

LEADERSHIP AS A VARIABLE FOR PROMOTING PRINCIPALS
IN KWAZULU AND THE DEPARTMENT OF EDUCATION AND
TRAINING

BY

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(i)


DEDICATION

This work is dedicated to my father, JOHN DAYI,
and to my mother HLONZENI EVELYN. I cannot
thank them sufficiently for their love and
sacrifice.

(ii)

DECLARATION

I, CALEB MUZIWENDODA GUMEDE, hereby declare
that this dissertation represents my own
work in conception and execution.

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CHAPTER 1RESEARCH ORIENTATION

1.1	Introduction	1 - 2
1.2	Statement of the problem	2 - 6
1.3	Purpose	6
1.4	Limitation of the study	6 - 8
1.5	Significance of the study	8 - 10
1.6	Methodology	10 - 11
1.7	Summary and conclusions	11

CHAPTER 2LITERARY REVIEW

2.1	Introduction	12 - 14
2.2	Leadership dimensions	14
2.2.1	Yukl's leadership behaviour dimensions	15
2.2.2	Lewin's (1944) Theoretical typology	16
2.2.3	Lambert's (1986) Organizational shapes	16 - 17
2.2.4	A review of consideration, democratic and circle leadership behaviour dimensions	17 - 19
2.2.5	A review of initiating structure, authoritarian and pyramid styles of leadership	29 - 21
2.3	Decision centralization	22 - 24
2.4	Laissez Faire Leadership	24 - 26
2.5	Autocracy and dictatorship as leadership styles	26 - 29
2.6	Conclusion	29 - 31

CHAPTER 3LEADERSHIP IN EDUCATION

3.1	Introduction	32 - 37
3.2	Communication	37 - 42
3.3	Arnold and Feldman's exposition and the school situation	37 - 42
3.4	Innovation	42 - 48
3.4.1	Innovation and education	48 - 49
3.5	Measurement by objectives	49 - 52

3.5.1	Measurement by objectives and education	53 - 56
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CHAPTER 4

LEADERSHIP AND EDUCATION IN KWAZULU

4.1	Introduction	53 - 56
4.2	KwaZulu Department of Education and Culture's Organizational structure	56 - 59
4.3	Principalship and leadership	59 - 60
4.3.1	The principal as a co-ordinator	60 - 62
4.3.2	The principal as an innovator	63 - 65
4.3.3	The principal and authority	65 - 68

CHAPTER 5

METHODOLOGY OF STUDY

5.1	Introduction	69 - 70
5.2	Permission	70 - 71
5.3	Pilot Study	71 - 73
5.4	Selection of sample	74 - 77
5.5	Covering letter	77 - 78
5.6	Questionnaire	78 - 82
5.7	Administration of questionnaire	83 - 84
5.8	Problem experienced	84 - 85
5.9	Conclusion	85

CHAPTER 6

ANALYSIS AND INTEPRETATION OF DATA

6.1	Introduction	86 - 88
6.2	Table 6.1 Principals' sex	88 - 89
6.3	Table 6.2 Principals' age	90 - 91
6.4	Table 6.3 Occupation of spouse	92
6.5	Table 6.4 Principals' occupation and academic qualifications	93 - 94
6.6	Table 6.5 Principals' teaching experience	94
6.7	Table 6.6 Principals' preferences	95 - 96
6.8	Table 6.7 Type of principal preferred by principals	96 - 97
6.9	Table 6.8 Inspectors' sex	97 - 98
6.10	Table 6.9 Inspectors' ages	98 - 99
6.11	Table 6.10 Inspectors' qualifications	99 - 100
6.12	Table 6.11 Inspectors' experience	100 - 101
6.13	Table 6.12 Inspectors' preferences	101 - 102

6.14	Conclusion	102 -103
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CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

7.1	Difference between manager and leader	104
7.1.1	Manager	104
7.1.2	Leader	104 -105
7.2	Application of leadership skills	105 -106
7.3	Education departments and leadership	106 -107
7.4	Education and leadership	107 -109
7.5	Recommendations	109 -111

8.	BIBLIOGRAPHY	112
8.1	Books	112 -118
8.2	Periodicals	119 -121
8.3	Government Publications	122
8.4	Theses and Dissertations	123 -124

SUMMARY

The object of this study is to determine the role played by leadership in the promotion of principals in the departments of education.

In the statement of the problem it was suggested that in the promotion of principals, the officials of the Department of Education in KwaZulu and in the Department of Education and Training should consider the following aspects: the acquisition of academic and professional qualifications, experience, as well as leadership qualities.

A distinction is drawn between a manager and a leader. Leaders influence the activities of their subordinates towards realising desired goals. A comparison is made between Yukl's (1970) leadership dimension (consideration, initiating structure, decision centralization), Lewin's (1944) theoretical typology (authoritarian, democratic, laissez faire) and Lambert and Lambert's (1964) organizational shapes (pyramid and circle organizational structures).

Communication, Innovation and measurement by objectives were discussed as some of the vital skills of leadership. It was emphasized that they should be acquired by a prospective principal.

In this study the questionnaire was used as a research tool. The questionnaire saves time and money. The researcher took advantage of a "Convenience sampling" and administered his questionnaires.

It was decided, through empirical investigation, that leadership is a vital prerequisite for the promotion of school principals.

OPSOMMING

Die objek van hierdie studie is om die rol te bepaal wat deur die leierskap in die promosie van prinsipale in die departemente van opvoeding.

In die staat van die probleem is gesugeseer dat in die promosie of bevordering van die prinsipale, die amptenare van die Department van Opvoeding in KwaZulu en in die Departement Opvoeding en Opleiding moet die volgende aspekte in ag neem: die verkryging van akademiese en professionele kwalifikasies, ondervinding, sowel as leierskap eienskappe.

'n Skeiding is gemaak tussen 'n bestuurder en 'n leier. Leiers beïnvloed die aktiwiteite van hul ondergeskiktes om beoogde doele te realiseer. 'n Vergelyking is gemaak tussen Yukl (1970) se leierskap dimensie (beskouing, inwyding struktuur, beslissing sentralisasie) Lewin (1944) se teoretiese tipologie (gesaghebbend, demokraties, laissez faire) en Lambert en Lambert (1964) se ongomiserende gedaantes (piromide en sirkel organiserende gedaantes).

Kommunikasie, Nuwigheid meting met doele is bespreek as die sommige van die belangrike eienskappe van leierskap. Dit is beklemtoon dat hulle verkry moet word deur 'n toekomstige prinsipaal.

In hierdie studie is die vraaglys gebruik as 'n navonsingsgereedskap. Die vraaglys bespaar tyd en geld. Die navorser het die voordeel van "Gerief Monster" gebruik en sy vraaglys geadministeer.

Dit is besluit as gevolg van empiriese navorsing dat leierskap in belangrike voorvereiste is vir die promosie van skool prinsipale.

CHAPTER 1

RESEARCH ORIENTATION

1.1 INTRODUCTION

Teachers and principals of schools in KwaZulu are expected to be innovative and sensitive to changes in society. There are similar expectations for the education personnel of the Department of Education and Training. By innovative we mean being, for instance, able to introduce new methods of teaching, new gadgetry, new streams to accommodate diversity in different children's potentialities, and the upgrading of buildings to avoid and fight against overcrowding. The expectations that the teachers and school principals should be sensitive to changes in society refer to the expectations and the demands of the children and the community from the school.

Teachers and Principals are supposed to address the question the of overcrowding of pupils in schools. They are also expected to be alert to the diversity of pupils' characteristics and abilities.

It does not appear that officers of these departments consider these aspects important in a school. What they accept as characteristic of successful and

effective schools are good examination results and the obtaining of trophies in extra-mural activities.

The inspectors further assess good schools by good school uniforms, regular attendance by both pupils and teachers, and teachers' improvement of professional and academic qualifications.

In addition to their professional and academic qualifications, teachers should be aware of the importance of leadership skills which are useful when someone has been promoted to a higher position. Such awareness will assist them in problem-solving and nation building.

1.2

STATEMENT OF THE PROBLEM

The children in KwaZulu schools and in schools under the Department of Education and Training expect progress in their schools. They want to see improvements and innovations which include relevant curricula, or improved gadgetry like the use of computers and calculators, or proper teaching-learning facilities like language laboratories and science laboratories or libraries and appropriate recreation

facilities. Teachers and principals of schools are expected to be sensitive to these needs.

To solve the problem of overcrowding, the lack of proper teaching facilities, and the diversity of pupils' abilities, one school at Umlazi introduced striking innovations in 1983. It was upgraded from a Higher Primary school to a Junior Secondary School and later to a High School with a general stream only. Later a science stream and a commercial stream were introduced. Today there is also a technical stream embracing subjects like motor mechanics, electricity, carpentry, plumbing, brick-laying and welding. Some of their typing classrooms were converted to computer rooms. A number of industrial companies were involved so that they could assist in the upgrading and the improvement of buildings, the gadgetry and the teaching-learning conditions. KwaZulu has adopted this school as its Territorial School. During the period of turmoil and crisis in and around Durban in 1985 and 1986, when there were boycotts and burning of schools, this school was not affected. The leadership skills such as: planning; organising; commanding; co-ordinating and controlling, were used to effect these achievements and to maintain stability amidst turmoil. The suppression of children's feelings by authorities

by: threatening students, ignoring their requests, not giving them a hearing, or making promises that are never met, result in frustration which is expressed in violence i.e. destruction of property, attacks on teachers and other anti-social activities. One of the examples of these anti-social activities is the schools boycotts by pupils in Soweto in 1976. According to Kane-Berman (1978) the pupils were reacting to the use of Afrikaans as the medium of instruction. Among other reasons, they felt that "there was a shortage of teachers thoroughly proficient in both official languages, a lack of Afrikaans text-books in some subjects, and the hardship which pupils would face in having three languages as concurrent media of instruction." (Kane-Berman 1978:11). The Soweto boycotts are partly the results of such an act. This indicates a complete lack of respect for self and society.

If leadership skills were practised there would have been effective control. Proper planning would have enabled them to have sufficient teachers proficient in both official languages and to supply the required number of books. An appropriate decision-making strategy would have been employed before an announcement on the changes regarding changes in

mediums of instruction or a change in the curricula.

In most schools nothing has yet been done to address the existing problems like: overcrowding, the lack of teaching-learning facilities like overhead projectors and film projectors, and the lack of libraries and laboratories.

Excursions can help to make education practical and meaningful. Pupils could visit places of historical importance like Isandlwana or places of biological importance like a zoo or a bird sanctuary or a botanical garden.

A large number of teachers and principals of schools solve the pupils' demands by closing the school during a period of crisis. This does not address the problem; it remains unsolved, and this is a sign of poor leadership.

The emphasis of the officials of the Department of Education in KwaZulu and in the Department of Education and Training has been on the acquisition of academic and professional qualifications. This seems to have happened at the expense of the initiative inherent in leadership. Teachers without the desired

qualifications have tended to feel that it is outside their scope to come forward with possible solutions to educational problems, even when they have good ideas. They have tended to leave problem-solving to certificated individuals. On the other hand those who satisfy the academic and professional criteria tend to lose sight of the fact that these criteria are a means of enabling them to contend with the problems in education. They continue to be malcontents and do not offer options or the solution to the impasse in education; or they are complacent because they have the academic qualifications.

1.3 PURPOSE

The purpose of this study is to show that leadership is one of the significant prerequisites for the promotion of teachers and principals of schools in KwaZulu and in the Department of Education and Training.

1.4 LIMITATION OF THE STUDY

The officials of the Department of Education are likely to adopt a negative attitude towards this study because they may view it as a criticism of the yardstick they use when considering promotions of teachers and

principals. By officials of the Department of Education, for this study, we specifically mean Secretaries, Deputy Secretaries or Directors and Inspectors. My research may be perceived as fault-finding in the authorities of the Departments of Education. And that they do not pay enough attention to leadership qualities and only to the ability to teach well and attain good examination results and hold high academic and professional qualifications. To avoid the creation of a negative attitude towards this study, the questions will be structured with circumspection.

Authorities may even look at their own positions and wonder if members of the public and students consider their promotions as deserved in the context of whatever leadership qualities they may show. If they would show leadership potential they would inspire their subordinates to greater achievement.

To surmount these obstacles a circumspective questionnaire will be used and the interviews will be done with even greater circumspection as research tools.

This study is likely to encourage educators to devise alternatives to systems and procedures that have become archaic and irrelevant to present-day needs with regard to the competence of professional staff. While not downgrading academic and professional qualifications, it will attempt to focus attention on curriculum planners as well as decision-makers. They will be persuaded to consider seriously the inclusion of "Leadership" as a module of some intensity in teacher-training, with the possibility of continual reassessment of professional and auxiliary staff.

In-service training programmes would also help to cultivate leadership skills. Evans (1959:9) maintains that in-service training on leadership could improve the leadership skills of the teaching staff. This would make the teachers and principals more effective as leaders in the communities where they render services. Certain courses and /or in-service training programmes on leadership could be introduced to help the teaching staff ... learn more effective skills so that they can better meet the needs of their subordinates (students).

People who read this dissertation will realise that those who have played leadership roles have had their leadership skills surface when challenged by educational problems. In the case of our study these problems are likely to be the lack of appropriate recreation facilities, and the inertia of deprived communities. Very few schools in KwaZulu have sports facilities like a soccer-field, a netball-ground, or a tennis-court. Pupils from schools like Dlangezwa High School in Zululand and Swelihle High School at Umlazi in Durban make use of facilities outside school premises like the civic recreational facilities. In this way children are exposed to non-scholars who usually disturb school activities. This obtains in almost all KwaZulu schools and the schools of the Department of Education and Training.

This study will attempt to change the views of the reader and that of the authorities with regard to students' appeals and complaints. It will be realised that some of the pupils' frustrations emanate from school administrators ignoring their requests or making promises just to abate the existing commotion. It will be realised that such acts develop into complicated crises. In this regard Hadebe (1983) suggests that: Leadership qualities in teachers will enable them to

maintain a balance between attaining high professional and academic qualifications and performance in class, administrative work at school and community enhancement.

1.6 METHODOLOGY

A survey method will be used in this study. As a researcher, I was hoping that my respondents would respond sincerely to the questionnaire. Borg and Gall (1976) as well as Chuenyane (1981) point out that:

Another limitation (in test and inventory administration) is the assumption that the respondents will be candid in expressing their views ...

(Chuenyane, 1981:18).

The researcher created a free and friendly climate before the questionnaire was handed out to the respondents. It was hoped that as soon as a pleasant atmosphere had been created, the respondents would be free and candid in their responses.

Good and Scates (1964) point out that caution should be exercised when dealing with permission from school principals. Permission was secured from the circuit inspectors and the researcher was accommodated in their meetings. The researcher requested time in their agenda. The circuit inspectors also helped the

researcher to distribute the questionnaire within their circuits where meetings were not convened. Permission was also sought from the authorities who organised seminars for inspectors and principals of schools. It was explained to the principals and inspectors that I intended conducting educational research which was not aimed at criticising their management ability. Some questionnaires were sent by post to the principals and inspectors of schools.

1.7 SUMMARY AND CONCLUSIONS

This study has attempted to highlight the importance of considering leadership qualities when personnel considered for promotion in schools.

In our next chapter we shall look at a literary review on leadership and promotion.

CHAPTER 2

LITERARY REVIEW

2.1. INTRODUCTION

Leaders influence their subordinates in an attempt to communicate their goals or the goals of the organisation. This is done through planning, organising, directing, co-ordinating, allocating resources, evaluating, commanding and controlling so that decisions can be implemented timeously. Bryman (1986) shares a similar view and maintains that:

leadership involves a social
influence process in which a
person steers members of a
group towards a goal
(Bryman, 1986:2)

A distinction should be drawn between a manager and a leader. The position of a manager is socially created. A Manager is thus the socially accepted head of an organisation. Managers occupy a social rank which has been constitutionally or socially formed. When this position is relinquished, another individual occupies it and assumes the position and status of manager. This individual is expected to perform duties according to specifications.

Leaders distinguish themselves through unique characteristics and traits. They influence and direct the activities and performance of their subordinates towards attaining and realising a desired and accepted goal.

Leaders have a charisma which has been moulded by circumstances and experience. This charisma enables them to influence their subordinates towards a certain goal or in a certain direction. Their unique personality affords them recognition from their subordinates, and this personality serves as an example to their followers.

Leadership skills can be acquired. Reynish (1990) points out that there has recently been a move to a situational approach where the leadership process depends on the situation, such as changes in leaders, followers and situations. The leadership process, thus, depends on behaviour that can be seen in various situations. This makes it possible to train persons to the styles of behaviour of the leader in different situations. Through education and training, leaders can, therefore, be "made".

What should be stressed is that leadership is a social

process in which a leader influences subordinates towards a certain goal. This goal can be demanded by an organisation or result from the vision of a leader. Hersey and Blanchard (1985:83) point out that any time an individual is attempting to influence the behaviour of someone that individual is the potential leader and the person he or she is attempting to influence is the potential follower. In this context a potential follower could be the boss, a colleague, a subordinate, a friend, or a relative.

2.2

LEADERSHIP DIMENSIONS

I shall discuss leadership behaviour dimensions as suggested by three writers. They are Yukl (1970), Lewin (1944), and Lambert (1986). Yukl (1970) proposes three leadership dimensions, namely consideration, initiating structure, and decision-centralization. Lewin's (1944) theoretical typology embraces: "authoritarian", "democratic" and "laissez faire" styles of leadership. Lambert and Lambert (1986) discusses two types of leadership styles, referred to as organizational shapes. He called them the "pyramid organisational structure" and the "circle organizational structure".

2.2.1 Yukl's leadership behaviour dimensions

According to Yukl (1970) consideration refers to the degree to which leaders act in a warm and supportive manner and show concern and respect for their subordinates. Consideration leaders are therefore subordinate-centred. They provide a pleasant work environment for their subordinates in an organisation.

Yukl (1970) defines initiating structure as the degree to which the leaders define and structure their role and the role of their subordinates towards goal achievement. Browne and Cohn (1958) describe this concept as follows:

determination of policy and dictation of work tasks by the leader, no group decisions; the leader is personal in his praise and criticism, but remains aloof from the group.

(Browne, 1958: 304)

Yukl (1970) refers to decision-centralization as the extent to which leaders allow their subordinates to participate in decision-making. He says that a high decision-centralization score means a low amount of subordinate participation in decision-making. Conversely a low decision-centralization score means that the subordinates are allowed a high amount of participation in decision-making.

2.2.2 Lewin's (1935) Theoretical Typology

Lewin (1935) refers to democratic leaders as those leaders who use the consultative or participative style of leadership. In this style, decisions are made by group discussions. There is, therefore, a close and warm contact between the leader and the subordinates especially in decision-making.

Lewin's (1935) authoritarian leadership style is also referred to as the autocratic style of leadership. He points out that authoritarian leaders keep aloof from their groups and decide on their own, on activities and methods to be used. They announce their decisions and strategies to be followed to their subordinates.

According to Lewin (1935) laissez faire leaders leave decision-making entirely to their subordinates. The leaders take no active part. They only assist when they are invited.

2.2.3 Lambert and Lambert(1964) Organisational Shapes

Lambert and Lambert (1964) point out that in circle organizational structure there are no hierarchies to differentiate member's status. Each member's opinion is

valued and carries weight. Members in the circle structure are so confident that they want to be involved and have a say in the management of an organisation. People in this structure become effective and resourceful. Difference in authority is not pronounced in this style of leadership but it does not mean that authority does not exist.

Lambert and Lambert (1964) refer to pyramids as hierarchical systems of organisation, with a few power wielders at the top and many followers at the bottom of the pyramid of the structure. Task and power dimensions are major characteristics of organisational behaviour. This organisational structure has been designed or developed to ensure that tasks are completed.

Leaders tell subordinates what to do. Subordinates fear reprisal from their leaders for unwanted suggestions.

2.2.4 A Review of Consideration, Democratic and Circle leadership behaviour dimensions.

Sadler (1983) discusses and compares Yukl's (1970) consideration as a style of leadership with Lewin's

(1935) democratic type of leadership behaviour. According to Sadler (1983) these two terms bear a similar concept. In both instances the behaviour of the leaders towards their subordinates is similar. The behaviour of the leaders involve clear definition of policy-which is open to negotiation. Individuals or subordinates are involves in decision-making in proportion to their resourcefulness. Authority is based on competence rather than position, and growth development is seen as important.

According to Dobie (1990:1) the consideration and democratic styles of leadership are one concept. The reception the subordinates have from their leaders and the amount of freedom they enjoy within the organisation is similar. In all instances the leaders are highly considerate of their subordinates.

From the above writers it is evident that a consideration leader, a democratic leader, and a leader who employs the circle organisational structure displays the same type of leadership skills.

Yukl (1970), however, points out that leaders who make use of the consideration style of leadership are regarded as less effective. They do not produce the

best results in their groups or subordinates because their being subordinate - centred is at the expense of productivity. On the other hand, in his study on group productivity, White (1959) found that the subordinates or group of a democratic leader produce good results even in the absence of their leader.

From the opinions and the studies of the above writers it is evident that a leader should be considerate but not at the expense of achieving good results. We should also note that all three styles of leadership i.e the consideration style, democratic style and circle style are considerate of subordinates. The consideration style, however, uses consideration as an end in itself whereas the democratic style of leadership and the circle leadership behaviour aim at achieving specific goals.

2.2.5 A Review of the initiating structure, authoritarian, and pyramid styles of leadership

In these styles of leadership, the leader "decrees" and the followers or subordinates have no choice but to behave as instructed. This is coercive leadership where decisions are imposed. These leadership styles do not allow discussion or personal expression and,

unfortunately, this may stifle creativity and initiative. The end result may be an unhappy staff, stubborn resistance or even a strike.

Dobie (1990:1) maintains that pyramids are good at making final decisions and for implementing plans. He says (1990:1) individuals at the top of the pyramids are able to see the ramifications of decisions in each department over time. They are also able to monitor activities of individuals' inputs due to the very specific job descriptions as determined by the organisation.

Reynish (1990) maintains that when chaos or disorder prevail, an authoritarian leader may be useful in restoring authority and discipline in the school. The imposition of firm boundaries, law and order is essential to restore a teaching - learning environment. It is, however, essential that as soon as the proper tone is established, this style of leadership should be changed.

With regard to initiating structure as a style of leadership, Yukl (1970) points out that leaders who emphasize structuring work activities for their subordinates often reduce the level of job satisfaction

of their groups. He further points out that the repetition of the routine in executing their duties makes subordinates bored.

In a school situation a principal should maintain a balance between a democratic type of leadership and an authoritarian style of leadership. The same balance should be maintained between Yukl's consideration leadership behavior and initiating structure, and the circle structure and pyramid styles of leadership so that good results can be achieved. It is also vital to apply an appropriate leadership style to a relevant situation. In emphasizing this fact Oguakiri (1983) points out that:

The literature ... indicates that leadership style is a situational concept. Different situations demand peculiar styles to be effective. However every principal (of a school) should strive to be high on both initiating structure and consideration.

(Oguakiri, 1983: 116)

Reynish (1990:17) also stresses that there has been a move to a situational approach where the leadership process depends on the situation. Situation may be changes in leaders or followers as well as in the situations themselves.

A decision is a resolution which can be made by one individual or a group of people. In a democratic style of leadership a decision is sought through group discussion. In autocracy only the leader makes decisions and the subordinates execute the leader's decisions. Lambert and Lambert (1964) refer to Pyramid organisational structure, as a leadership style in which managers tell subordinates what to do and subordinates keep ideas to themselves. Lambert and Lambert (1964) point out, further, that the pyramid organisational structure has been designed to ensure that tasks are completed.

According to Yukl (1970) decision-centralization is the degree in which leaders allow their subordinates to participate in decision-making. Yukl (1970) also points out that leaders with a high decision-centralization score allow their subordinates a low amount of participation in decision-making. On the other hand the subordinates enjoy a high amount of participation in decision-making when leaders have a low decision-centralization score.

Belasco and Alutto (1975) maintain that some school-

teachers are "decisionally deprived" and thus desire more participation in decision-making in their schools. Other teachers are "decisionally saturated" and desire less participation in decision-making. Belasco and Alutto (1975) further point out that decision-making deprivation results in mobility in which teachers seek a transfer from their present schools in an attempt to obtain freedom from participation in decision-making. Such mobility is found mostly among young male teachers. Oguakiri (1983) supports Belasco and Alutto and he maintains that what is required is a leadership style that treats teachers as professionals who are capable of participating effectively in planning, decision-making and implementation.

According to Alutto and Belasco (1975:227) teachers who are easily decisionally saturated are usually old female teachers who teach in elementary schools. They are usually satisfied with doing their work in the classroom. Bennis (1976) maintains that decisional saturation is associated with increased trust, more productivity, and in general, a more effective organisation.

I am of the opinion that it is essential that principals of schools allow freedom of participation in

decision-making. Sharma (1963) found that the primary school principals acted without consultation on 54 percent of issues. This decision-centralization score is too low and needs attention. To achieve high productivity and support from their teachers, the principals of schools should maintain balance on their decision-centralization score. The leader may allow more subordinate participation in decision-making through delegation, joint decision-making, and consultation.

I am also of the opinion that when subordinates have participated in the making of a decision, it becomes easy for them to implement a commonly planned strategy. The subordinates also become committed to what they have accepted as their decisions. And this is a feeling they get after they have participated in the making of a decision. Levin (1975) is of the same opinion and maintains that a decision:

generates commitment on the part
of the decision maker towards an
envisaged course of action of some
specificity.

(Levin, 1975:22)

2.4 LAISSEZ FAIRE LEADERSHIP

When translated literally, the French, expression

"laissez faire" means "allow to do". Laissez faire leaders leave decision making entirely up to their subordinates. They take no active part. They only assist when they are invited. Browne and Cohn (1958) refer to laissez faire as follows:

Complete freedom of group or individual decision without leader participation. Leader supplied materials but participated only when asked, leader made infrequent comments on member activities and made no attempt to interfere with or participated in the course of events.

(Browne and Cohn, 1958:305)

Browne and Cohn (1958) point out, further, that in laissez faire, as a leadership style, leadership is not lacking as some people believe. Leaders function as leaders not as figureheads. According to Browne and Cohn (1958) laissez faire operates at its maximum in democracy as an expression of the control interaction between leader and group.

In his study of interaction between the laissez faire leader and his/her group, White (1959) found that the involvement of the group members in activity was high. This involvement led to high productivity. When the leader was absent from his/her group, productivity actually rose.

From the studies and opinions of the above writers, the principal of a school should realise that a leader-centred style of leadership crumbles when the leader is absent. The over application of authority does not yield good quality in production. It should be noted that in the laissez faire style, leadership is not lacking and therefore a certain amount of authority is exercised. Where laissez faire leadership is correctly employed the members of the group become responsible, and gain confidence in the execution of their tasks. Their self-concept is enhanced and they face the world with a positive attitude. This style of leadership also gives room for creativity and originality.

2.5 AUTOCRACY AND DICTATORSHIP AS LEADERSHIP STYLES

In a dictatorship type of leadership, the leader has absolute power and authority over his/her subordinates. The subordinates receive orders and carry them out as instructed. They do not participate in decision-making. Russia practises this type of leadership.

Datta (1962:14) maintains that the "mir" or Russian community, with its tradition of primitive democracy, justice, and fellowship formed a foundation for socialism with its autocracy and dictatorship. Science

and techniques were accepted and accommodated within the social structure thus proposed.

Some writers like: Ebenstein (1954), Datta (1962), Kantsky (1964), Cunningham (1987), Silver (1965), Levine (1984), Hirst (1986), and Davis and Scase (1985) accept autocracy and dictatorship as good leadership styles. They argue that: firstly there is no democracy without autocracy; secondly dictatorship in communism has built up a disciplined labour force; and finally autocracy and dictatorship result in a good industrial society whose government sets appropriate social standards and values. It is in this type of society that each member has a sense of belonging.

Ebenstein (1954) emphasizes that:

The ultimate purpose of the law,
education, press and artistic and
literary creation is to maintain
an ideology.

(Ebenstein, 1954:5)

Ebenstein (1954:59) argues that autocracy and dictatorship have produced industrial societies, but democracy has given rise to unemployment which has brought to its subordinates: economic suffering and a feeling of being useless, unwanted, outside of the respectable ranks of society.

Ebenstein (1954:59) gives an example of a man who is "picked up from the street", given an army uniform, offered any wage, and told that he is an important citizen who is indispensable because he is serving his country. According to Ebenstein (1954:60) that creates a "sense of belonging" which enhances an individual's self-concept.

Teachers and principals of schools should apply this skill in a school situation. Praise and reassurance from the principal create a sense of belonging and self-concept which is vital for the teachers. This enables the principal to create pleasant working conditions which are necessary to produce good results.

It is therefore essential that leadership in the education situation should accept education as "science and technique" which should be made to subserve humanity. Educated individuals should contribute to the welfare of their communities or societies. Since dictatorship as a leadership variable is able to assist in financing education programmes for its subordinates, production and programmes of education can be dovetailed and work together without pressure from the dictatorship.

It is vital that subordinates are aware of the fact

that a dictator or autocrat creates mental oppression which suits his or her aims and objectives. The dictator also fashions the acquisition of education in a manner which promotes only his goals.

Ebenstein (1954:5) maintains that the education of the subordinates can be done in such a way that it reduces them to permanent dependents who will survive only when their superiors or leaders are there to assist them.

2.6

CONCLUSION

In comparing Yukl's (1975) consideration, initiating structure, and decision-centralization styles of leadership, with Lewin's (1935) authoritarian, democratic, and laissez faire leadership styles we find that there are striking similarities as well as differences. Yukl points out that Lewin (1968) suggested that initiating structure is conceptually similar to autocratic leadership. Browne and Cohn (1958) stress that Lewin's theoretical typology i.e. the democratic style originated as a political system and is thus characterised by political authority. Although autocratic leadership is similar to the initiating structure style of leadership, it should be noted that more authority is exercised in autocratic

leadership.

Newport (1962) suggests that the consideration leadership style is similar to the democratic leadership style. We should note, however, that consideration leaders have the interests and concerns of their subordinates at heart. Democratic leaders also consider the concerns of subordinates and the respect of their group members but they also expect good productivity from them in return.

Leaders should maintain a balance in their decision-centralization score. Subordinates should have a fair amount of freedom in decision making. Subordinates who have shared in the making of a decision become committed to that decision. Levin (1975:24) refers to a decision as " a deliberate act that generates commitment on the part of a decision maker towards an envisaged course of action of some specificity".

Commitment in the course of action or planned strategy by the subordinates is of vital importance. The committed members of the group will work conscientiously to achieve their goal. They will work even under severe conditions. It is also essential that a course of action or a goal be clearly defined. A

principal of a school should have the ideals and the objectives defined at the beginning of the school calendar. Committed teachers will then work towards the desired outcome. Sashkin and Morris (1976) also emphasise the importance of participation in decision-making, goal-setting, problem-solving, and development and implementation of change in any organization. The same is expected of an institution of learning.

In chapter three we shall be dealing with leadership in Education.

CHAPTER 3

LEADERSHIP IN EDUCATION

3.1 INTRODUCTION

All organised groups need the initiative from one person or a few persons in order to be established or sustained. Certain individuals have to play a leading role in laying out the rationale for the coming into existence of certain groups or organizations. Individuals who take such initiatives are regarded as leaders. Leaders help organisations formulate their goals and attain them. Leadership is therefore a process of marshalling together resources so that particular needs are met efficiently. The quality of leadership is reflected in the achievements of the organization, under normal or abnormal circumstances. Normal circumstances are related to policy formulation and goal-setting. Abnormal circumstances refer to surviving and managing crisis.

Let us now turn to the manner in which some scholars look at leadership. Stegdill in Bryman (1986) sees leadership in the following way:

Leadership may be considered as the process (act) of influencing the activities of an organised group in its efforts towards goal-setting and goal achievement.

(Bryman, 1986:1)

In a school, leadership can only be effected where there is an organized group. An organized group can be in the form of an advisory council, a parents' committee, a school committee, a school board, or a school. A school as an organised group comprises pupils, teachers, administration staff and parents. The principal as a leader has the duty of influencing the activities of a school as a group, towards desired goals. He or she kindles the interest of the members of his or her group and also, assists them in goal-setting. He or she then influences their activities, directing them towards desired goals. These goals can be in the form of examination results, sporting activities, performance in speech and drama, productions or the upgrading of the physical structure of the school. The achievements of the group can then be measured against the to the goal-setting.

The success of a principal as a leader can be observed in the achievements of his or her organised group. The school programme which has been designed by the principal and his staff for that year should be

accomplished as envisaged. The principal should direct the activities of each member of the school towards the realization of the objectives of the planned programme. In the case of good examination results, the principal should influence the teaching-learning activity to achieve the desired results. This will call for influencing both the teacher and the pupil to work industriously in order to obtain good or desired examination results.

In his perceptions of leadership as a process of influencing an organised group towards goal-setting and the achievement of a desired goal, Stogdill is supported by McLocown in Harling (1984). Leadership is therefore conceived as a goal-directed influence.

Leadership as a social process embraces interpersonal influence. This influence is effective under normal or abnormal conditions. Under abnormal conditions a leader successfully diffuses a crisis by negotiating with the parties concerned. Negotiation is through interpersonal influence. Under normal conditions the leader maintains the efficient running of an organization. He or she may decide to introduce changes within the organization to upgrade it. All these activities are realised by the leader through

interpersonal influence. An efficient leader is in constant touch with his or her subordinates to maintain an interpersonal relationship with them within the organisation.

A sound interpersonal relationship between the leader and subordinates enables the leader to, sense and solve whatever may arise as a problem or crisis. He or she will also be able to channel and direct the activities of the subordinates for a sound and efficient maintenance of and development of the organization. Tshabalala-Mogadime (1989) ably puts it as follows:

There is an underlining notion
that conflicts are resolved;
that changes are produced,
maintained and transmitted
through people talking to
people.

(Tshabalala-Mogadime 1989:2)

To improve their interpersonal relationships, the principals need, at least, three vital tools. They are communication, innovation and measurement by objectives. For a leader to be able to plan, direct, organise, co-ordinate, evaluate, command and control the organisation, the said skills are invaluable. Since these variables are essential they will be dealt with in detail in this chapter.

Communication is one of the vital skills to which a principal should be exposed. Effective persuasion, efficiency in explaining an idea, and the ability to detect whether the matter is understood or not assists the principal to influence and direct the activities of his or her subordinates. Effective Communication also enables the principal to maintain a sound interpersonal relationship between him or her and the subjects and between subordinates themselves. When the principal is confronted with a chaotic situation, the communication skill is surfaced and employed in order to diffuse the chaos. The importance of the ability to use effective communication, therefore, cannot be over-emphasized.

Duhamel and Johnson (1979) confirm this idea by saying that: An ability to interrogate, analyze, synthesize, evaluate and communicate with greater efficiency has become increasingly valuable ... These skills have always been of great importance to anyone in any type of leadership position. (Duhamel and Johnson: 1979:45).

I shall apply Arnold and Feldman's (1986) exposition on communication in a school situation. This will show

how communication as a leadership skill can assist the principal as a head of an educational institution in executing his or her duty.

3.3 ARNOLD AND FELDMAN'S EXPOSITION AND THE SCHOOL SITUATION

The leader should be able to persuade his or her subordinates to understand, accept and implement an innovation. A leader does not need communicative skills to motivate his or her subordinates, set goals and explain how the strategy is to be implemented only, but he also needs the same skills even to exchange information with them during discussions. It is also essential that the leader be in a position to attract people's attention and make them understand, accept and remember the message.

Arnold and Feldman (1986) suggest four factors which affect people's attention in communication. They are: the amount of communication they are receiving, their position in formal communication channels, their position in an informal communication network, and the nature of the information itself.

A leader, as the head of an organization, is greatly

overloaded with both written and oral communication. He or she also copes with what Arnold and Feldman call "background noise" - a situation where a number of messages or information come simultaneously, each specific communication demanding his or her attention. To avoid both information overload and background noise, the principal should carefully plan and programme his or her work. Delegation of work to his or her deputy or heads of department or members of the teaching and administration staff will also relieve him or her of the burden and confusion caused by background noise and information overload.

An organisation should have formal communication channels. In a school situation these communication channels indicate to whom teachers and pupils should bring their concerns, problems and questions. The disadvantage which is usually experienced with formal communication channels is that teachers and pupils are usually reluctant about communicating upward to the principal. As a result, the principal does not receive either sufficient information to help his or her staff and pupils with their problems or accurate enough information to make high-quality decisions.

Every organisation has grapevine channels. Grapevine

is an informal communication network which is used by subordinates to pass along personal information, gossip or rumours. The grapevine can also be used by the principal to make unofficial announcements or statements. Grapevine information travels faster because most of it is carried over the telephone or in face-to-face conversations. A principal of a school should find a balance between receiving too much information and receiving no information at all. He or she should also maintain a balance between hearing too many trivial complaints from teachers and students and being ill-informed about imminent problems.

Leaders should pay particular attention to the characteristics of the message or information which they pass to their subordinates. The message appeals to the interest of the subordinates if: it has novelty, affects them directly, and it has intensity. The principals' message should provide new information for teachers and pupils, and it should affect them directly. To command attention, principals should present one request at a time. Numerous requests made at the same time draw less attention.

Comprehension of information is highly affected by: the semantics of a message, the perception of the people

who receive the message, and the opportunity for feedback between the sender and the receiver of the information.

Communication is transmitted through symbols like: words, body gestures, and facial expression. It is important for principals, as leaders, to know that some people have semantics problems and thus fail to understand or interpret symbols correctly or as they are intended by the communicator. It is, therefore, important to use all types of symbols when passing a message to subordinates. This is even more vital and relevant for teachers in a classroom situation. Nonverbal cues should be appropriate and consistent with the verbal message.

Teachers in a classroom situation should not command pupils to sit down when their hand signs and body gestures beckon the class to stand up or come to them.

Principals should not use ambiguous symbols when they communicate with their subordinates. This may completely confuse the meaning of the message. It is also important to take into consideration the cultural differences that exist in a group of teachers or students. The interpretation of symbols may vary

because of cultural background. The principals should be able to detect and meet each situation as appropriately as possible.

Principals should provide opportunity for feedback. This is one way of checking whether the listeners understand the message. The principals should adopt "active listening". This involves listening for both facts and the feelings of their teachers and students. The same is expected of a teacher in a classroom situation. This is one of the reasons why oral communication is more effective than written communication. Principals can ask their subordinates whether they understand the message. They can also get a feeling from the nonverbal behaviour and reaction of the teachers or students. This behaviour will enable the leaders to ascertain whether their message was understood.

A two-way discussion is remembered easier and longer than a one-way conversation. Feedback in the form of written communication should, therefore, form a follow-up to a previous verbal communication. This is one of the reasons for emphasizing "teaching and testing" in the classroom situation. At the end of a lesson, the teacher asks a few questions to test if the lesson was

well comprehended. A written test may be conducted at the end of the week to ascertain if what was taught can be recollected.

3.4

INNOVATION

The education of a child in KwaZulu and in the Department of Education and Training needs teachers and principals who are capable of effecting innovations in their performance. The department of education in KwaZulu has a department of planning. This is a sub-department responsible for innovations and the development of education in KwaZulu. It is, therefore, important that the leaders or principals be aware of what is involved in innovation. The departments of education both in KwaZulu and the department of Education and Training expect an input from principals of schools. It is assumed that principals of schools are aware of the needs in their schools, circuits and regions.

Innovation aims at improvement and efforts to find better solutions in order to solve present problems. Every exercise book cover used to have a multiplication table printed at the back. Later the use of calculators was introduced. The complexity of

life has further necessitated the use of computers. Every school should introduce the study of the computer to enable the people to meet present needs. Cribbin (1972) thus sees innovation as:

an act that strives to produce small, incremental improvements on what is accepted today. It looks at newer and better solutions to old and current problems, solutions tied to some practical objective and geared to some measurable operational result.
(Cribbin, 1972: 239)

Innovation, therefore is a dynamic social process which occurs, over a period of time during which innovation may be redefined and modified as a result of that social change. Innovation is not only interested in realising the desired goal, but in effecting improvements in those goals as well. Duhamel and Johnson (1979) maintain that as society changes different demands are made upon leaders. The principal of a school should be in a position to effect changes effectively and timeously.

The demands in a school should be those demands which a pupil will meet in society. Mathematics, which is taught in schools, enables people to do their daily transactions. KwaZulu schools are compelled by social change to introduce computer science in their curriculum. Life without the knowledge of computers

would be unbearable. It is obvious that the social change which occurs in a school, will affect the whole of society. Tshabalala-Mogadime (1989:2) points out that the school is a microcosm of a larger society.

3.4.1 Innovation and Education

Most changes in education take place in an organisational context i.e. classrooms, schools, colleges of education and universities. It would therefore be helpful to look at the organisation theory as an aid to understanding what happens when these various educational organisations become involved in the process of educational innovation. There are three major factors in the innovation process. They are the change agent, the user system and the innovation.

The change agent may be a teacher, a principal, a subject adviser, and even a teachers' centre. The most basic characteristic of the change agent is its authority relationship with the user system. This may be the relationship between the teacher and pupils or between the principal and staff. This authority may be based on either administrative status; professional relationship or colleagueship; external expectancy, or a combination of all three. A principal may either

act with authority, as a colleague, or behave in accordance with the staff's expectancy.

In KwaZulu and in the Department of Education and Training the principals are answerable for any discrepancy in schools where they are heads. Failure in their schools is attributed to their lack of leadership skills. As change agents principals have a number of innovation strategies at their disposal. Some of these strategies, are power or coercive strategies, empirical or rational strategies, and normative or re-educative strategies. Principals may make use of power strategies in which they exercise their administrative powers over their staff. In KwaZulu each teacher may be instructed, by the principal, to be in charge of an admission book, a stock register, revenue books, school correspondence, or school files, in addition to the teacher's classroom work. Principals keep a close check to maintain efficiency in a teacher's performance of these duties because principals are answerable for the teacher's poor performance.

Principals may arrange that their heads of department make use of empirical strategies, where the heads will explain and demonstrate to the staff in their various

departments whatever knowledge needs to be disseminated. The department of education in KwaZulu has a number of programmes in its In-Service Training Centres. The heads of departments may, therefore, make use of these programmes.

When the principals use normative strategies, they change the teachers' and the pupils' attitudes, and values. The tone and the tradition of each school in KwaZulu is introduced and maintained by employing the use of normative strategies.

A change agent makes use of an innovation system to effect a change in a user system. Innovations do not exist in any unchanging objective since they are constantly being defined, changed and redefined due to experience and the differing perceptions of the people who handle them.

Innovation should focus on a particular aspect of the target user system, for instance aims, values, organisation, perspectives, administration, role, relationship, curriculum, pedagogy and evaluation. Tshabalala-Mogadime (1989:3) is of the same opinion. She maintains that the majority of our students in KwaZulu have not internalised the purpose of

schooling. Changes in education are not sufficient by themselves. She further points out that KwaZulu schools have to target conditions in the larger society so that these can become objectives, impersonal and externalised by the student body.

The user system is aimed at by the change agent. The user system adopts, rejects or resists an innovation. When an innovation is adopted it is then internalised or institutionalised as an integral part of their system. In KwaZulu and in the Department of Education and Training the user system may be a teacher, a school, or the national education system.

The three variables of innovation i.e. the change agent, the innovation, and the user system interact with each other during the innovation process.

In this study we are looking into the aspect of the education system in KwaZulu and in the Department of Education and Training where attention should be paid to leadership as a vital prerequisite for promotion. It is my hope that leadership will be accepted as a subject in schools and as a module in colleges of education and universities. Leadership will then form an integral part of the curricula, teacher, school and

national education system. That will assist the KwaZulu Education system to cope with the urgent demand for leadership in Education.

3.5 MEASUREMENT BY OBJECTIVES

The concept, measurement by objectives, was introduced by Peter Drucker in 1950s in an effort to improve worker motivation and productivity in American Business. Management by objectives is management whereby staff members at various organisational levels are coached by their supervisors to set their own short-term goals. The staff members then direct their activities towards those goals and measure their own achievements with reference to those goals. Mali Paul (1972) defines this concept as a strategy of planning and getting results in the direction that management wishes and needs to take place while meeting the goals and satisfaction of its participants.

Principals of schools in KwaZulu and the Department of Education and Training are thus expected to have the interests of their schools, their subordinates and their school results at heart. Both departments of education expect the principals to assist the teachers to draw up their schemes of work as short-term goals.

Principals should then direct the activities of their staff members towards accomplishing the desired goals.

3.5.1 Measurement by Objectives and Education

Measurement by objectives can be used for planning and controlling purposes. This technique also helps to simplify and clarify the managerial processes operating within an organisation. In KwaZulu schools, such a strategy would help to make goal-setting routine among teachers at different levels and enable them to make risk-taking decisions objectively. Such decisions are made by: gathering information to predict the outcomes of various actions, then choosing the most desirable of several possible objectives, then identifying the most effective methods and finally measuring the actual results.

Before setting short-range goals themselves, the teachers, heads of departments, deputy principals or principals analyse their official job-description, assess their individual strengths and weaknesses and also review their personal plans for long range development.

In KwaZulu we expect the principals to prepare a brief

and clear statement of purpose, objectives and performance standards for the entire institution. This document should be distributed to the subordinates for discussion. These objectives should also lay out what contribution the principals and their staff are expected to make to assist other units attain their objectives. Organizational performance requires that each job be directed towards the objectives of the whole school.

Principals who manage their schools by objectives become increasingly willing to delegate responsibilities and authority to subordinates. The subordinates in turn acquire management skills and a sense of personal responsibility for the success of the institution.

Teachers who are managed by objectives prepare their short-term schemes of work. They then focus their activities to achieve the expected goals. What is essential is that the teachers become committed to their schemes because they prepared them. Teachers look forward to and work hard towards their expected outcome. Harper (1986) stresses that:

Objectives that are most useful in management by objectives systems are measurable, relevant, important, challenging and attainable.

(Harper, 1986:6)

Teachers who are managed by objectives are easy to evaluate and to assist. The principal assists teachers in their preparation of their short-term plans. The principals are therefore aware of the teachers' objectives. This enables the principals to know what type of action to expect.

Principals should, however, guard against shortcomings in management by objectives. This technique is likely to hamper the development of leaders or organisations by limiting their attention to those problems, tasks or projects which can be foreseen weeks or months in advance. Management by objectives is not effective in identifying unrecognised potential in the members of staff. Harper (1986) points out that this technique is a time-consuming gimmick, and relevant objectives are difficult to define and appraise. He further maintains that the emphasis on short-range objectives may actually jeopardise long-range strategic planning.

Effective leadership usually recognises the use of communication, innovation and management by objectives as indispensable. In an organisation, like a school, these principles interrelate and overlap to yield good and expected results.

In our next chapter we shall look at leadership and education as viewed and practised in KwaZulu.

CHAPTER 4

LEADERSHIP AND EDUCATION IN KWAZULU

4.1. INTRODUCTION

The Annual Reports of the Department of Education and Culture (1980, 1981, 1982); The Department of National Education (1986); and the Department of Education and Training (1988), as will be cited later, share a common view on freedom of Employment of skills by the members of the departments and the upgrading of education.

Annual Report (1988) 14 Department of Education and Training states its mission as:

To upgrade the level of professional and subject skills (including qualification) of teachers continually to the accepted level/standard through both conventional and innovative, non-traditional competency - based and other methods
(Department of Education and Training Annual Report, 1988:14)

The same report states its organisational functionality as:

To establish urgently a measurable performance culture, based on an adequate managerial information system, at all levels in the department by means of goal

oriented managerial or
organisation development
responsible decentralisation
and ordered communication
standards.
(Department of Education and
Training Annual Report, 1988:14)

Professional qualifications of teachers should therefore be improved. Creativity and inventiveness are expected of them to effect innovations and to assist in the upgrading of schools. This will, obviously, call for effective managerial and organisational skills. In support of these expectations, the Annual Report (1986) 6: Department of National Education states:

General policy, therefore, does not dampen initiative. It demands clear thinking, it offers intellectual challenge and it calls for management ingenuity. Consequently the minister, officials and educators who have to take decisions from day to day have a large measure of freedom to provide education without bureaucratic controls instituted at the general level.

(Department of National Education
Annual Report, 1986:6)

The teachers with "managerial ingenuity" should come forward to meet the challenges set by the department of Education. Such leaders should also assist other members of the education system to meet the expectations of the departments of education. In its annual Report (1981) the KwaZulu Department of

Education and Culture tries to assist in the meeting of the education department's appeal for the upgrading of the staff and the school by the introduction of:

1. a three year pre-service teacher training course
2. a Junior Secondary Teachers Certificate or Junior Secondary Teachers Diploma through the College for further Education.
3. the Departmental Subject Committee
(Department of Education and Culture Annual Report, 1981:7).

The introduction of the above innovations is part of an attempt to solve the backlogs which are presented in the KwaZulu Department of Education and Culture Annual Report 1980. These backlogs are: a large number of professionally unqualified teachers and inadequate teacher-training.

What is urgently needed are leaders who have the skills to execute what the departments of education envisage. We also need leaders in KwaZulu who will provoke thought and kindle the interest of the intellectuals so that they will come forward with ideas and proposals to improve the education system in KwaZulu. We need people with leadership skills to seek and co-ordinate expertise to help to upgrade education. The

implementation of what is desired in KwaZulu education will depend on people with "effective managerial and organisational skills." We are looking at our principals of schools to display such skills.

4.2 KWAZULU DEPARTMENT OF EDUCATION AND CULTURE ORGANISATIONAL STRUCTURE

The present KwaZulu professional branch post structure stands as follows:

Executive Head
(Minister)

|||
|||

Deputy Minister

|||
|||

Chief Director
(Secretary)

|||
|||

Director

|||
|||

Deputy Director

(Deputy Secretary)

Assistant Director
(Chief Inspector)

Circuit Manager
(Circuit Inspector)

Inspector of Schools

Principal
School
(Manager)

Assistant Teacher

Pupil

As the hierarchy of the professional structure shows, the legislature hands the rules and regulations to the executive head. The minister in turn hands it further down to the chief director. The chief director has the very heavy task of interpreting these rules and regulations to his big staff. In the performance of his task, the chief director is assisted by the director and three deputy directors of the following branches of the KwaZulu Education Department: the professional branch, the planning branch and the administrative services branch.

Responsible to the deputy director (professional) is the assistant director. The assistant director does field work. KwaZulu is divided into five regions. Each of these regions is under an assistant director. A region is divided into a number of circuits and each of these circuits is supervised by a circuit manager. A circuit manager is therefore responsible to an assistant director. In his or her work in managing a circuit, a circuit manager is assisted by the inspector of schools.

The members of the inspectorate help the principals of schools to understand and interpret the rules and regulations to the teachers, pupils and community. The

principal, therefore, forms a link between the Department of Education and the people, who are the members of the community, the pupils and the teachers. The assistant teachers help the principals of the schools in the interpretation of the regulations of the KwaZulu Department of Education to the pupils and the community.

4.3. PRINCIPALSHIP AND LEADERSHIP

As stated above, the principal forms a link between the KwaZulu Department of Education and the people, who consist of the pupils and the community. What is of vital importance is that the principal is also a leader of these people and his or her staff. The execution of the rules and regulations by the teachers, the pupils and the community depends on the principals' interpretation of those regulations. For this reason the department appoints a competent person to the position of principalship. The KwaZulu Principals Guide confirms this by stating that:

He has been selected from a group of candidates as the most competent person for the post as a result of certain attributes, qualifications, qualities and accomplishments that are regarded as necessary for the position. The principal is expected at all times to be worthy of the trust that has been placed on him.

(ZE 31 Guide for Principals
of Schools p 1)

Since the principal is a representative of the Department of Education, the people take him or her at his or her word and act accordingly. The people believe that since he or she has been appointed by the departments of education, it is evident that whatever he or she says and does is the requirement and recommendation and even the decision of such a department. This is why it is essential that in the selection of a principal the Department of Education should exercise extreme care.

4.3.1 The Principal as a Co-ordinator

The principal controls the interests of the pupils, teachers, members of the Community and the department of education. According to the Guide of the Principals of schools (ZE 31), he serves as liaison between the educational authorities and his or her teachers as well as between parents and the teachers. To liaise between these bodies it is essential that he or she maintains constant contact with them. It is vital that he or she first and foremost secures the confidence, co-operation and love of the pupils, teachers or staff, members of the community and the authorities of his or her department. He can then work on ways and means of co-

ordinating their interests.

He or she can convene meetings where all the parties (authorities of his or her department, staff, pupils and community) are involved. Sports meetings can be organised and all parties can be actively involved in the programme. A Prayer Day, or a Parent Day and the Annual Speech and Prize Giving Day can be observed on a yearly basis. These are some of the attempts which can be employed to maintain the co-ordination of all parties. These attempts will also help to keep their interest focussed on their school.

Most schools in KwaZulu are Community schools. According to the KwaZulu Education Act no 7 of 1978,

the area - where school buildings and sites have been or will be provided or maintained by a KwaZulu Community or tribal authority shall be known as Community schools.

(KwaZulu Education Act no 7, 1978:13)

Such schools belong to the community and they are thus the responsibility of the community. The community appoints a School Committee which helps the community in the running of the school. The community is kept informed of the functioning, progress and development obtaining in the school. The Guide for Principals (ZE 31 Guide for Principals of School p 3) stresses that:

The most important functions of these bodies are to establish, maintain and control community schools and to serve as liaison between the parent and the school.

For these schools to function properly the principal should be able to co-ordinate the community with the authorities, the pupils and the teachers.

In Territorial Schools the community elects a Parents' Committee. This committee represents the interests of its community and acquaints the principal of the school with such interests. It does not control the school. The school is controlled by the Governing Council which is sometimes known as the Advisory Council. The Chairman of the Parents Committee represents the interest of the Community or parents in the Governing Council.

The principal forms a link in all types of schools. Communication between the teachers and the department of education, the community and the teacher, the pupil and the department, or the community and the department of education rests with the principal.

4.3.2 The Principal as an Innovator

One of the attributes expected of a leader is creativity and innovation. Lewis (1985) points out that:

the essence of leadership is innovative
action drive and group maintenance
activities which result in goal
acquisition.

(Programmed Learning and Educational
Technology Vol 22 No 3, 1985:210)

Leadership action is focussed on innovation and development. Subordinates are influenced and conscientised and their attention is directed towards the achievement of these aims.

In KwaZulu, the community expects the principal and his or her committee or the governing council to lead them towards the development of the school and the community as a whole. KwaZulu does not have enough schools. And most of the existing schools are not in good condition. The KwaZulu Department of Education is experiencing problems which are not easy to surmount. It is not easy to upgrade the existing poor school buildings. The KwaZulu Department of Education and Culture Circular Minute no 37 of 1988 commented on the issue

regarding school upgrading as follows:

This office has received complaints from the contractors, architects and other concerned professionals, where projects are being carried out that they have been approached by Departmental officials with requests for alterations or additions to the building contracts Officials are requested please to refrain from this practice.

(Circular Minute 30, 37 of 1988)

Such a practice prevails mostly in schools with existing buildings where upgrading of such buildings is necessary.

A principal with leadership qualities is quick to realise a need for a new school building in his or her school or for the upgrading of the buildings which are in use at the moment. Such achievements are realised and observed with appreciation by his or her community. Dlamini's (1989) comments, on the official opening of one school in KwaZulu, were as follows:

The principal has organised this school into a vibrant example of cooperation in education. He initiated a strategy to motivate and convince the community of the necessity for the construction of extra classrooms. As one can well imagine, this must have been an uphill task.

When the parents realised this need, the principal encouraged the boys to be involved in the building operations by assisting the qualified bricklayer.

This they did after school and over weekends, and gained skills as they were engaged in the practice of building. In this way the classrooms, school hall, administration block and cottages were completed. The boys were so motivated by achievement that they set about painting the school themselves, constructed the toilets and rounded off the whole operation by fencing the school under the supervision of a trained adult. This whole exercise not only developed self-reliance in a growing generation, but substantially minimised building expenses.

(Fundisa KwaZulu Education Journal Vol. 1 No. 4 September, 1989: 17)

KwaZulu needs more of such principals. Teaching only becomes leadership in instances like the above mentioned.

4.3.3 The Principal and Authority

A prospective principal is detected in class activities. His or her leadership qualities are surfaced in classroom operations. Fox (1982) points

out that:

Teaching is leadership. The very process of teaching is leadership at its highest level. Vision, creativity, knowledge, skill in human relations, organisational ability - these are the basic requirements for a teacher.

(Fox, 1982:21)

In his or her class a teacher is engaged in the leadership of a class.

This is more pronounced in KwaZulu schools where work goes on in classrooms which have no eraser for the chalk-board and brooms to clean the classroom. The broken window panes cannot be repaired. Usually there are no offices for the principals and the heads of departments, and there are no staff-rooms for teachers. Most schools are without teaching equipment like overhead projectors, science laboratories and language laboratories. The teachers have to provide or improvise these essentials for their classes.

According to the Guide for Principals of Schools:

In order to ensure that the educational interests remain the centre of the principal's attention, he must delegate more and more of his duties to members of his staff. When the principal entrusts these special duties to members of his staff he shows that he has confidence in those teachers.

(ZE 31 Guide for Principals of Schools p 10)

Delegation as an aspect of leadership can also be observed in the classroom situation. A teacher delegates supervision of extra-mural duties to chosen class leaders. Some aspects of his or her lesson or subject can be left under the supervision of a special class leader. This display of confidence in the class and its class leaders enhances esprit de corps in the class and its activities.

It is important that the class teacher in a classroom situation, and the principal in a school situation knows the facts and the results to be expected before he delegates whatever duty. As Palmer (1979) maintains it is easy to evaluate and assist your subordinate if you are aware of the objectives and the type of action to be taken.

Van Niekerk (1988) points out that research has shown that delegation instills in employees the responsibility necessary for the satisfactory performance of their duties. Van Niekerk (1988) also points out that some writers maintain that:

responsibility cannot be delegated,
supporting their statement by showing
that a manager can never evade his
responsibility by delegating it to
his subordinates.

(Van Niekerk, 1988:88)

The KwaZulu Principals Guide also stresses that the principal remains responsible for everything that happens in his or her school; so does the class teacher in his classroom. It is therefore vital that a teacher keeps close supervision of his or her class and the delegated activities. It is from the classroom situation that a teacher is promoted to principalship to handle a school situation.

In our next chapter we shall look at the methodology to be employed in the study of leadership and promotion in KwaZulu schools.

CHAPTER 5

METHODOLOGY OF STUDY

5.1. INTRODUCTION

In Chapter One of this study a problem under investigation was identified and then defined. To investigate this problem, a lot of literature has been read. It was, however, felt that for an in-depth study of this topic an empirical research should be conducted. It was, therefore, mentioned in Chapter One that survey research would be employed as a tool of investigation. Questionnaires were sent to principals of primary schools, post-primary schools, special schools, inspectors of schools and other officials of the department of education, retired principals, inspectors and other education department officials, and people interested in education.

It was also felt that some principals, inspectors and the officials of the department of education might not be keen to read and answer the questionnaire since it does not form part of their employment. The researcher decided to take advantage of the meetings which were convened by the circuit inspectors. The meetings were

a part of the circuit inspectors' programme for the running of their circuits. Some meetings were held in order to enable a special guest to present his or her message. Some of these speakers were scout officials, and officers in charge of finance in the KwaZulu Department of Education and Culture. These meetings were attended by the principals and the inspectors of the circuits. The researcher also made use of the seminars which were organised by the KwaZulu Department of Education. These seminars on School Management were meant for principals and inspectors of schools belonging to a number of circuits.

Some questionnaires were sent by post to retired principals and inspectors, and other interested officials of the Department of Education.

5.2 PERMISSION

The researcher sought permission from the circuit inspectors. They were requested to give the researcher some time in their principals' meetings. It was usually the first item on their agenda or the last item. This was done because the circuit inspectors did not deem it wise that the researcher should be present during the deliberation of their meetings. The Natal

Technikon had a seminar for principals and inspectors of eight circuits of the KwaZulu Department of Education at the Natal Technikon campus. The researcher visited the authority who was in charge of the programme. Permission was then granted to conduct the survey. The Institute of Education and Human Development which falls under the University of Zululand had seminars for two circuits of the KwaZulu Department of Education. The researcher secured permission from the head of the Institute to conduct the survey. These were held at the campus of the University of Zululand.

The seminars were on School Management. Those who attended the seminar found the questionnaires relevant to them and their seminar. They were so keen that they asked for spare copies to take to school for their references and records. The researcher was requested to be involved in the symposium. In the meetings which were convened by the circuit inspectors, the questionnaire stimulated interest which was evident from the numerous questions from the respondents after the questionnaire had been returned.

5.3 PILOT STUDY

Tuckman (1978:25) stresses the need for a pilot study. The pilot study is a way of testing, on a small scale, how the envisaged research tools of investigation will work. Mlondo (1987:80) supports Tuckman and points out that the pilot study serves to determine the validity of the intended tools of investigation. Mahlangu (1987:82) maintains that the pilot study uncovers shortcomings as well as areas of extreme sensitivity; that is, it enables the researcher to debug his/her questionnaire. The shortcomings of the intended questionnaire may vary: Ambiguous terminology may be used, instructions to the respondents may not be clear and some questions may be sensitive. If one of the mentioned shortcomings applies the questionnaire should be revised. It may be necessary to leave out some questions and add new ones.

According to Tuckman (1978:25) in a pilot study the researcher makes use of a small sample of respondents which forms part of the intended sample. This sample is not included in the main investigation. The pilot study enables the researcher to determine whether the intended questionnaire possesses the desired qualities of measurement and discrimination. This is an appropriate way to ascertain whether the terminology used in the questionnaire conveys the desired

information. According to Mncwabe (1985:91) the feedback information indicates instrument deficiencies. The researcher will, therefore, determine and improve the affected area.

The reseracher conducted the pilot study at Umlazi Township in Durban. The Circuit Inspector granted permission to the researcher to conduct the study. The sample consisted of the inspectors and the principals of schools. The Circuit Inspector helped the researcher in the distribution of the questionnaire. The inspectors and the principals were given sufficient time to answer questions. The researcher than collected the questionnaire.

As indicated in the introduction of this chapter the sample consisted of principals of schools, and school inspectors, of the KwaZulu Department of Education. The questionnaire yielded a diversity of opinions and feelings. The researcher felt that it was a good questionnaire since it conformed to Tuckman's (1978) specifications that if answers from the respondents are the same, then the questionnaire lacks discrimination and such a questionnaire should be re-done.

SELECTION OF SAMPLE

In 1990, when the survey of this study was conducted, there were 3 007 school principals and 124 school inspectors in the KwaZulu Department of Education. The distribution of principals in the KwaZulu schools was as follows:

74

(Ngcobo Report, :1990 17/2/1/4 dd)

The school inspectors positions were arranged as follows:

Assistant Directors (Chief Inspectors)	5
Circuit Inspectors	27
Inspectors	92
	—
	124
	—

(Ngcobo Report, :1990 17/2/1/4/dd)

The researcher aimed at receiving back at least 600 questionnaires from the principals and 40 questionnaires from the inspectors. This would enable the researcher to work the study at the ratio of 1:5 for effective assessment and evaluation.

Cohen and Manion (1980:103) refer to a "convenience sampling" or "accidental sampling" where a researcher chooses the nearest individuals to serve as respondents. Lovell and Lawson (1970:32) point out that it is the task of the investigator to examine the various tools available and choose those most suited to his purpose. The KwaZulu Department of Education organised a seminar to be held for thirteen weeks at the Natal Technikon. The principals and inspectors

from the following circuits were present: Port Shepstone, Umzumbe, Umtwalume, Umzinto, Umbumbulu, Ndwedwe, KwaMashu and Umlazi. The researcher took these principals and inspectors to form a "convenience sampling". The organisers and the participants were very eager to be the respondents in this study.

The Institute of Education and Human Development of the University of Zululand held two symposia on Educational Management. The first symposium was attended by principals from the Hlabisa circuit. The second symposium involved principals from the Mahlabathini circuit. These two circuits represent thirty principals from the secondary schools. The researcher was warmly welcomed by the organiser and the participants were very co-operative. The questionnaires aroused interest. After the questionnaire had been completed and returned to the researcher, a very interesting discussion followed. It was realised in the discussion that the principals prefer to be taught leadership skills.

These seminars offered a very rare opportunity and the researcher decided to make full use of it. Gay (1976:195, 196) maintains that a questionnaire which has been personally administered has some of the same

advantages inherent in the use of an interview. These advantages are the opportunity to establish rapport with respondents, explain the purposes of the study, and clarify individual items. It is not usually the case that the members of a sample of interest are conveniently found together in one location. The researcher also attended a number of meetings convened by circuit inspectors of various circuits in the KwaZulu Department of Education. The principals and inspectors were assembled together in these meetings. This was of great convenience to the researcher who had his questionnaire responded to by a number of respondents at the same time.

5.5

COVERING LETTER

Each questionnaire was accompanied by a covering letter. In school circuit meetings and seminars, the authorities and organisers were requested by the researcher to read the letter to the respondents. Mahlangu (1987:82) points out that the covering letter should explain the purpose and the value of the study.

In the letter it was stated that the researcher was a student of the University of Zululand. It was

important that in this study a survey be conducted so that the results would be from an empirical study. The questionnaire formed part of this empirical investigation. Without this investigation the results of the study may not be reliable.

The respondents were assured that their responses would remain confidential. According to Tuckman (1978:233) the legitimacy of the researcher is essential. The researcher was, therefore, identified by name and position.

Although the names of the respondents were not required, the researcher felt that they should be told that their responses would not be divulged.

5.6

QUESTIONNAIRE

The questionnaire was used as a research tool and the sample consisted of principals, inspectors of schools, education planners, deputy secretaries or directors and the Secretaries for Education. Questionnaires enabled the researcher to reach as many people as possible and also to receive as much assistance as possible in his study. Wiseman's (1964:53) suggestion was to be followed - that, the sample selected should be

representative - thus the questions were applied to the situation of the respondent since the sample consisted of people who were involved in education. According to Mahlangu (1987:85) the population must be sufficiently literate to make feasible this impersonal interaction which entails communicating through reading and writing.

The respondents were requested to take their time to think carefully before answering questions. They even discussed the questions with friends or consulted available literature. It would be easy to analyse and evaluate the response from the respondents since the questionnaire remained with the researcher after it had been returned. The questions were structured with circumspection so as not to offend the respondents who were themselves under scrutiny.

A questionnaire comprises questions which aim at obtaining specific data, and the respondents' answers to these questions are neither right nor wrong. According to Tuckman (1978:196) a questionnaire is used by the researcher to convert into data the information which is directly given by a respondent. Mahlangu (1987:79) points out that the questionnaire is efficient and practical and is widely employed in

educational research. The researcher has, therefore, deemed it correct to use the questionnaire as a tool of investigation in this study.

Fox (1969) defines the questionnaire as follows:

The technique whereby the researcher believes that an impersonal approach will suffice and according to which he puts his questions on paper and submits them to the respondents, asking them in turn to write their answers on paper, is called the questionnaire.

(Fox, 1969:548)

In this study the questionnaire was sent to school inspectors, principals of schools and the officials of the KwaZulu Department of Education. These respondents were told that the information they would provide would be treated as highly confidential. They would also be told the purpose of the research. In this regard Ngcongco (1986:69) maintains that a good questionnaire reflects a thorough understanding of the field and aim of study.

The researcher, therefore, expected the respondents to answer the questions and return the questionnaire. The questions were easy to read and the instructions were simple to follow. Mahlangu (1987:80) points out that the questionnaire should be kept as brief as possible

so that answering it requires a minimum of the respondent's time. Mahlangu further points out that respondents are much more likely to complete and return a short questionnaire. Cohen and Manion (1980:111) emphasize the appearance of the questionnaire and maintain that a questionnaire should be easy and attractive and provide plenty of space for questions and answers to encourage the respondent to complete and return it.

Sax (1979:244) stresses the advantage a questionnaire has in its economy. The questionnaire saves time and money. Questionnaires are sent to a number of people by mail and the researcher gets a response from a number of respondents. Mouly as cited by Mncwabe (1985:89) confirms this idea by pointing out that among the major advantages of the questionnaire, in comparison with the interview, is the fact that it permits wide coverage at minimum expense in both money and effort. It affords wide geographical coverage and also reaches persons who are difficult to contact. Validity is then realised through this large and representative sample.

The researcher took a few facts into consideration when formulating the questionnaire. The questionnaire was

clear and comprehensive. It was also legible and the respondents were encouraged to answer it. The language which was used suited the level of the principals and inspectors.

The questionnaire comprised both structured and unstructured items. In the structured questions, the respondents were given answers from which to choose their responses. This helped to limit the risk of misinterpretation. Structured questions are easy to analyse. The unstructured items required an open-ended response in which the respondents were free to give their own answers to the question which was asked. This type of question allowed the respondent freedom of expression in answering. Gay in Ngcongco (1986:71) however, points out that some information obtained through unstructured questions is extraneous to the objectives of the study.

It is essential for the researcher to obtain the idea and the feelings of the respondents in the study of leadership as a vital variable in promotion in the KwaZulu Department of Education and Culture and in the Department of Education and Training.

ADMINISTRATION OF QUESTIONNAIRES

The researcher was fortunate to be present when the respondents answered the questionnaire. It was only at the Natal Technikon and at the Port Shepstone circuits that the researcher distributed the questionnaires to the respondents and collected them on the following week. This was possible because the same people were expected in the meeting and the seminar the following week. Before these inspectors and principals left, the researcher took time to motivate them. An attempt was also made to arouse their interest. The researcher also gave them time to read the questionnaire so that he could clarify points which might not be clear.

When the researcher arrived at the meetings the Circuit Inspector introduced him to the gathering of inspectors and principals. The organisers of the seminars at the Natal Technikon and the University of Zululand Institute of Education and Human Development respectively introduced the researcher to the inspectors and the principals who were present at the seminar. The respondents displayed a tremendous amount of interest. The reason for such interest could be that they were requested to comment on what they were working on as professionals in education. Another

reason may also be that the seminars they were attending at the Natal Technikon, University of Zululand and at the circuit level respectively were on school management. The questionnaire was, therefore, relevant to their crash courses. The respondents were free, frank and honest in their responses.

The questionnaires which were returned from the sample at the Natal Technikon in Durban numbered 289. From circuit inspectors' meetings and seminars the researcher received 103 questionnaires. Since most of these people took the questionnaire home, the researcher believed that they did individual work. They were not influenced in their responses.

5.8

PROBLEMS EXPERIENCED

Some circuit inspectors felt that the study was interfering in their circuits and their meetings. Other inspectors felt that the questionnaire would waste the principals' time. After some explanations and persuasions they agreed to take the lead by introducing the researcher, distributing the questionnaire, and explaining its purpose. Another problem was experienced when the researcher had to be accommodated on the meeting agenda. It was the first

item or the last item on the agenda. When the questionnaire was placed at the beginning of the agenda, the researcher would be requested to start before the arrival of all invited people. When the researcher was placed at the end of the programme, the principals and the inspectors would be so tired that they would find it difficult to concentrate. For this reason the researcher encouraged the respondents to take the questionnaires home and return them on the following day. Some said that they had forgotten their questionnaires at their places of residence. They were, however, willing to work on another one during their breaks.

5.9 CONCLUSION

The researcher chose to make use of the questionnaire as the tool of investigation in this study because of its economy in terms of money and time. The accidental sampling which has been at the researcher's disposal has been representative because it had a large geographical coverage. The next chapter will be concerned with the interpretation of data which has been obtained in this chapter.

CHAPTER 6

ANALYSIS AND INTERPRETATION OF DATA

6.1

INTRODUCTION

In Chapter 5 it was mentioned that data was collected by making use of questionnaires. Questionnaires were distributed to the principals and the inspectors of schools. Some were sent to the officials of the Department of Education and Training and the officials of the KwaZulu Department of Education and Culture. Each questionnaire was analysed and interpreted separately.

The questionnaire method turned out to be an appropriate method for this research. The researcher received more than 600 questionnaires from the respondents. Some were received after the analysis and the interpretation of data had been done. The researcher was able to get the opinions of the respondents regarding leadership as a variable for promotion in KwaZulu schools and the schools in the Department of Education and Training. The questionnaire became an economic means of gathering data. Money was saved because some questionnaires were sent

by post and others were distributed to the respondents who were attending meetings and seminars. A good geographical coverage was realised and a large number of people was involved.

Some difficulties were experienced during the use of questionnaires. The researcher did not receive an immediate response from the respondents as he had expected. Most of the questionnaires reached the researcher when an analysis of the questionnaires had already been made. A large number of questionnaires was not returned to the researcher.

To work against the shortcomings, the researcher made use of convenience sampling. Some difficulties were also experienced in the administering of the questionnaire to the convenience sample. The inspectors took the research as an interference in their meetings on the circuits. They felt that the principals' time would be wasted. After some explanations the researcher was allowed to administer the questionnaire. A problem also arose when the researcher was to distribute the questionnaire before every member had arrived. At times the researcher would be given a chance at the end of the agenda when principals were tired. In such a situation the

researcher recommended that the respondents take the questionnaire with them.

6.2

TABLE 6.1

PRINCIPALS' SEX

<u>RESPONSE</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
Male	263	43.8
Female	337	56.2
	—	—
TOTAL	600	100
	—	—

The questionnaires which were sent by post were returned, mostly by female principals.

In the meetings which were convened by circuit inspectors there were more male principals. The difference was, however, very slight. The seminar which was organised by the Natal Technikon had more women than men and the difference was high. The courses which were at the University of Zululand were attended by more men than women. The seminar which was held at the Natal Technikon was meant for the principals of all the grades of schools. This included the lower Primary Schools, the Higher Primary Schools

and the Secondary Schools. The University of Zululand courses were meant for the principals of post-primary schools.

The sample which the researcher had consisted of more female principals than male principals. This is because the seminar at Natal Technikon included the Lower Primary Schools as well. KwaZulu townships have more primary schools than secondary schools. It is believed that female principals are better in controlling lower primary schools than male principals.

The seminar which was organised by the University of Zululand and the KwaZulu Department of Education was on School Management. Both male and female principals were taught management skills. Leadership as an aspect of management should in future form a larger part of the course.

TABLE 6.2

PRINCIPALS' AGE

<u>RESPONSE</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
20 - 30	8	1.4
31 - 40	191	31.8
41 - 50	197	32.8
50 and above	204	34.0
	<hr/>	<hr/>
TOTAL	600	100
	<hr/>	<hr/>

More than 75% of principals are between the ages of 40 and 65. Young principals are few and they are mostly males with university qualifications. The requirement for promotion to principalship in the KwaZulu Department of Education and Culture and the Department of Education and Training consists of teaching experience, which should be at least five years. There should also be an appropriate professional qualification, which is either a teacher's certificate or teacher's diploma. A university degree is an essential recommendation.

Usually the older teachers are eligible for promotion to the position of principalship. The reason is that they have had a few years to study and acquire a few university courses or university degrees. These older

teachers have also obtained the required experience.

Unfortunately these experienced teachers who have been promoted to principalship have not been furnished with leadership skills. They encounter administration problems. For them such problems are difficult to surmount because they lack the appropriate and necessary skills.

In the KwaZulu Department of Education and the Department of Education and Training, principals with experience of seven or more years in principalship and having acquired at least one university degree are usually promoted to inspectorship. This means that they acquire another leadership position. Even in this position the knowledge of leadership skills is invaluable. The purpose of this study is to make the officials of both the departments of education realise the importance of the teaching of leadership skills.

TABLE 6.3

OCCUPATION OF SPOUSE

<u>RESPONSE</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
Teacher	105	17.6
Lawyer/Doctor	27	4.6
Nurse/Social Worker	80	13.3
Businessman/woman	56	9.3
Technician/Secretary/Clerk	82	13.6
Factory Worker	84	14.0
Driver/other	71	11.8
Unemployed	95	15.8
	600	100

According to Table 6.3, most of the respondents' spouses were teachers. The researcher, therefore, was able to choose a representative sample. According to Wiseman (1978:53) a representative sample will provide the required information. The researcher is of the opinion that since both husband and wife are teachers, they are likely to discuss issues pertaining to education. They do not only share ideas about their work, but also help each other to solve problems arising from their place of employment. They are therefore well informed about education.

TABLE 6.4

PRINCIPALS' PROFESSIONAL AND ACADEMIC QUALIFICATIONS

<u>RESPONSE</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
Primary Teachers' Certificate	56	9.3
Junior Secondary Teachers' Certificate	139	23.2
Secondary Teachers' Diploma	172	28.6
Senior Secondary Teachers' Diploma	52	8.6
University Degree with Teachers' Certificate	121	20.2
University Education Diploma	33	5.5
Honours Degree with Teachers' Certificate	27	4.6
Masters degree and above	0	
	<hr/>	<hr/>
	600	100
	<hr/>	<hr/>

As Table 6.4 indicates, this sample consisted of professionally qualified teachers. All of them have obtained a minimum academic qualification of Standard Ten.

More than 20% of these respondents have acquired a university degree. It is expected that their education should help them to improve their quality of leadership. Through reading and studying they should have acquired, at least, elementary skills of

leadership. The crash courses which are organised by some institutions and the Department of Education should also help them to acquire and improve their leadership qualities.

6.6

TABLE 6.5

PRINCIPALS' TEACHING EXPERIENCE

<u>RESPONSE (Years)</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
10 - 15	84	14
16 - 20	188	31.3
21 and above	328	54.7
	<hr/>	<hr/>
	600	100
	<hr/>	<hr/>

Table 6.5 shows that most principals in the sample have been teaching for a long time. They have, therefore, acquired experience in managing schools and in playing a leadership role at school. They have been confronted with problems and crises and used different styles of leadership to surmount those crises. These principals know the effects of leadership as a variable of school management.

TABLE 6.6
PRINCIPALS' PREFERENCES - ACCORDING TO THEIR RESPONSE
TO THE QUESTIONNAIRE:

QUESTION	1	2	3
	Freq. - %	Freq. - %	Freq. - %
Leadership	375 - 62.5	380 - 63.4	354 - 59
Routine			
Administration	116 - 19.3	115 - 19.1	152 - 25.3
Effective			
Teaching	109 - 18.2	105 - 17.5	94 - 15.7
	600 100	600 - 100	600 - 100

Table 6.6 indicates that in question 1 the response of the principals showed that 62.5 percent prefer a principal with leadership qualities. In question 2 and 3 the response was 63.4 percent and 59 percent respectively in favour of the principal with leadership qualities.

They are principals of schools. They are, therefore, in the schol situation. They face the challenges of the school situation and they know what they need to be able to face crises with success. It is, thus,

essential that principals should be furnished with leadership skills.

6.8

TABLE 6.7

TYPE OF PRINCIPAL PREFERRED BY PRINCIPALS - ACCORDING TO THE RESULTS OF THE UNSTRUCTURED QUESTION.

Words used by the principals to describe the ideal principal:

productive	independent thinking
organizing skills	approachable
progress/changes	intelligent
self discipline	decisive
duty conscious/hard working	emotionally stable
reliable/loyal	impartial
considers peoples' ideas	sympathetic

Table 6.7 emphasizes what is in Table 6.6. Principals have seen schools with problems like violence. They have also seen the failure rate increasing in some schools. There are schools which have been affected by a high drop-out rate. Principals have been comparing such schools with those schools which have good results, a low drop-out rate, and good discipline and a good school-tone in spite of turmoil in the area. They

attribute this good school-tone to effective management by the principal who has leadership qualities.

6.9

TABLE 6.8

INSPECTORS' SEX

<u>RESPONSE</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
Males	42	72.4
Females	16	27.6
	—	—
	58	100
	—	—

The KwaZulu Department of Education has a small number of female inspectors because they were only recognised for inspectorship in 1966. Miss Emeline Gumede was the first female inspector. In 1988 Mrs Phuthini was appointed as a circuit inspector. She was in charge of the Indwedwe circuit. This was the first female circuit inspector in the KwaZulu Department of Education. A large number of women have acquired university degrees making them eligible for a position of inspectorship. This is so because a university degree is an essential prerequisite for promotion to inspectorship.

Females in other departments have displayed leadership

qualities. In the KwaZulu Department of Health, female doctors become superintendants and female nurses are promoted to matronship. It has been proper and appropriate that the KwaZulu Department of Education and Culture and the Department of Education and Training consider females for promotion as inspectors.

6.10

TABLE 6.9

INSPECTORS' AGE

<u>RESPONSE</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
40 - 50	11	19
51 - above	47	81
	—	—
	58	100
	—	—

By the age of 50 a teacher should have acquired a great deal of experience in the handling of educational problems in schools. The KwaZulu Department of Education and the Department of Education and Training employ the services of such people to assist those who are new in teaching and therefore need guidance. People with such experience are promoted to inspectorship positions.

It is seldom that an inspector lacks classroom experience. Usually in teaching a person is promoted from principalship to inspectorship. Such a person should have had problems like overcrowding, a lack of facilities and relevant curricula. In facing such challenges they would have realised how vital it was to draw on leadership skills. It is, therefore, essential that teachers are taught leadership skills.

6.11

TABLE 6.10

INSPECTORS' QUALIFICATIONS

<u>RESPONSE</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
Degree & Teachers' Certificate	53	91
University Education Diploma	2	3.5
Honours & Teachers' Certificate	3	5.5
Masters Degree & above	0	
	—	—
	58	100
	—	—

A university degree is an essential prerequisite for an inspectors position. Teachers upgrade themselves to this level so that they may become eligible for inspectorship. The aim of the KwaZulu Department of Education is that the individual who will guide and

assist teachers should be more knowledgeable in the field of education than they are.

As leaders in a school situation, principals should have sound academic and professional knowledge which should include the art of leadership. This will assist them to face any problems and crises at school, including helping assistant teachers with their problems.

6.12

TABLE 6.11

INSPECTORS' EXPERIENCE IN THE DEPARTMENT OF EDUCATION.

<u>RESPONSE (Years)</u>	<u>FREQUENCY</u>	<u>PERCENTAGE</u>
20 - 30	6	10.4
31 - 40	13	22.4
41 and above	39	67.2
	—	—
	58	100
	—	—

Table 6.11 shows that more than 80% of the members of inspectorate have experience ranging from 40 years to 50 years. Besides professional and academic qualifications as requirements for promotion in the KwaZulu Department of Education and the Department of Education and Training, experience plays a significant

role. A teacher should acquire sufficient experience to be able to occupy a supervisory role in education activity.

A supervisor in any organisation including a school, occupies a leadership position. The inspectors supervise schools in their circuits. They help principals who are managers of schools and teachers who manage their classes. Experience helps them to meet their challenges with success. They have acquired leadership skills through practical experience. It would be advisable to furnish the individual who will occupy a supervisory role with leadership skills before he or she occupies the position.

6.13 TABLE 6.12

INSPECTORS' PREFERENCES - ACCORDING TO THEIR RESPONSE TO THE QUESTIONNAIRE:

	QUESTION 1		2		3	
Response	Freq.	%	Freq.	%	Freq.	%
Leadership	12	20	12	20.6	13	22
Routine						
Administration	32	56	25	43.1	31	54
Effective						
Teaching	14	24	21	36.3	14	24
	58 -100		58 -100		58 -100	

An effective leader is able to upgrade the physical condition of the school as well as the staff. Teachers should improve their knowledge and the skill of imparting knowledge. The principal, as a leader should arrange crash courses and also encourage teachers to study. It is essential that in their studies they include leadership because they are also leaders in their classes.

6.14

CONCLUSION

A school whose principal displayed leadership qualities was mentioned in the statement of the problem which is in Chapter One of this dissertation. To overcome the crises in the lack of proper teaching facilities, the diversity of pupils' potentialities, and overcrowding he changed the school from a Higher Primary school to a Comprehensive High school. That also necessitated a change from a Community school to a Territorial school.

The principal of this school employed leadership skills like organising, commanding, planning, controlling and co-ordinating to effect innovations. Industrial companies were prepared to assist in the development of the school. During the period of unrest this school

remained stable because of effective control.

From the above, it is evident that if principals were trained in leadership skills, success could be realised in their schools.

In the next chapter we shall look at the summary and the recommendations.

CHAPTER 7

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

7.1 THE DIFFERENCE BETWEEN MANAGER AND LEADER

7.1.1 MANAGER

At this stage, a clear distinction should be made between a manager and a leader. The position of manager is socially created. A clear job description is drawn up and the behaviour of the individual occupying the position is according to the specifications and expectations of an organisation. A manager is therefore the socially accepted head of an organisation. When the incumbent has relinquished the position of manager, another individual occupies it and also assumes the position and status of manager. The behaviour of the newly appointed manager will be according to the specifications of the position.

7.1.2 LEADER

Leaders distinguish themselves through unique

characteristics. They are not appointed to the position of leadership but display the qualities which typify a leader. Leaders are also accepted in the position of leadership by subordinates. They influence and direct the activities of their subordinates towards the realization of a desired or accepted goal.

Leaders possess charisma which has been moulded by circumstances and profound experience. It is this charisma which helps them to influence the activities and the direction of their subordinates towards a desired goal. It is through their unique and impressive personality that they gain recognition from their subordinates. The character and the personality of a leader serves as an example to be emulated by subordinates.

7.2 APPLICATION OF LEADERSHIP SKILLS

In Chapter 2 reference was made to Lewin's (1935) theoretical typology comprising "authoritarian," "democratic", and "laissez faire" styles of leadership. Yukl's (1970) leadership dimensions were also discussed. They are "consideration", "initiating structure" and "decision-centralization". Lambert and

Lambert's (1964) organizational shapes were also discussed. These leadership styles are some of those which can be used by principals of schools in their school management.

Leadership expertise should be applied in a school situation in order to assist in problem solving and nation building. Principals should address problems like overcrowding and the, lack of learning-teaching facilities, introduce innovations in order to satisfy prevailing demands at school and in society. The diversity in pupils' abilities should also receive the principals' attention.

The success of principals as leaders can be seen in the achievements of their schools. The principals should direct the activities of each member (teacher, pupil and parent) of the school towards the realization of the objectives of the planned programme.

7.3

THE EDUCATION DEPARTMENTS AND LEADERSHIP

The KwaZulu Department of Education and Culture and the Department of Education and Training encourage creativity and inventiveness among teachers to effect innovations. Teachers are also expected to improve

their professional and academic qualifications. The Department of Education also invites teachers with "managerial ingenuity" to meet the challenges and demands of education. Teachers are expected to come forward with new ideas in an effort to improve education as an institution of society. (Department of National Education: Annual Report 1986:6).

These challenges from the departments of education can best be met by principals who have acquired leadership skills. Such principals can detect situations where creativity is necessary. They can inspire their subordinates so that they also realise the needs of the situation. The activities of the teachers can then be directed towards the realization of the desired results. This "managerial ingenuity" can be acquired. This shows how essential it is for the curriculum planners to include leadership as a subject or a course in schools, colleges of education, and universities.

7.4 EDUCATION AND LEADERSHIP

Survey research was used as a tool for investigation. Questionnaires were sent to the principals and inspectors of schools. The researcher also made use of principals and inspectors who attended seminars and

crash courses organised by the circuit inspectors, the KwaZulu Department of Education, and the Institute of Education and Human Development of the University of Zululand. The researcher made use of these "convenience samplings" to distribute the questionnaires.

The results of the research showed that more than 60% of inspectors prefer a principal who is good at routine administration. According to inspectors, principals should be good at controlling school funds, the keeping of official books and records, and at maintaining department rules and regulations. On the other hand, more than 60% of principals in the KwaZulu Department of Education and Culture and the Department of Education and Training prefer principals who have leadership qualities. These leadership qualities should be applied as part of management in a school situation. The inspectors of schools use a prescribed form for inspection. This form does not provide for creativity and inventiveness. Good routine management and effective teaching constitute the basic requirements of the prescribed form.

Seminars on management have been attended by more teachers or principals than inspectors. Teachers

therefore prefer principals who have acquired leadership skills.

7.5

RECOMMENDATIONS

These recommendations are based on the study. Principals form a link between the people, who consist of pupils, staff, and members of the community and the KwaZulu Department of Education. As executive administrators of schools and society, principals are also accepted and regarded as leaders. The pupils, teachers and members of the community receive and apply the rules and regulations of the Education Department according to the principals' interpretation of these rules. It is therefore essential that the KwaZulu Department of Education and the Department of Education and Training prepare their principals for this leadership role.

The average class, in KwaZulu schools, consists of sixty pupils. In the primary schools the teachers are expected to teach and manage these children for eight hours per day. In KwaZulu Secondary schools where there is specialization, each teacher handles more than eight classes in one day. If teachers are not equipped with leadership skills, chaos arises occasionally.

Principals solve numerous problems arising from malmanagement of classes by assistant teachers. Teachers should therefore be furnished with leadership skills before they are introduced to the field of teaching.

Leadership should be included as a module of some intensity in the curriculum in the Colleges of Education. Most students who are in teacher-training programmes and are being prepared for a teaching field, are not necessarily endowed with leadership qualities, yet they are expected to use these leadership skills in their daily duties of educating people.

Curriculum planners at the universities should not only introduce courses on leadership but also create in-service training programmes on leadership. These crash courses will equip the teaching staff with effective leadership skills to enable them to meet the needs of their pupils. These teachers will be able to help pupils unfold their potentialities. Their "activities will be influenced and directed" (Bryman, 1986:1) so that they finally realise the desired goals.

In primary schools of the KwaZulu Department of Education, leadership as a module may be designed as a

subject in history or social studies. In this context, the achievements and contributions of men and women in history may be highlighted. There would be a focus made on the significance of leadership as a vital dimension in character and personality development.

In the KwaZulu Education Department secondary school syllabuses, a study would be made of the steps taken by leaders in history which enabled them to achieve success. The subject would be made relevant and practical by applying the significant "stages of success" in the classroom and school situation. Since "the school is a microcosm of a larger society" (Tshabalala-Mogadime 1989:2), we would expect the pupils to apply the same leadership skills in the larger society in which they will be functioning.

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