statistics

The frequency distribution method is a method used to organize data obtained from questionnaires to simplify statistical analysis. According to Van den Aardweg and Van den Aardweg (1988:65-68) a frequency table provides the following information:

- It indicates how many times a particular response appears on the completed questionnaires.
- It provides percentages that reflect the number of responses to a certain question in relation to the total number of scores.

The researcher used the descriptive method to summarise data and to interpret the results.

3.6.2 Application of data

The questionnaire (Appendix D) was designed to obtain data on the effectiveness of the SEMs. To determine the information needed for the purpose of this study the questionnaire was subdivided into two sections:

- Section 1 required biographical information about educators and included items 1.1-1.7.
- Section 2 gathered information regarding the effectiveness of the SEMs and consisted of various items pertaining to effective leadership, characteristics of an effective SEM and the professional task of the SEM.

3.7 LIMITATIONS OF THE INVESTIGATION

The investigation was influenced by a number of factors. The following factors might have somehow influenced the validity and reliability of the questionnaire:

- The sensitive nature of items in the questionnaire might have led to false responses, which affect the reliability of the results.
- The investigation was confined to educators teaching in the Msinga CMC. It can therefore not be disputed that various other responses might have been indicated from educators teaching in other areas.

3.8 SUMMARY

Chapter three served to outline the criteria and procedures that the researcher had to consider in the planning of the research. Planning incorporated a request for permission, selection of respondents, the research instrument employed, validity and reliability of the questionnaire, the pilot study, how the questionnaire was administered, processing of data and the limitations of the investigation.

The next chapter focuses on the presentation of data.

CHAPTER 4

PRESENTATION AND ANALYSIS OF RESEARCH DATA

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CHAPTER 4

PRESENTATION AND ANALYSIS OF RESEARCH DATA

4.1 INTRODUCTION

This chapter deals with the analysis and interpretation of data which was collected by means of questionnaires completed by principals of one hundred and fifty three schools in the Msinga Circuit Management Centre under the Mzinyathi district in the Ukhahlamba region. The information has been collected and interpreted by means of descriptive statistics and certain comments are offered.

4.2 DESCRIPTIVE STATISTICS

4.2.1 Biographical information (Section 1)

(1) Gender

Table 1: Frequency distribution according to sex

Sex	Frequency	Percentage
Male	109	71%
Females	44	29%
Total	153	100%

The data from Table 1 indicates a larger number of male principals as compared to female. Of the 153 respondents who participated in the research 71% are male and 29% are female.

This discrepancy seems to illustrate a lack of equity in terms of the Employment Equity Act (Department of Education, 1998:2-3) which places a duty on all employers to take proactive steps to eliminate unfair discrimination in the workplace.

(2) Age of respondents

Table 2: Frequency distribution according to age

Age	Frequency	Percentage
Less than 20 years	0	0%
21 – 25 years	0	0%
26 – 30 years	0	0%
31 – 35 years	23	15%
36 – 40 years	37	25%
41 – 45 years	46	30%
46 – 50 years	24	15%
Over 50 years	22	14%
Total	153	100%

Table 2 indicates that most of the respondents (30%) are between ages 41-45. Of 153 respondents who participated in the research 15% are between ages 31 to 35 and 46 to 50 while 14% of the respondents are over 50.

The given statistics indicate no respondent under 30 years of age. There are no age restrictions to promotional posts. The fact that no principal in the target group is under 31 years of age could be accounted for by the fact that the appointment of educators in promotional posts is based on experience and qualifications.

(3) Teaching experience

Table 3: Frequency distribution according to years of teaching experience

Years of Experience	Frequency	Percentage
0 – 3	4	3%
4-6	18	12%
7 – 9	15	10%
10 – 12	27	18%
13 – 15	17	11%
16 – 18	21	14%
19 – 21	14	9%
22 – 24	7	7%
25 – 30	5	3%
Total	153	100%

Table 3 indicates that the highest number of respondents (18%) have teaching experience ranging from ten to twelve years. The second highest number of respondents (14%) has teaching experience that ranges from 16 to 18 years. This is followed by twelve percent (12%) of the respondents whose teaching experience ranges from 4 to 6 years and eleven percent (11%) of the respondents whose experience ranges from 13 to 15 years. Ten percent (10%) of the respondents have experience that ranges from 7 to 9 years, 9% of the respondents have experience that ranges from 19 to 21 years, and 7% of the respondents have experience that ranges from 22 to 24 years. A small number of the respondents three percent (3%) have experience of over thirty years and three percent (3%) teaching experience of less than four years.

It is observed from the given statistics that the experience of principals ranges from 3 years to 30 years and above. The minimum requirement in respect of experience for appointment to promotional posts (principalship) as determined by the Minister of Education is three years and above (Education Labour Relations Council, 1999:8).

(4) Rank of respondents

Table 4: Frequency distribution according to rank

Rank	Frequency	Percentage
Principal	140	91
Acting	13	9
Total	153	100%

Table 4 indicates that 91% of the respondents are principals. Nine percent (9%) of the respondents are acting principals.

The given statistics indicate that the majority of the respondents (91%) were principals while 9% were acting principals. Both principals and acting principals perform the same managerial function, that is why the input of the acting principals was taken into consideration.

(5) Nature of post

Table 5: Frequency distribution according to the nature of post

Rank	Frequency	Percentage
Permanent	140	91
Temporary	13	9
Total	153	100%

Table 5 indicates that 91% of the respondents hold permanent posts while 9% hold temporary posts.

The statistics indicate that the majority of the respondents (91%) hold permanent posts while very few respondents (9%) hold temporary posts. "Temporary post" means acting in a vacant promotional post until the post is advertised and filled by a suitably qualified candidate. The respondents who are shown to occupy temporary posts; 9% will most probably be promoted to permanent positions when circumstances allow.

(6) Qualification

Table 6: Frequency distribution according to academic / professional qualifications

Qualification	Frequency	Percentage
SSTD	4	3%
JSTC	2	1%
PTC	5	3%
PTD	31	20%
SSTC	5	3%
SPTD	7	5%
STD	31	20%
ACE	1	1%
HED	3	3%
FDE	23	15%
B.A.	21	14%
B.Ed. (HONS)	31	20%
B.PAED.	13	9%
M.A. / M.Ed.	01	1%
HDE	7	4%
Total	153	100%

Table 6 indicates that 20% of the respondents have PTD, STD and B.Ed. (Hons) qualifications. The Table also indicates that 15% of the respondents has an FDE qualification while fourteen percent (14%) of respondents have a B.A. degree. The Table further indicates that 9% have a B.Paed. qualification, 5% have an SPTD qualification, and that PTC, SSTD and HDE all have 4% respectively. Three percent (3%) of the respondents have an SSTC qualification while 3% of the respondents have HED qualifications. The JSTC, ACE and M.Ed. each show 1% of the respondents respectively.

From the statistics it is observed that quite a number of principals have the lower qualifications such as SSTC, JSTC and PTC (11) which is equivalent to REQV

12 (M+2). This does not comply with the minimum qualification requirements for appointment of educators in permanent positions, that is REQV13 (M+3) (Education Labour Relations Council, 1999:732).

All persons must have at least a recognized three year qualification (REQV13) which must include appropriate training as a teacher in order to qualify for appointment as an educator. The Minister may approve the appointment to educator posts outside education institutions of persons who have not been trained as teachers in cases where teacher training is not a prerequisite to perform the duties attached to the specific post (Education Labour Relations Council, 1999:20-21).

It is however noted from the given statistics that some principals have upgraded their qualifications with diplomas such as ACE, FDE, and HDE (34) to meet with the requirements for promotion posts.

(7) Membership of a union

Table 7: Frequency distribution according to Union and SACE membership

Name of Union	Frequency	Percentage
NAPTOSA	53	34%
SADTU	77	51%
SACE	71	47%
NATU	14	13%
OTHER	00	0%
Total	153	100%

According to Table 7, 51% of the respondents are members of the South African Democratic Teachers Union (SADTU). The Table also indicates that 34% of the respondents are members of the National Professional Teachers Organisation of South Africa (NAPTOSA), while 13% of the respondents are members of the

National Teachers Union (NATU). Out of 153 respondents 47% are members of the South African Council for Educators, (SACE).

From the given statistics in Table 7 it is clear that many principals, (53%) are not members of the South African Council for Educators. The fact could be seen as somewhat compromising in connection with the responses of such principals / respondents as regards SEM effectiveness since membership of the SACE is statutory. The South African Council for Educators was established by Resolution 4 of the Educator Labour Relations Act published in Government Notice R651 of 5 May 1995 (Education Labour Relations council, 1999:4-1). It could possibly be reasoned that one could hardly criticise the professional profile of the SEM if your own is not above suspicion. On the other hand the question could likewise be asked why the SEMs of such principals are either not aware of this situation or merely allows it.

4.2.2 Responses of Principals to effectiveness of the SEMs (Section 2)

(1) Effective leadership

Table 8: Frequency distribution according to effective leadership

Item	Agree	%	Dis-Agree	%	Un-Certain	%	Left Blank	%	Total	%
2.1	64	42%	77	50%	10	7%	2	1%	153	100%
2.2	72	47%	63	41%	15	10%	3	2%	153	100%
2.3	80	52%	54	36%	17	11%	2	1%	153	100%
2.4	91	59%	47	31%	13	9%	2	1%	153	100%
2.5	82	53%	47	31%	24	16%	0	0%	153	100%
2.6	91	59%	46	31%	11	7%	5	3%	153	100%
2.7	68	45%	60	39%	21	13%	4	3%	153	100%
2.8	91	59%	53	35%	3	2%	6	4%	153	100%
2.9	70	45%	60	39%	20	13%	3	2%	153	100%
2.10	69	45%	58	38%	23	15%	3	2%	153	100%
2.11	69	45%	60	39%	20	13%	4	3%	153	100%
2.12	57	37%	74	49%	22	14%	0	0%	153	100%

(a) Feedback about performance of schools (2.1)

Table 8 indicates that many respondents (50%) disagreed with the statement that SEMs provide schools with feedback about their performance. Out of 153 respondents 42% agreed with the statement while 7% were uncertain. One percent (1%) of the respondents left the statement blank.

From the statistics it is clear that principals feel that the SEMs do not satisfactorily provide feedback to schools about their performance. Feedback is the way of communicating back the inputs, responses or messages through word, behaviour or emotions. According to the KwaZulu Natal Department of Education (1) (2000:36) a good leader understands the importance of effective and specific feedback because it will convey the true feelings of the individuals when critical messages are imparted. Effective feedback is immediate, honest, appropriate, clear and informative (Craig (ed.), 1989:66). According to Hughes, Ginnett and Curpy (1993:47) leaders can enhance the learning value of their experiences by creating value opportunities to receive feedback from those who work with them. This is confirmed by Kaye (1995:47) when stating that some managers recognise the employees' interest through casual conversations and provide feedback that can help develop workers professionally. A reflective leadership style can be adopted by SEMs as this style includes among other things giving and receiving specific performance feedback, as well as considering past and current actions in the light of new information and with a view towards improved practice.

(b) Educators are school's valuable resources (2.2)

Many respondents (47%) agreed with the statement while a lesser number (41%) disagreed and (10%) were uncertain. Two percent (2%) of the respondents left the statement blank.

The statistics indicate that the principals are of the opinion that some SEMs regard them as the most valuable human resource.

Like everyone else, educators value deserved praise and recommendations. According to the KwaZulu-Natal Department of Education (2003:64) positive reinforcement is one way of recognizing educators by rewarding favourable behaviour and not rewarding undesired behaviour. This eventually promotes favourable behaviour among all educators which eventually improves teaching and learning in schools.

(c) Trust (2.3)

Most of the respondents (52%) agreed while 36% disagreed with the statement that SEMs clearly indicate that trust between colleagues is highly valued. Eleven percent (11%) were uncertain while 1% of the respondents left the statement blank.

The statistics (52%) indicate that the SEMs display the importance of trust in principals as their colleagues. Jones and Pollitt (1996:32) view integrity as an intrinsically good quality present in effective leaders. Leaders with a strong ethical foundation are expected to treat their subordinates with trust, dignity and respect. According to Blandford (1997:23-24) among the most important managerial qualities of leadership is paying attention to securing the support and commitment of colleagues, and enjoying their trust.

The SEMs work as a team with the principals. Covey (1990:209) and Sallis (1996:85) describe mutual trust as the most important element that is required for a team to function at top performance capacity. The trust which is established between the educational leader and his colleagues is conducive to developing and nurturing the right culture (Sallis, 1996:84). Kowalski (1999:288) points out that the lack of trust is a stumbling block to effective communication if the principals feel that they are being used or manipulated, or if they feel the superintendent does not act in their best interest.

(d) Good self-management skills (2.4)

Most of the respondents, (59%) agreed while 31% disagreed with the statement that SEMs show good self-management skills. Nine percent (9%) of the respondents were uncertain while 1% of the respondents left the statement blank.

The statistics show the credibility of SEMs in as far as the self-management skill is concerned, which is the most important skill needed for effective management. According to Evans (1996:81) the display of good self-management skills by a leader is an important aspect of symbolic leadership and one way of doing this is by using the encouragement management model. This model is designed to train leaders in human relations skills.

(e) Values of the community (2.5)

Most of the respondents (53%) agreed while 31% disagreed with the statement that SEMs base their leadership on the values of the community. Sixteen percent (16%) of the respondents were uncertain.

The statistics indicate that the SEMs consider the values of the community in their leadership styles. According to Ramsey (1999:187) leadership without morale or value is just personal aggrandizement in action. Feedback requires that the decision taken be based on morale as well as bottom line values. Establishing a reputation for high ethical standards is one way a leader can build a better institution. Sergiovanni (1990:27) states that moral authority and not bureaucratic authority leads to extraordinary commitment and performance among educators.

(f) Empathy towards subordinates (2.6)

The majority of the respondents (59%) agreed with the statement while 31% disagreed that SEMs express empathy towards subordinates. Out of 153

respondents 7% were uncertain while 3% of the respondents left the statement blank.

The statistics indicate that most of the principals feel that SEMs show empathy toward them. According to Blandford (1997:23) among other managerial qualities of leadership is the ability of behaving forcefully yet not dictatorially, of driving things along and yet at the same time displaying sensitivity to staff feelings. This is confirmed by the given statistics, and indicates an ethical leadership style which, according to Ramsey (1999:187), sends a powerful message about what is important, how people are treated, and the operation of the institution on a daily basis. This type of leadership includes qualities linked to flexibility, needs and concerns for others, empathy and commitment to people. Kaye (1995:46) states that far too often employees find managers inaccessible and managers have a way of discouraging social interaction. Thus managers should improve their interpersonal skills and demonstrate empathy towards subordinates.

(g) Evaluation of the leaders' performance by subordinates (2.7)

Many respondents (45%) agreed while 39% disagreed with the statement that SEMs allow subordinates to evaluate their performance as a leader. Out of 153 respondents 13% were uncertain, while 3% of the respondents left the statement blank.

The statistics indicate that less than half of the principals evaluate the performance of the SEMs with the consent of the SEM. Feedback from the school community should however be encouraged, managed and rewarded.

(h) Healthy school climate (2.8)

The majority of the respondents (59%) agreed while 35% disagreed with the statement that SEMs regard a healthy school climate as important for effective learning. Only two percent (2%) of the respondents were uncertain and 4% of the respondents left the statement blank.

The statistics indicate that principals feel that SEMs regard a healthy school climate as most important for effective teaching and learning. Seemingly the SEMs fulfil an important task, that is, according to Kowalski (1999:223) and KwaZulu-Natal Department of Education (1997:879) creating a proper culture through assessing the current climates and altering conditions so that stakeholders feel comfortable sharing philosophy and concerns, and placing school reforms and change in the context of contemporary conditions.

(i) Needs of subordinates (2.9)

Many respondents (45%) agreed while 39% disagreed with the statement that SEMs base leadership on the needs of their subordinates. Thirteen percent (13%) of the respondents were uncertain while 2% left the statement blank.

The given statistics indicate that a substantial number of SEMs take into consideration the needs of the principals. According to Cowell (1995:37) the ability to identify with other people and their feelings, wants and interests as equal to one's own, is regarded as the basis for moral education.

(j) Tactfulness in dealing with matters involving cultural groups (2.10)

Many respondents (45%) agreed while 38% disagreed with the statement that SEMs show tactfulness when dealing with people from different cultural groups. Fifteen percent (15%) of the respondents were uncertain while 2% of the respondents left the statement blank.

The statistics indicate that most principals have a high opinion of the tactics of SEMs in matters involving cultural groups. Robbins (1994:24) suggests the adoption of an open door policy towards subordinates as this approach makes leaders accessible to other members of staff. The leaders should use the open door policy together with the participative management style which allows for communal decision-making where the interest of all parties involved are considered before decisions are made.

(k) Taking public stand on important matters (2.11)

Many respondents (45%) agreed while 39% disagreed with the statement that SEMs take a public stand on matters even if they are contentious. Thirteen percent (13%) were uncertain while 3% of the respondents missed.

The statistics indicate that most SEMs take a public stand on important matters. Blandford (1997:23) identifies one of the important qualities of leadership which is modelling professionalism. *Modelling professionalism include amongst other things behaving with integrity, displaying consistency, being open and honest with colleagues, and displaying firmness but fairness in dealing with their staff.* According to the KwaZulu-Natal Department of Education (1999:879) the SEM should be able to provide an environment that creates and fosters commitment and confidence among colleagues and educators, while promoting the values of fairness in the workplace.

(l) Salary backlog for educators (2.12)

Most of the respondents (49%) disagreed while 37% agreed with the statement that SEMs check salary backlogs for educators. Fourteen percent (14%) of the respondents were uncertain.

From the statistics it is clear that the salary backlog for educators is a matter of concern for principals. Although the teacher unions had fought vigorously for the salary backlog for educators from 1996 up to the present (2004) (Logart, 2004:3) the statistics indicate that most principals are of the opinion that SEMs do not check salary backlogs for educators.

(2) Principals' responses to characteristics of an effective SEM

Table 9: Frequency distribution to characteristics of an effective SEM

Item	Agree	%	Dis-Agree	%	Un-Certain	%	Left Blank	%	Total	%
2.13	90	58	53	35	10	7	0	0	153	100%
2.14	78	51	57	38	17	11	1	1	153	100%
2.15	72	46	73	48	9	6	0	0	153	100%
2.16	72	45	68	45	12	8	3	2	153	100%
2.17	75	48	57	38	19	13	2	1	153	100%
2.18	79	51	62	41	11	7	1	1	153	100%
2.19	70	45	66	43	16	11	1	1	153	100%
2.20	59	39	65	43	25	16	4	3	153	100%
2.21	71	46	69	45	13	9	0	0	153	100%

(a) Principals' responsibilities clearly stated (2.13)

The majority of the respondents (58%) agreed while 35% disagreed with the statement that SEMs clearly explain to principals exactly what their responsibilities are. Only seven percent (7%) of the respondents were uncertain.

The statistics indicate that the majority of SEMs inform the principals about their responsibilities. The leadership of the SEM is a central force linking policy making, administration and instructional activities (KwaZulu-Natal Department of Education, 1999:879). According to the KwaZulu-Natal Department of Education (2001:9) the overall task of the SEM requires his personal involvement in coordinating all administrative and subject specialists input to schools to ensure optimal functionality.

(b) Cope with new demands (2.14)

Most of the respondents (51%) agreed while 38% disagreed with the statement that SEMs indicate an ability to cope with new demands. Only eleven percent (11%) of the respondents were uncertain while 1% of the respondents left the statement blank.

The statistics indicate that most of the SEMs cope with the new demands in the field of education. The ability to adapt to changing circumstances is vital to effective leadership. According to Ramsey (1999:64) effective leaders in all fields envision change, show others what is possible through change, and orchestrate change at any level. This is confirmed by Wright (1996:211) who suggests that the SEM should provide an opportunity for the organisation to adapt to changing circumstances.

(c) *Communicate mission statement to all stakeholders (2.15)*

The Table indicates an almost even distribution between respondents who agreed (46%) and those who disagreed (48%) that SEMs clearly communicate the circuit mission statement to all stakeholders. Six percent (6%) of the respondents were uncertain.

The statistics indicate that many SEMs still need to develop and communicate the mission statement to stakeholders. According to Kowalski (1999:210) central to the superintendent's role of providing leadership within the school districts are responsibilities associated with visioning, planning and building positive relationships with all the stakeholders. The SEM should establish a context for visioning and planning, that is, explaining to the school community the importance of visioning, mission statements and detailing the importance of visioning with regard to planning and improvement so that the Department of Education schools should themselves develop their mission statements (KwaZulu-Natal, 1999:879). According to Blandford (1997:24) one of the vital managerial qualities of leadership is the formulation of a vision and mission statement for the future development based on personal philosophy and values. Kowalski (1999:224) states that effective superintendents act as primary facilitators who keep people focused on the vision and intervenes when the process appears to be losing coherence.

(d) Sense of responsibility (2.16)

There was an even distribution between respondents (45%) who agreed and disagreed with the statement that SEMs display a sense of responsibility towards achieving the goals of the school. Only 8% of the respondents were uncertain while (2%) of the respondents left the statement blank.

The statistics indicate that some SEMs display a sense of responsibility towards achieving the goals of the schools. However, the even distribution in principals' responses in terms of percentages indicates the urgent necessity for the SEMs to improve themselves in this component of effective leadership. According to Sterling and Davidford (2000:41), when choosing to take up leadership challenges, one takes responsibility for making a difference, for bringing hope and possibility into the life of the institution. Kowalski (1999:223) describes building a sense of shared responsibility as an example of responsibilities assumed by the SEMs. McPherson (1996:26) associates accountability with a feeling of responsibility. The SEMs should remain responsible for the quality of education in their circuits.

(e) Sound interpersonal skills (2.17)

More respondents (48%) agreed with the statement than those who disagreed (38%) that SEMs exhibit sound interpersonal skills. Thirteen percent (13%) of the respondents were uncertain while 1% of the respondents left the statement blank.

The statistics indicate that most SEMs exhibit sound interpersonal skills. This is an important component of effective leadership. According to Evans (1996:81) one of the key questions in leadership is the preparedness of the followers to follow. Research encouragement training has shown that leaders who change their leadership styles by allowing greater involvement by their followers are more successful. With regard to the question of interpersonal skills, Bjork and Ginsburg (1995:16) conclude that autocratic approaches were least conducive to adult learning and there was room for improvement through flexibility,

adaptation and sound interpersonal skills. Greenfield (1995:69) in his research on centrality of leadership discusses social and interpersonal dimensions and finds that administrators who work through other people to accomplish their goals, coordinate and monitor their efforts by using social and interpersonal skills and thus collaborate with their followers in an effective way.

(f) Clear written directives (2.18)

Most of the respondents (51%) agreed with the statement while 41% disagreed with the statement that SEMs issue clear directives. Seven percent (7%) of the respondents were uncertain while 1% of the respondents left the statement blank.

The statistics indicate that most of the SEMs give clear written directives to the principals. Sending clear and unambiguous directives to their subordinate is a vital component of effective leadership. According to Ramsey (1999:70) effective leaders direct their energies toward people because that is where their energy comes from. According to Bush and Middlewood (1997:26) at the centre of successful interpersonal relationships is the ability to communicate effectively. All organizations are affected by the quality of communication within them. Blandford (1997:33) suggests that the message must be well organized, clear and make use of appropriate words and body language.

(g) Present complex information into a comprehensible form (2.19)

The Table indicates an almost even distribution between respondents who agreed (45%) and those who disagreed (43%) with the statement that SEMs present complex information in a comprehensible form. Eleven percent (11%) of the respondents were uncertain while 1% of the respondents left the statement blank.

The statistics indicate that some SEMs present complex information in a comprehensible form. According to the KwaZulu-Natal Department of Education (1999:878) the SEM should communicate effectively both orally and

in writing, with principals, other staff, parents, school governing bodies, external agencies and the department, as well as ensure timeous feedback from schools. According to Van der Westhuizen (ed.) (1991:209) the SEM should be competent to transfer ideas and information clearly to others, and also be willing and able to understand and apply ways of communication. At the heart of communication lies the opportunity to resolve contradictions, quell rumours, provide reassurance, and ultimately, instil meaning in the complex but engaging task of education (Blandford, 1997:30).

(h) Adopts a non-judgmental attitude (2.20)

Most of the respondents (43%) disagreed with the statement while 39% agreed with the statement that SEMs always adopt a non-judgmental attitude. Out of 153 respondents 16% of the respondents were uncertain while 3% of the respondents left the statement blank.

The statistics indicate that most SEMs do not adopt a non-judgmental attitude. According to Blandford (1997:22) one of the personal qualities of leadership is behaving with integrity and displaying firmness but fairness in their dealings with staff. The SEM should be able to provide an environment that creates and fosters commitment and confidence among colleagues and educators while promoting values of fairness and a non-judgmental attitude (KwaZulu Department of Education, 1999:879).

(i) Good listener (2.21)

The Table indicates an almost even distribution between respondents who agreed (46%) and those who disagreed (45%) with the statement that the SEM is a good listener. Only 9% of the respondents were uncertain.

The statistics indicate that principals are divided on the question as to whether SEMs are good listeners. According to Kowalski (1999:288) superintendents who have poor listening skills are typically unable to receive information from others and this can affect the managerial activities in the district. According to

Fielding (1995:105) listening actively means that one strives to be in touch with facts, opinions and attitudes expressed by speakers. One gives feedback and asks prompting questions to show one is listening. Effective listening is essential in all communication activities. Research studies show that despite the willingness to improve their skills, too frequently managers have feelings that there is little that can be done to improve listening skills (Sherman, Bohlander & Snell, 1996:54).

(3) Responses of Principals to the task of the SEMs

Table 10: Frequency distribution according to the task of SEMs

Item	Agree	%	Dis-Agree	%	Un-Certain	%	Left Blank	%	Total	%
2.22	88	57	47	30	17	11	1	1	153	100%
2.23	70	43	57	38	26	17	0	0	153	100%
2.24	82	53	60	39	10	7	1	1	153	100%
2.25	76	49	64	42	10	7	3	2	153	100%
2.26	59	38	76	50	17	11	1	1	153	100%
2.27	85	55	45	30	23	15	1	1	153	100%
2.28	72	47	63	41	16	10	2	1	153	100%
2.29	59	38	79	52	15	10	0	0	153	100%
2.30	60	39	70	46	22	14	1	1	153	100%
2.31	58	38	79	52	15	9	1	1	153	100%
2.32	53	34	83	54	16	10	1	1	153	100%

(a) Expression of interest in other people's opinions (2.22)

The majority of the respondents (57%) agreed while 30% disagreed with the statement that SEMs express interest in other people's opinions. Eleven percent (11%) of the respondents were uncertain while 1% of the respondents left the statement blank. The statistics therefore indicate that the majority of the SEMs consider the opinions of the principals.

(b) Implementation of decisions taken collectively (2.23)

Most of the respondents (43%) agreed while 38% disagreed with the statement that the SEM successfully implements decisions that have been taken. Out of 153 respondents 17% of the respondents were uncertain.

The statistics indicate that the majority of the SEMs would consult principals and implement the decisions that have been taken collectively. One of the important managerial leadership qualities according to Blandford (1997:23) is displaying a consultative style of management, with the aim of building consensus and at the same time empowering others, by determining overall direction and strategy, following wide consultation, and then handing over to staff to implement what has been collectively agreed upon.

(c) Upgrading programmes for SGBs (2.24)

The majority of the respondents (53%) agreed while 39% disagreed with the statement that the SEM plans upgrading programmes for school governing bodies. Only 7% of the respondents were uncertain while 1% of the respondents left the statement blank.

The statistics indicate that the majority of the SEMs plan upgrading programmes for school governing bodies. Van der Westhuizen (ed.) (1991:389) identifies techniques which an educational leader may use to provide a favourable attitude towards the institution, which include the setting up of motivational programmes with specific objectives, preparing a plan of action to bring about objectives. Hughes and Hooper (2000:92) suggest that the superintendent of a school district should conduct upgrading programmes at the beginning of the year. Feedback at the end of the session should be gathered and modifications made for the future.

(d) Upgrading programmes for SMTs (2.25)

Most of the respondents (49%) agreed while 42% disagreed with the statement that SEMs plan upgrading programmes for the school management teams. Seven percent (7%) of the respondents were uncertain while 2% of the respondents left the statement blank. The statistics indicate that most of the SEMs plan upgrading programmes for school management teams. Upgrading programmes at the beginning of the year suggested by Hughes and Hooper (2002:92) are relevant to SMTs as well. The purpose of programmes should be formally encouraged and be task oriented. Feedback at the end of the programme should be gathered and modifications made for the future.

(e) Institute training of educators to meet curriculum objectives (2.26)

Most of the respondents (50%) disagreed while 38% of the respondents agreed with the statement that SEMs institute training for educators who have failed to achieve their curriculum objectives. Eleven percent 11% of the respondents were uncertain while 1% of the respondents left the statement blank.

The statistics indicate that most of the SEMs do not institute training of educators to meet the curriculum objectives. According to Kowalski (1999:285), unless a superintendent is involved in determining what should be done to improve student learning, to make student learning more relevant, and to make the educational system more accountable to the general community, he is not an educational leader. A successful curriculum development programme will benefit the whole school and community (Department of Education, 2000:16). According to KwaZulu-Natal Department of Education (1999:879) the SEM should be able to assist educators to identify, assess and meet the needs of the learners (provide in-service training for educators). The SEM should be able to implement systems and structures and present innovative ideas that are consistent with policy frameworks and plans.

(f) Planning of workshops (2.27)

The majority of the respondents (55%) agreed with the statement while 30% of the respondents disagreed with the statement that SEMs meticulously plan workshops. Fifteen percent (15%) of the respondents were uncertain while 1% of the respondents left the statement blank.

The given statistics indicate that most of the principals appreciate the planning of workshops by the SEMs. Simerly (1990:14) identified some important steps in developing successful workshops which include, among other things, the establishing of the clear goals in the planning process and a series of carefully thought out strategies. Well designed workshops should have specific goals.

(g) Networking of schools (2.28)

Many respondents (47%) agreed with the statement while (41%) of the respondents disagreed with the statement that the SEMs facilitate networking of schools in their circuits. Ten percent (10%) of the respondents were uncertain while (1%) of the respondents left the statement blank.

The statistics indicate that many SEMs encourage networking of schools in their circuits. According to Everard and Morris (1995:56) a school consists of educators who are divided into groups, for example, a group of science educators and commerce educators and the combination drawn from members of these groups is of highest possible quality for networking with schools. This is confirmed by Sallis (1996:85) that educators working together can attain more goals than that of an equal number of educators working separately. Networking is thus necessary for schools to function well and give the best they can possibly attain. The superintendent of schools has quite a number of schools under his jurisdiction, therefore it is essential to build effective teams and understand the signs of problems within the teams (Smith (ed.), 1999:11). According to Blandford (1997:35) networking is the most acceptable form politicking as it is endemic to the organisation. It is a positive and useful

activity for managers to be involved in networks as this offers the support and opportunity to share information.

(h) Supervision of schools on a regular basis (2.29)

The majority of respondents (52%) disagreed while 38% agreed with the statement that SEMs supervise schools on a regular basis. Ten percent (10%) of the respondents were uncertain.

The statistics indicate that most principals believe that the SEMs do not supervise schools on a regular basis. Supervision is a process through which a person (supervisor) provides assistance to others to improve the quality of work. Supervision refers to giving support and assistance with the aim of improving staff performance (KwaZulu-Natal Department of Education (5), 2000:38).

According to Kowalski (1999:223) supervision of schools on a regular basis helps in encouraging educators, that is, keeping individuals on task, providing motivation, and helping others to engage in intuitive and critical thinking. Supervisors are faced with challenges of (KwaZulu-Natal Department of Education (5), 2000:38):

- helping the staff to establish a clear sense of direction;
- increasing willingness of staff to explore new procedures; and
- giving staff assurances and greater security in the process of change.

According to the KwaZulu-Natal Department of Education (5) (2000:39-40) there are three models of supervision practised in educational institutions, namely:

- Traditional supervision which is a high supervisor-low supervisee involvement model. The supervisee remains passive while the supervisor actively directs the process.
- Peer supervision which is called cooperative professional development. In this model, two or more experienced and competent members of staff, with

the appreciation of collegiality (shared functions) agree to work together for their own professional growth.

- Clinical supervision which is aimed at improving delivery in the workplace. It is based on the close collegiality relationship between the supervisor and supervisee. It is effective for those workers that are committed to improvement.

(i) *Involvement of teacher unions (2.30)*

Most of the respondents (46%) disagreed while 39% of the respondents agreed with the statement that SEMs encourage teacher unions to participate in matters concerning the welfare of educators. Fourteen percent (14%) of the respondents were uncertain while 1% of the respondents left the statement blank.

The statistics indicate that most SEMs deny the importance of the involvement of teacher unions in matters of concern for educators. Educators all over the world have associations and unions, at least in part as a collective response to their shared experiences as employees involved in politics in the educational workplace (Ginsberg, Kamat, Raghar & Weaver, 1995:20). The workers protect themselves from managerial exploitation through unionisation. The unions are a collective voice of educators and speak for educators on all matters that affect their members' conditions of service (KwaZulu-Natal Department of Education, 2003:101).

(j) *Punctuality (2.31)*

The majority of the respondents (52%) disagreed while 38% agreed with the statement that SEMs arrive on time for scheduled meetings. Nine percent (9%) of the respondents were uncertain while 1% of the respondents left the statement blank.

The statistics indicate that the majority of SEMs fail to honour the starting time for scheduled meetings. Time is a constant resource. Effective time

management is essential to effective leadership. Part of the success of leaders today depends on gaining the maximum control of time (Ramsey, 1999:81).

The best leaders in education (or any field) are also the best users of time. They do not actually do more things in a given time period than others, but they do different things. Although they have the same amount of time as the rest, the effective leaders find time, make time or take time to do what matters most (Ramsey, 1999:137).

(k) Workshops start on time (2.32)

The majority of the respondents (54%) disagreed while 34% agreed with the statement that SEMs start workshops on time. Ten percent (10%) of the respondents were uncertain while 1% left the statement blank.

The statistics indicate that most workshops do not start on time. This needs urgent attention as the workshops are meant to enrich the principals with new information for the ever changing education system. According to Ramsey (1999:81) central to the idea of the management is the redistribution of time spent on the activities.

4.3 SUMMARY

In this chapter, data obtained from the questionnaire used at 153 schools were presented in table form and analysed. Certain comments were made. In the following chapter the study will be summarised and certain recommendations will be made in the light of the findings.

CHAPTER 5

SUMMARY, FINDINGS, AND RECOMMENDATIONS

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CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this final chapter of the thesis, a summary of the previous chapters will be given and some of the most important findings from the research will be discussed. This will be followed by recommendations and a final remark.

5.2 SUMMARY

5.2.1 Statement of the problem

The position of the SEM requires an intelligence that is quick and comprehensive. The information that flows through the superintendent's office is both voluminous and complex. Serious intellectual inadequacies spell disaster for the superintendents and chaos for schools. Intelligence somehow determines the effectiveness of the SEM. The SEM is as an educational leader for the entire community. The superintendent must place issues above personality conflicts and what is right above what is simply expedient. The effectiveness of the SEM is based on his integrity. The absence of integrity would make it virtually impossible for a superintendent to earn the respect of the community in general and of his colleagues in particular.

The SEM must be able to identify and assess a situation, that is, he must be able to read people. The SEM must be able to discern quickly the meaning of proposals and actions of the community groups, schools, principals and students. The SEM must be able to convince the principals and the community that he is thoroughly dedicated to transforming his commitment into programmes and principles geared to delivering quality educational services. The SEM must be systematic and be able to manage his time. Effective leadership requires acquisition of essential skills which include, among others, effective

communication, change management, motivation, accountability, conflict management, team management, stress management, financial management and personnel development.

In essence this study attempted to study the effectiveness of the SEMs (Superintendents of Education Management).

5.2.2 Effectiveness of the SEMs

In Chapter 2 relevant literature on the effectiveness of the SEMs was reviewed.

In order to undertake a study on the effectiveness of the SEMs it was necessary to construct a theoretical perspective on the effectiveness of the SEMs hence the following aspects were reviewed:

- Effective leadership
- Characteristics of effective SEMs as leaders
- The professional task of the SEM
- The occupational world of the SEM
- Building and managing relationships

5.2.3 Planning of the research

In Chapter 3 the research design used in the empirical survey was discussed. A self-structured questionnaire was used as a research instrument. The composition, advantages and disadvantages, distribution, administration and completion of the questionnaire was also dealt with. Attention was given to a pilot study and the limitations of the investigation.

5.3 THE FINDINGS OF THE STUDY

5.3.1 The effectiveness of the SEMs

The responses to the structured questionnaire were analysed through empirical investigation. The data which was collected from the responses was interpreted by means of descriptive statistics. From the information gathered, the following are the most important findings regarding the effectiveness of the SEMs:

- The majority of the SEMs do not provide the schools with the necessary feedback regarding their performance (cf. 4.2.2 (1) (a)). This seems to be the most important information needed by the schools to uplift their standards.
- The SEMs regard principals as valuable school resources (cf. 4.2.2 (1) (b)). This is a positive sign of effective leadership for the SEMs.
- Most of the SEMs trust principals as their colleagues and express empathy towards them (cf. 4.2.2 (1) (c), (f)).
- Most of the SEMs base their leadership on the values of the community. This is true leadership because leadership without moral value can be regarded as personal aggrandisement in action (cf. 4.2.2 (1) (e)).
- Most SEMs have good self-management skills and base their leadership on the needs of their subordinates (cf. 4.2.2 (1) (d), (i)).
- Most of the principals evaluate the performance of the SEMs. This indicates that some of the SEMs apply a cultural leadership style which is related to the self-evaluation of a leader's skills and feedback by subordinates (cf. 4.2.2 (1) (g)).
- The majority of the SEMs understand the importance of a healthy school climate for effective teaching and learning (cf. 4.2.2 (1) (h)).

- Most principals admire the sound tactics used by some SEMs in matters involving cultural groups. This indicates that most SEMs possess the conflict management skills which are essential for effective leadership (cf. 4.2.2 (1) (j)).
- Most SEMs take a public stand on important matters (cf. 4.2.2 (1) (k)).
- The principals are not happy with the salary backlog for the educators (cf. 4.2.2 (1) (l)) because it affects the performance of educators in the classrooms. Principals seem to be of the opinion that SEMs have an obligation to take some responsibility in this regard. This is often revealed by educators through industrial actions.
- Most of the SEMs have displayed a sense of responsibility and accountability as the most important features of effective leadership (cf. 4.2.2 (2) (a) and (d)).
- Some SEMs do not communicate their circuit mission statement to all stakeholders. Visioning and planning do not form part of their strategic planning which is the core of effective leadership (cf. 4.2.2 (2) (c)).
- Most of the SEMs have the ability to cope with new demands which means possession of change management skills (cf. 4.2.2 (2) (b)).
- Some SEMs are failing to communicate their mission statements while others issue clear written directives and present complex information in a comprehensible form (cf. 4.2.2 (2) (f) and (g)). The latter group therefore display effective communication skills which are most crucial for the smooth running of the organisation.
- The principals are divided on the questions as to whether SEMs are good listeners (cf. 4.2.2 (2) (f)). This is an important conflict resolution skill.

- Most SEMs are open minded and work collaboratively with the principals by taking into account their opinions (cf. 4.2.2 (3) (a) and (b)).
- Most SEMs plan upgrading programmes for School Management Teams and School Governing Bodies (cf. 4.2.2 (3) ©, (d) and (f)). This is a positive response as these two structures play a vital role in the smooth running of the school.
- Most SEMs play a vital role in encouraging the networking of schools in their circuits (cf. 4.2.2 (3) (g)). This is also a positive response as networking helps schools utilise different talents from different schools thus improving the results of the learners in schools, more especially Grade 12 learners.
- Principals feel that most SEMs have done nothing to assist educators who failed to meet the curriculum objectives which has a negative impact on the schools' final result (cf. 4.2.2 (3) (e)).
- Time management is still a matter of concern as most SEMs fail to start workshops and important meetings on time (cf. 4.2.2 (3) (j) and (k)).
- Many principals feel that SEMs are not supervising schools on a regular basis (cf. 4.2.2 (3) (h)).
- Principals feel that there is no effective cooperation between the SEMs and the teacher unions (cf. 4.2.2 (3) (i)).

5.4 THE PURPOSE OF THE STUDY

The aims of this study have been formulated by the researcher in Chapter 1. These aims were realised through the literature study, together with an empirical survey consisting of a structured questionnaire. On the basis of the aims and findings of this study, certain recommendations are now offered.

5.5 RECOMMENDATIONS

5.5.1 Feedback to schools

(1) Motivation

The findings of the study have revealed that most SEMs fail to provide feedback to schools about the performance of the staff (cf. 4.2.2 (1) (a)). Feedback is the way of communicating back input, responses or messages through words, behaviour or emotions. According to the KwaZulu-Natal Department of Education (1) (2000:36) a good leader understands the importance of effective and specific feedback because it will convey the true feelings of the individual when critical messages are imparted. It is important to let one's employee know exactly how one feels about the present situation, otherwise one will be regarded as being dishonest. Anything which prevents feedback impedes the communication process. Feedback may be inhibited by the distance between those communicating as well as their relationship to each other because of social taboos which operates by means of suggestion or hidden persuasion. In such circumstances the communication is faulty.

(2) Recommendation

- That schools be divided into clusters in terms of proximity with coordinators in all clusters. This will help SEMs with timeous distribution of information to schools and enhance feedback.

5.5.2 Supervision of schools

(1) Motivation

- The findings of the study have revealed that most SEMs fail to supervise schools on a regular basis (cf. 4.2.2 (3) (h)). Supervision is a process through which a person (supervisor) provides assistance to others to improve

the quality of work. Supervision refers to giving support and assistance with the aim of improving staff performance.

(2) Recommendations

- That SEMs should encourage and monitor the implementation of Whole School Evaluation (WSE), Developmental Appraisal System (DAS) and Integrated Quality Measurement Systems (IQMS). This will provide the SEMs with the relevant information concerning the performance of educators in the schools. The analysis of the information from the mentioned systems will provide the department with the grey areas that need urgent attention.
- The SEMs should pay regular visits to schools to monitor the work progress through school staff development teams and other structures. The visits will help the SEMs to update their information concerning each school in the ward. The schools will then benefit from the expertise of the SEMs.

5.5.3 Circuit policy / mission statement

(1) Motivation

The schools are governed by the South African Schools Act (Act No. 84 of 1996). The schools are grouped together in terms of proximity and form the ward. The SEM is the head of the ward. The findings of the study revealed that many SEMs do not communicate circuit mission statements to all stakeholders (cf. 4.2.2 (2) (c)). The opposite might also be true that they (or at least some of them) possibly do not have the vision and mission statement for their circuits. There is no organisation that can function effectively without a policy.

Policy is a guideline for organisational action and decision-making and implementation of goals and objectives. It consists of a statement of purpose and broad guidelines as to how that purpose is to be achieved. The policies are usually concise and deal with issues of substance in an organisation.

Some of the advantages of a circuit policy are as follows:

- It can prevent confusion and conflict.
- It can bring a sense of purpose and direction which strengthens morale.
- It focuses devices which communicate expectations.
- It promotes efficiency and stability in the functioning of the organisation.

(2) Recommendations

- That the SEM in consultation with the stakeholders in his ward formulates the circuit policy.
- That formulated policy should include the following:
 - A Vision and Mission statement which gives clear direction to the circuit.
 - The goals and objectives of the circuit must be clearly stated and be made available to all stakeholders.
 - School times must be set taking into consideration the South African Schools Act (Act No. 84 of 1996) and the Educators Employment Act (Act No. 78 of 1998). This will bring about uniformity in schools in a circuit thus easing tensions among the schools and the community.
 - The circuit admission policy should be set taking into consideration the admission policy stated in the South African Schools Act (Act No. 84 of 1996). This will bring about uniformity in the circuit and will cover issues such as fake reports, removal letters, etc.
 - The policy will also view the curriculum packages for schools in the circuit. This will prevent schools from having the same curriculum packages. The schools will rather have different curriculum packages

which will benefit the learners. This will also prevent the influx of learners from one school while a nearby school has a small enrolment.

- The circuit policy will take into consideration the sports activities in the circuit. The dates for different activities will be set. The number of learners to participate in the sport activity versus the number of learners, who do not participate in that particular activity, will determine the success of the activity in the circuit. The policy will also determine the times for sporting activities in schools in the circuit. This will help bring about uniformity in the circuit.
- The policy will also cover the procedures to be followed when an educator passes away. The policy will determine the amount to be contributed by each educator in the circuit and the time for the memorial service. The policy will also take into consideration the number of educators to attend the memorial service from each school. This will help bring about a sense of trust, empathy and respect among educators in the circuit.
- There should be a Professional Executive Committee for each circuit. This committee will help in conflict resolution. This structure will preferably be formed by experienced and well learned educators to be able to deal with serious problems.
- It is highly recommended that a copy of the circuit policy is made available to all schools in the circuit. All school governing bodies must have copies of the circuit policy.
- Principals of schools and SEMs should see to it that the policy is implemented in all schools.
- The policy is to be reviewed yearly. This will help the stakeholders to add or delete from the policy that which is feasible or not feasible.

5.5.4 SEM's non-judgmental attitude

(1) Motivation

The findings of the study indicates that most SEMs do not adopt a non-judgmental attitude (cf. 4.2.2 (2) (h). According to KwaZulu-Natal Department of Education (1999:879) the SEM should be able to provide an environment that creates and fosters commitment and confidence among colleagues and educators while promoting values of fairness and a non-judgmental attitude.

(2) Recommendations

There is a need for the education department to organise workshops on conflict management. These workshops will enrich the SEMs with conflict management skills, values of fairness and related human resource management skills.

5.5.5 SEM's listening skills

(1) Motivation

The findings of the study indicate that principals are divided on the question as to whether SEMs are good listeners (cf. 4.2.2 (2) (i). Effective listening is essential in all communication activities. According to Kowalski (1999:288) superintendents who have poor listening skills are typically unable to receive and interpret information from others and this can affect management activities in the circuit.

(2) Recommendations

The education department should organise workshops on effective communication to equip and enrich the SEMs with the necessary communicative skills as effective listening is vitally important in all communication activities.

5.5.6 Punctuality of SEMs

(1) Motivation

The findings of the study have revealed that most SEMs fail to observe the starting time for their scheduled meetings (cf. 4.2.2 (3) (i). Effective time management is essential to effective leadership. The best leaders in education or any field are also the best users of time. They do not actually do more things in a given time period than others, but they do different things (Ramsey, 1999:137). Although they have the same amount of time as the rest, effective leaders find time, make time or take time to do what matters most (Ramsey, 1999:137). The acquisition of time management skill is crucial to effective leadership. Time is no favourite. Like other resources, time can be spent well or squandered; but it cannot be multiplied, saved for later use, or invested. Time cannot grow.

(2) Recommendations

There is an urgent need for workshops on time management. Such workshops should provide the SEMs with the acquisition of the time management skills which are essential for effective leadership.

5.6 FURTHER RESEARCH

During the course of the investigation the researcher became aware of many areas of concern regarding the effectiveness of the SEMs. Many of these areas of concern were highlighted in the study and call for further investigation.

The following themes are recommended for further research:

- The impact that a lack of effectiveness of SEMs might have on final school results.

- The impact of salary backlogs for educators in the teaching and learning tasks in schools.
- Why a lack of punctuality seems to be a way of life for some educators in high ranking positions.

5.7 FINAL REMARKS

Although SEMs organised workshops for SGBs and SMTs, it was found that they did not visit the schools on a regular basis and this deprives them of the advantage of intimate relationships with their schools. They do not seem to know what is happening in schools, except what they are told by the principals.

Unless the SEM is able to convince the principals and the community that he is dedicated and committed to programmes and principles for the delivery of quality and effective educational services, he will fail in his duty as an educational leader for the entire community.

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APPENDIX 'A'

***Letter seeking permission for
distribution of questionnaires***

Muntu High School
P O Box 1564
GREYTOWN
3250

August 10 2004

The Chief Superintendent
Msinga Circuit Management Centre
Private Bag 503
TUGELA FERRY
3030

Dear Sir / Madam

PERMISSION TO CONDUCT RESEARCH

I am registered for a D.Ed. degree in the Department of Education at the University of Zululand. I am conducting a research entitled *The effectiveness of the SEMs*.

I wish to administer a questionnaire to school educators selected randomly in Msinga Circuit Management Centre. The school will be chosen from Keates Drift, Ngubevu, Tugela Ferry, Bhambatha, Pomeroy and Umvoti wards.

A copy of the questionnaire is attached. It should take approximately 30 minutes to complete.

I request your kind permission to administer the questionnaire among school educators in September and October 2004. This research will not interfere with the normal functioning of the school.

Yours faithfully



H. M. NGUBANE

APPENDIX 'B'

*Permission from the
Department of Education*



SIFUNDAZWE SAKWAZULU-NATALI
ROVINCE OF KWAZULU-NATAL
ROVINSIE VAN KWAZULU-NATAL



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

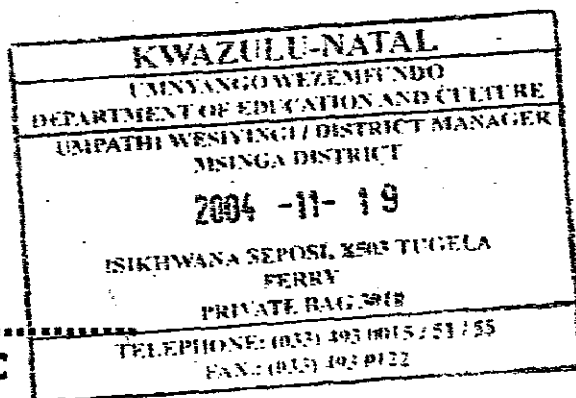
MSINGA SASEMSINGA		MSINGA CIRCUIT MANAGEMENT CENTRE		MSINGA CMC
Ikhele:	Msinga High Road	Isikhwama Seposi:	Private Bag X 503	Ucingo: 033-493 0015/51
Address:	Tugela Ferry	Private Bag:	Tugela Ferry	Telephone:
Adres:	3010	Privaatsak:	3010	Telefoon:
Imibuzo:		Inkombe:		Fax: 033-493 0122
Enquiries:	NHS RADEBE			Lisuku:
Navrae:		Verwysing:		Date: 19/11/04
				Datum:

MR M.H. NGUBANE'S PERMISSION GRANT TO CONDUCT A RESEARCH ON: "THE EFFECTIVENESS OF THE SEMS"

The above researcher has sought permission from the Education Department to conduct the above proposed survey. This note therefore stands to grant him permission to do research as the exercise will in one way or another benefit the Department itself.

Our Office therefore solicits co operation from the Departmental Officials.

Thank you.



radebe

NHS RADEB-CSEM - MSINGA CMC

APPENDIX 'C'

Request to respondents

P O Box 1564
GREYTOWN
3250

August 10 2004

Dear Sir / Madam

QUESTIONNAIRE: EFFECTIVENESS OF THE SEMS

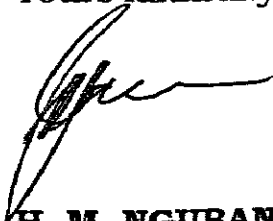
I am presently engaged in a research project towards my D.Ed. degree at the University of Zululand under the guidance of Professor G. Urbani and Dr A. van der Merwe. The research is concerned with *The effectiveness of the SEMs*.

I have taken the liberty of writing to you, as one of the selected respondents, in order to seek your assistance in acquiring information about your experiences relating to the research. I have attempted to keep the questions as simple as possible, and the completion of this questionnaire should not require more than thirty minutes of your time.

CONFIDENTIALITY

All information will be regarded as **confidential**, and no personal details of any principal/respondent will be mentioned in the findings, nor will any of the results be related to any particular principal or school.

Yours faithfully



H. M. NGUBANE

APPENDIX 'D'

Questionnaire

STRICTLY CONFIDENTIAL

QUESTIONNAIRE

The effectiveness of SEMs

NH Ngubane
September 2004

QUESTIONNAIRE
FOR DETERMINING
THE EFFECTIVENESS OF SEMs

Make a cross 'X' in the appropriate block

SECTION 1
BIOGRAPHICAL INFORMATION

GENDER

1.1 Male ☐ Female ☐

1.2 Your age group

Less than 20 years ☐

21-25 years ☐

26-30 years ☐

31-35 years ☐

36-40 years ☐

41-45 years ☐

46-50 years ☐

Over 50 years ☐

1.3 Your teaching experience in this, or any other school (in complete years) _____

1.4 What is your present position at school?

Principal ☐ Deputy principal ☐ Acting ☐

(Please specify) _____

1.5 What is the nature of your post? _____

Permanent

☐

Temporary

☐

1.6 What is your highest qualification?

Degree(s) and teacher's diploma (please specify) _____

1.7 Are you a member of?

NAPTOSA

☐

SADTU

☐

SACE

☐

Other (please specify) _____

<p align="center">SECTION 2 EFFECTIVENESS OF THE SEM</p>
--

INSTRUCTIONS TO CANDIDATES

1. Please read through each statement before giving your opinion.
2. Please make sure that you do not omit a question, or skip a page.
3. Please complete by making a cross "X" in the appropriate block.
4. Please be honest when giving your opinion.
5. Please do not discuss statements with colleagues.
6. Please return the questionnaire

Thank you for your cooperation!

<p>Before expressing your feeling regarding a specific statement, consider the following example.</p>

"The effective SEM visits a school in his area at least once a month". "SEM supervises school on a vague basis".

	Agree	Disagree	Uncertain
SEM supervises schools on a regular basis. (If you do NOT agree with the statement)		X	

	Agree	Disagree	Uncertain
SEM supervises schools on a regular basis. (If you agree with the statement)	X		

	Agree	Disagree	Uncertain
SEM supervises schools on a regular basis. (If you are uncertain about the statement)			X

All statements which follow bear reference to the effective leadership of the SEMs

The SEM in my region:		Agree	Disagree	Uncertain
1.	provides principals with feedback about their performance			
2.	views educators as the schools' most valuable resource.			
3.	clearly indicates that trust between colleagues is highly valued.			
4.	shows good self-management skills.			
5.	bases leadership on the values of the community.			
6.	expresses empathy towards subordinates.			
7.	allows subordinate to evaluate his performance as a leader.			
8.	regards a healthy school climate as important for effective learning.			
9.	bases leadership on the needs of his subordinates.			
10.	shows tactfulness when dealing with people from cultural groups.			
11.	takes a public stand on matters of importance even if they are contentious.			
12.	checks salary backlog for educators in his circuit.			

The effective SEM:		Agree	Disagree	Uncertain
13.	clearly explains to principals exactly what their responsibilities are.			
14.	indicates an ability to cope with new demands.			
15.	communicates the circuit's mission statement to all stakeholders concerned in such a way that it is clearly understood.			
16.	displays a sense of responsibility towards achieving the goals of schools.			
17.	exhibits sound interpersonal skills.			
18.	issues clear written directives.			
19.	presents complex information in a comprehensible form.			
20.	always adopts a non-judgmental attitude.			
21.	is a good listener.			
22.	expresses interest in other people's opinions.			
23.	successfully implements decisions that have been taken.			
24.	plans upgrading programmes for school governing bodies.			
25.	plans upgrading programmes for school management teams.			

	The effective SEM	Agree	Disagree	Uncertain
26.	institutes training for educators who have failed to achieve their curriculum objectives.			
27.	meticulously plans workshops.			
28.	facilitates networking of schools in his circuit.			
29.	supervises schools on a regular basis.			
30.	encourages teacher unions to participate in matters concerning the welfare of educators.			
31.	arrives on time for scheduled meetings.			
32.	starts workshops on time.			

I am most grateful for your time and want to assure you that all information will be dealt with in the strictest confidence.

A summary of the main findings and recommendations will be sent to the Principal of the participating school.

Thank you!