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L T MBATHA
DURBAN
JANUARY 1993
DEDICATION

This work is dedicated to my late Mother PHILISIWE, to my wife MATILDA and to our daughters UNATHI, YAMANGALISA and MALANDISWE.

May it be a source of inspiration throughout their lifetime.
DECLARATION

I hereby declare that this dissertation represents my own work both in conception and in execution. All the sources that I have made use of or quoted have been acknowledged by means of complete references.

L T MBATHA

DURBAN
SUMMARY

This research is concerned with the lack of specialised training in School Management for Principals under KwaZulu Department of Education and Culture. Central to this argument, is the fact that Principals are merely accorded a new status and role without the necessary training to bring about school effectiveness.

Principalship today is very difficult in Black education. A Principal grapples with much more complex problems which call for a new emphasis in developing management competence, skills, abilities and knowledge. Many Principals have had to pick up much of their expertise whilst performing the job.

The aim of this study was, therefore, to investigate and assess the 'INSET' programmes on school management in KwaZulu. Very important questions concerning the relevance of training, aims, content and methods were raised.

A questionnaire was administered to 85 Principals of Senior Secondary Schools out of 115 targeted Principals drawn from 4 Regions of K.D.E.C., namely, South Coast, Midlands, Zululand and Northern Natal. In each region, two Circuits were selected and questionnaires were sent to all Principals.

After data analysis of the Principals' questionnaire, it became necessary to send another questionnaire (different in nature) to 7 Directors or Co-ordinators of Non-Governmental Organisations identified in the Principals' questionnaire as being responsible for running 'INSET' programmes on management.

The major findings that emerged from this study were:-
the need to provide continuous In-Service training on school management not only by Non-Governmental Organisations but also K.D.E.C. itself.

the need for K.D.E.C. to exercise control and guidance on Non-Governmental Organisations. Too many of them operate in KwaZulu in an unco-ordinated manner and this leads to duplication of the same programmes with varying approaches. The underlying problem was found to be the absence of a clearly-defined policy regarding In-Service training by K.D.E.C.

the existing 'INSET' activity on management by Non-Governmental Organisations was found to be directed mainly to Principals. Deputy-Principals and Heads of Departments had been ignored. It was only in 1991 that K.D.E.C. made an attempt to train some newly appointed Deputy-Principals whilst many still got promoted without any training. H.O.D's were found to have been completely ignored.

school principals would like to become involved in the planning, organisation and running of their In-Service training. The pattern of relying on the consultants from outside the profession, largely ignores the fact that some Principals are often experienced people with as much to offer as to receive.

The study concludes with several recommendations, the most important ones being:

the formulation of a policy by K.D.E.C. based on a well-defined philosophy of management training. This can be achieved by establishing a fully-fledged section at Head Office to co-ordinate In-Service training to school principals rather than leaving it to Non-Governmental Organisations. These should undertake non-directive roles.
In-Service training on school management should be for all levels of our system of education i.e. Lower Primary, Higher Primary, Secondary and Senior Secondary. The establishment of a Section at Head Office could easily co-ordinate and render such training.

necessity for constant evaluation of all 'INSET' management programmes to ensure relevance.
Hierdie navorsing handel oor die gebrek aan gespesialiseerde opleiding in Skoolbestuur vir Hoofde van skole onder die KwaZulu Departement van Opvoeding en Kultuur. Hierdie redestelling is gegrond op die feit dat skoolhoofde nuwe status en rolspeling toegese word sonder die nodige opleiding om skooleffektiwiteit te bring.

In hedendaagse Swart onderwys is skoolhoofskap baie moeilik. 'n Hoof worstel met baie komplekse probleme wat vereis dat daar 'n nuwe beklemtoning op die ontwikkeling van bestuurbevoegheid, -vaardighede, -vermoëns en -kennis geplaas word. Baie hoofde is genoodsaak om hulle bestuurbedrewenheid te verwerf terwyl hulle in diens staan.

Die doelwit van hierdie studie is dus om ondersoek in te stel na en die waarde te bepaal van "INSET"-programme vir Skoolbestuur in KwaZulu. Belangrike vrae aangaande die toepaslikheid van opleidingsdoelwitte, inhoud en metodiek is geopper.

'n Groep van 115 Senior Sekondere skole is geselekteer uit vier streke van K.D.O.K., by name, Suidkus, Middelande, Zululand en Noord-Natal vir 'n proefsteek. Uit elke streek is twee Kringe gelys en vraelyste is aan die hoofde gestuur. Slegs 85 Hoofde het die vraelys voltooi.

Na data-ontleiding van die Hoofde se vraelyste was die nodig om 'n verdere vraelys van 'n ander aard op te stel en te stuur aan sewe Direkteure en Koördineerders van Nie-Staatsondersteunde Organisasies wat geïdentifiseer is uit die eerste vraelys as die persone verantwoordelik vir die aanbieding van "INSET-programme oor Bestuur."
Die hoofbevindinge wat duidelik word uit hierdie studie is:
- daar is 'n behoefte vir die aanbieding van voortgaande Indiensopleiding vir Skoolbestuur, nie alleen deur Nie-Staatsondersteunde Organisasies nie, maar ook deur die K.D.O.K. self.
- dit is nodig dat K.D.O.K. beheer uitoefen en leiding gee aan Nie-Staatsondersteunde Organisasies. Vele van hierdie organisasies funksioneer in KwaZulu op 'n ongekoördineerde wyse en dit lei tot oorvleueling van dieselfde programme met verskillende benaderings. Die onderliggende probleem blyk te wees die afwesigheid van 'n duidelik gedefineerde beleid van K.D.O.K. aangaande Indiensopleiding.
- Skoolhoofde wil graag betrokke raak by die beplanning, organisasie en bedryf van nierdie Indiensopleiding. Die neiging is om staat te maak op konsultante wat buite die professie staan en neem nie in ag dat sommige Hoofde dikwels baie ondervinding het en net soveel kan bied as ontvang.

Die studie sluit af met verskeie aanbevelings waarvan die volgende die belangrikste is:
die daarstelling van 'n beleid deur K.D.O.K. gegrond op 'n duidelik gedefiniëerde filosofie van Bestuursopleiding. Dit kan bereik word deur die stigting van 'n Indiensopleiding vir skoolhoofde te koördineer, eerder as om dit oor te laat aan Nie-Staatsondersteunde Organisasies. Hulle moet 'n nietoegewysde rol vervul.

Indiensopleiding vir Skoolbestuur moet op alle vlakke van die Onderwysstelsel van toepassing wees, d.w.s. Junior Primère, Senior Primère, Sekondère en Senior Sekondère. Die daarstelling van 'n afdeling by Hoofkantoor behoort sulke opleiding maklik te kan behartig.

voortdurende evaluaasie van die "INSET-bestuursprogramme is noodsaaklik om toepaslikheid te verseker.
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CHAPTER ONE

1.1 GENERAL INTRODUCTION

The improvement of management in schools can be achieved through the training of school principals. Writers on school management like Hoyle (1986); Bell (1988); Holmes and Wynne (1989); Beare et al (1989) and van der Westhuizen (1991) are all in agreement that, only if there are effective managers can schools offer their pupils the quality of education which they have a right to expect.

The successful Principal is generally viewed, it would appear, as one who possesses skills which enable him to conduct daily activities of his school in such a way that they produce student success (Beare et al, 1989:33). Such a Principal provides in his school an exciting and productive environment conducive to the teaching and learning activity (Smyth, 1989:183).

Perceived in this role, the Principal needs to manage his school so that the schooling process produces positive interactions amongst all those involved viz teachers and pupils. The Principal's management must lead to effective learning (Holmes and Wynne, 1989:60).
For the Principal to perform this task successfully, Hoyle (1986: 113) rightly argues that there is need to have his managerial skills developed. It is in a training and development role such as leading that the Principal would need to understand that his role is that of being a key player in the creation of a school seating leading to educational effectiveness (Gray, 1988: 126).

Viewed in this context, management development, should therefore be perceived as a process which aims at increasing Principal's skills and knowledge of running a school in such a manner that it promotes effectiveness in the provision of education (Beare et al, 1989: 68).

In Hoyle's opinion (1986) there is need for a particular approach to Principalship, the major characteristic of which is to provide skills which the head teachers can utilize to address problems which they are confronting (Hoyle, 1986: 22).

Furthermore, in order to review management development in its proper context, the school should be seen in the light of contemporary models of organisational theory. In this regard, Jarvis (1982: 35) asserts that a school operates like an organisation. Its main aim is to provide education for the nation.
This idea of a school being an organisation also finds expression in the words of King (1987) who maintains that: "schools are legally established organisations of educational process set up to serve specific functions and like all organisations, they need to be administered and properly managed" (King, 1987: 9).

The specific function of the school as an organisation is mainly to provide education for pupils. Badenhorst et al. (1987: 3) call this 'a functional task'. They argue that this is an organisation's actual task through which a particular community's needs must be satisfied. In the case of a school, the functional task is to educate and train its pupils. For a body, organisation or institution to perform its functional task in an efficient manner, it is necessary to perform a second task, namely that of management. It is in this respect that developing managerial skills of those in charge of organisations becomes important.

Schools as organisations need, according to the foregoing exposition, to be run efficiently. Their nature, therefore, calls for application of all management principles like planning, organising, staffing, directing, co-ordinating, reporting and budgeting because these apply equally in schools as they do in business organisations.
Riches and Morgan (1989) for example, note that the idea of a person having a leadership role implies that "Leadership is a set of skills which can be learned and developed".

[Riches and Morgan, 1989 : 97]

The application of organisational theory to school highlights clearly the extent to which schools can be compared with industrial undertakings. Studies such as those of Pincher (1983) have proved that the concept of management training and development has been taken from industrial sources especially from private sector profit-making organisations and has influenced perspectives on theory and training within the school system. Therefore, it is, as Poster (1976) puts it; not difficult to perceive that schools are less subject to the managerial demands than industrial organisations. As a matter of fact, school Principals are taking on managerial roles which mirror those organisations in the world of industry and commerce.

Implicit in this argument, is the view that the management of an educational institution, has much in common with business and public institutions. This emphasizes the fact that management process is a necessary, universal feature of all organized activity.
In the context of organisational theory, management development should be seen as providing to the heads (Principals in the case of schools) "a genuine learning experience that results in a more effective and efficient running of an organisation" (Bolam, 1982: 247).

Bolam (1982) stresses the point that developing school Principals' capability in management is only one of a number of solutions that can be adopted to equip them with the managerial know-how. The Principal has virtually unparalleled responsibility in a school, for his managerial actions contribute to the fate of the school. He warns that it would, if education authorities were to ignore the importance of management development (Bolam, 1982: 253).

Writers like Everard and Morris (1985) are even more precise in advocating for management development and training of Principals. They stress the fact that:

Some schools are partly effective and successful partly because they are well-managed and organized which is partly because their heads and senior staff have learnt management systematically.

[Everard & Morris, 1985: 10]

Management development, it would appear, needs to assume an increasingly important aspect in building a sound and effective administration for any forward-
looking school. It is particularly, in this respect that Goodlad (1988) issues a warning that "without management, atrophy will set into schools with resulting stagnation and eventual decline" (as cited in van der Westhuizen, 1988: 377).

Given, therefore, that the major aim of management development, is to improve the quality of management in schools, the writer now proceeds to consider the form it takes. In-Service training, commonly known as 'INSET', is the most common feature of this process.

According to the James Report (1972) this acronym 'INSET' refers to 'planned activities practised both within and outside schools primarily to develop the professional knowledge, skills, attitudes and performance' (Oldrough et al, 1991: 2).

Because of the growing concern about the quality of Principal's management abilities, several private sector agencies and other institutions, have set up research projects or implemented 'INSET' programmes aimed at improving Principal's competency in management of schools in KwaZulu. This is the most positive aspect regarding management in KwaZulu and this assumes a willingness and competence on the part of these agencies and institutions to assist in addressing this problem.
Though this topic will be treated from a KwaZulu's perspective, sight will never be lost of its broader implications because KwaZulu's problem on school management is a reflection of that which pertains to Black education as a whole.

The focus of this study is deliberately on senior secondary schools mainly because there is a matric class involved at this level. The results of this class have often been used justifiably or unjustifiably, as a yardstick to measure management effectiveness in Black society. A school producing good matric results, is perceived to be having good management. Whether management efficiency can be judged by matric results is, however, a matter of still much needed research. This commonly-held belief is somehow verified by some research findings such as one of Sibisi's (1989). In her study related to Standard 10 Examination results, she found that if a school has good results, pupils prefer that school to others and the community also becomes very proud of such a school (Sibisi, 1989 : 42).

Linking effective management to examination results, assumes that academic achievement is the school's goal. Many researchers like Wettisch (1978), Brookover et al (1979), and Clark (1980) are all in agreement that what goes on in a school has a direct
impact on the achievement of outcomes of schooling viz. examination results.

As a result, less successful schools are sometimes described in terms of management inadequacies. (quoted by Hoyle, 1986: 113). Beare et al (1989) stress that schools which do not measure up to the high expectations held by parents, politicians, and the community will come under very intense pressure and may well lose money, resources and students. Those involved in the management of schools need, they argue, access to the newest ideas and to the techniques of good management, because as Day et al, (1986) put it:

Heads have the ultimate responsibility for the performance and reputation of their schools.

[Day et al, 1986: 62]

A point, however, that needs to be stressed at this juncture, is that management inefficiency in Black schools, is by no means the only factor for poor academic results. There can be no attempt to deny that Black education suffers from numerous deficiencies. In fact, Mathonsi (1988) rightly points at the chronic shortage of educational facilities and the insultingly low standard of education offered to pupils, as other factors for poor matric results.
These include poor facilities e.g. no books, no libraries, no laboratories, overcrowding. There is, therefore, some direct correlation between the managerial skills of a Principal in creating an atmosphere for learning and the availability of educational facilities (Mathonsi, 1988: 13).

Regarding the shortages of classrooms, Van Zyl, Director of Education Policy for the KwaZulu/Natal Indaba found, for example, in his research (1988), that to correct the existing shortfall, KwaZulu Department of Education & Culture, needed to provide for an additional 550,000 pupils and to face this challenge, not less than 12,650 new classrooms had to be built (Natal Mercury, 6 October, 1988).

The KwaZulu/Natal Planning Council, on the other hand, recommended that if the teachers are expected to offer a more pupil-orientated education, the size of the average class had to be reduced drastically from above 50 to a more manageable 30 pupils per class. i.e. a teacher-pupil ratio of 1:30. In this way, the Report concluded that the quality of instruction would be improved, thus, leading to better academic results (Council Report 1986: 30). Availability of better facilities could determine success in school management.
1.2 **STATEMENT OF THE PROBLEM**

Principalship to-day is very difficult in Black education. The increasing size of schools, student and teacher militancy, socio-political problems, have all rendered the task of Principals extremely difficult and are giving rise to conflicts. The Principal has to run a school in an era of very high failure rate in matric e.g. 36.4% pass rate for Black matriculants in 1990. He has to run the school in an increasingly turbulent, politically-charged environment.

This state of affairs, unavoidably causes great strain and stress to many Principals of schools. Many a time, they feel bewildered, confused and also powerless in their position. The role of Principal is indeed increasing in complexity and scope. He is, indeed, subjected to increased pressures both from inside and outside the school.

The focus of this study is on Senior Secondary School level mainly because the situation is more complicated here. This level of Black system of education differs greatly from other school levels like primary school level, in that students of this level are older, physically larger and intellectually more developed. As such, they represent a potential for mischief which
is more threatening to the school's stability than is true at other levels.

The Principal's control function becomes more demanding especially when parents sometimes fail to control children and look more to school to handle their children. Such a situation, by its very nature, creates complexity hence the strategies the Principal adopts, are all important in deciding the success of his school. Such strategies should assist him in finding solutions and ways in which complex situations can be better understood and handled.

Besides these examples of manifest inability to operate, the Principals still attempt to continue running schools. Viewed from this perspective, there is inevitably, no gain saying the fact that to-day's Principal grapples with much more complex problems which call for a new emphasis on management development and training. The managerial skills demanded, are indeed, of a different order of magnitude from those needed a decade ago.

It seems appropriate to suggest, therefore, that if school principals can learn management skills, they would perhaps be free to develop flexible styles of leadership required by the present conditions, for example, the interpersonal skills. These could
include skills of communication, consultation, crisis management, participatory decision-making, building sound human relations and others.

There is much cause for concern in the high-failure rate of Black matriculants. Whilst clear evidence exists that the fundamental causes for such poor results are related to the inferior quality of education offered to Blacks, there is, however, a shred of truth in the fact that the management techniques and styles of some Principals contribute to poor management. In support of this opinion Gilbert (1982: 20) says "complaints are not simply complaints about bad education system, but are accentuated by particular practices at each school."

Such practices include over-rigidity on the part of school authorities. In Senior Secondary Schools, there is need to make some gesture of recognizing the more adult status of the older pupils. In some cases, failure to establish a measure of motivation for both students and staff, could contribute to such failure rate.

Increasing Principal's management ability, is indeed crucial for the survival of schools. Constant management training would lead to a more effective educational system.
A new generation of militant teachers has emerged which is taking upon itself the right to challenge Principals and their authority within the school structure. This could be as a result of the Principal's failure to apply humanistic management approach which calls for recognition of professional and personal concerns and interests of teachers as subordinates. Currently some issues relating to the management of teachers in schools, are indeed posing wholly new challenges. Some teachers go to the extent of questioning the right of the Principal to exercise instructional leadership.

It is important therefore that Principals develop skills of how to contain this militancy and channel it into positive directions. Hall and Hord (1987) may be correct when they argue that good management is the capacity of the Head to get on the right side of staff and make them feel they have a part in the total management of the school. Such a head believes teachers to be a part of total faculty and establishes guidelines for all teachers for involvement with the change effort (Hall and Hord, 1987 : 239).

The foregoing discussion presupposes that the urgency and need for management development and training of
Principals, can no longer be over-emphasized for education systems, KwaZulu Department of Education & Culture, inclusive.

This emphasis of management development and training of Principals presupposes that schools can become successful, harmonious and purposeful collective organisations, only if their Principals have acquired a systematic training in management skills.

1.3 BACKGROUND OF THE STUDY

The premise from which this study departs, is that many Principals of Senior Secondary Schools in KwaZulu, are appointed with no training at all in management and leadership skills. The criteria often used are qualifications and classroom experience. A Bachelors degree is a minimum requirement for appointment as a Principal of a Senior Secondary School. The minimum experience required is as little as 7 years. Here we seem to delude ourselves by referring to qualification and to several years of class teaching because these in no way give an objective assessment of the applicant’s ability in managing the school. Promoting Principals from senior posts like those of Deputy-Principalship or H.O.D., would be more appropriate because such posts provide training opportunities. Morris (1984) in this regard
rightly points out that: "a common route to the Principalship, is service as an assistant Principal" (Morris, 1984: 188).

It is the researcher's perception that what should be taking place, is that only trained personnel recruited on the basis of expert qualification in management should be appointed.

As an example, D.E.T. makes it a condition that every appointee to a school management position, ought to have undergone some kind of comprehensive training in management through a programme called TOP-DOWN. At the end of each training session, participants are awarded with certificates which provide evidence of such training.

Whatever form management development takes, it would seem to depend on the initiative of each education system. The important point seems to be that developing effective methods in providing skills of management for Principals, should be recognized as a necessary activity of any education system.

It should, however, be noted that K.D.E.C. has attempted to address this problem concerning the training of her educational managers.
In this direction it has allowed private-sector initiatives to organize and run in-service programmes designed to assist her Principals to improve their managerial and leadership skills. One objective of this study is to assess effectiveness of these ventures. In doing so, one hopes to raise very important questions concerning the relevance of training aims, content, and methods. As a matter of fact, these ventures should be seen as building upon theoretical skills initially acquired on college-based courses.

1.4 THE PURPOSE OF THIS STUDY

This study aims at investigating the extent of the need for In-Service education and training (INSET) on management for school Principals in KwaZulu and in particular those of Senior Secondary Schools; It also aims at evaluating the effectiveness of the already existing 'INSET' initiatives by the private sector agencies and organisations or institutions operating in KwaZulu. This implies checking how adequate and effective are the methods and procedures used.

1.5 SIGNIFICANCE OF THE STUDY

It is hoped that understanding the need for management development and training of Principals and other members of school management team, could inspire the KwaZulu Department of Education & Culture, to give
this aspect, its priority. It would seem this has been a much-neglected area particularly because this Department does not have a clearly defined policy regarding school management development except to allow private sector initiatives on this area.

This study will also help to highlight the successes and shortcomings of the privately initiated In-Service management programmes with the aim of either providing room for improvement or minimizing possible duplication of services.

1.6 DEFINITION OF CERTAIN TERMS

1.6.1 K.D.E.C. AND D.E.C.

These terms refer to the KwaZulu Department of Education and Culture. In this study, they are going to be used to refer to the Department in charge of educational matters in KwaZulu. KwaZulu has, according to the National States Constitution Act No. 21 of 1971, defined borders within Natal Province. This Department therefore, has jurisdiction over these defined borders.

Throughout this study, K.D.E.C. and D.E.C. will be used interchangeably to refer to KwaZulu Department of Education and Culture.
1.6.2. **D.E.T.**

This term refers to the Department of Education and Training which controls the education of Blacks in the so-called 'white areas' and farm schools as defined by the Department of Education and Training Act No. 90 of 1979.

1.6.3. **THE TERM "KWAZULU"**

Land which, according to the Development Trust and Land Act No. 18 of 1936, was reserved for Blacks, became known as released areas. With the passing of the National States Constitution Act of 1971, all such areas in Natal, were patched together to form KwaZulu. In the context of this study, 'KwaZulu Schools' will mean those schools situated in such areas within the Province of Natal.

1.6.4. **THE TERM "SENIOR SECONDARY SCHOOL"**

At the time of writing this dissertation, the classification for various school levels used by all Departments responsible for Black Education, was as follows:

- Junior Primary School level (L.P) : SSA - Std 2.
- Senior Primary School level (H.P) : Std 3 - Std 5.
- Junior Secondary School level (SEC) : Std 6 - Std 8.
- Senior Secondary School level (HIGH) : Std 9 - Std 10
In this study, a distinction is being made between Junior and Senior Secondary Schools. A Junior Secondary has no matric classes whilst a Senior Secondary has Stds 9 and 10.

In some instances, some schools have both Junior and Senior Secondary classes i.e. Stds 6 - 10. This definition will therefore be maintained throughout this study as the one referring to schools which have Standards 9 and 10.

1.6.5. **THE CONCEPTS 'IN-SERVICE TRAINING' AND 'INSET'**

Both concepts refer to one and the same thing. 'INSET' means In-Service training. According to Morant (1981) 'INSET' is an acronym standing for In-Service education and training. This type of education and training builds upon professional skills initially acquired during teacher-training. It is provided whilst the teacher is employed and is given to supplement his initial training to equip him for an ever changing educational system (Morant, 1981 : 3).

The H S R C Education Report (1981) sees In-Service training (INSET) as referring to:
Those opportunities which equip a teacher in-service more adequately for his present duties and responsibilities and usually takes a much shorter time. Usually in-service training does not lead to further qualification but may be recognized in other ways e.g. in determining merit or when a teacher is considered for a particular post.


This view is expressed with even greater emphasis by Ngubentombi (1984) who quotes Bell and Paghtel as saying:

In-Service training embraces a very wide range of activities. It may involve attending a conference or listening to a lecture involving a group of participants. It may involve full or part-time attendance at a specific course of instruction over a few hours, days, weeks, months, or even years in the company of a few dozen colleagues.

[Ngubentombi, 1984 : 95]

In this study, 'INSET' and 'IN-SERVICE TRAINING' will therefore be used interchangeably to mean one and the same thing.

1.6.6. THE CONCEPTS 'MANAGEMENT' AND 'ADMINISTRATION'

In educational context, these two terms seem to be similar in meaning hence they are often used interchangeably. Although fundamentally, these can bear different interpretations, they are, for the purpose of this study, going to be used to refer to one and the same thing.
According to Lawley as cited by Bayat (1988) administration and management are two distinct but interdependent elements of organisational processes in schools. The former is to do with the practicalities of running the institution, including keeping records, controlling finance, requisitioning stock and follow-up building maintenance, while the latter concerns essential purposes and policies. In practice, administration is never fully separated from other aspects of management. It is for this reason that in this study, these two terms will be used interchangeably to mean one and the same thing (Bayat, 1988 : 37).

1.7 DELIMITATION OF THE STUDY

In a study of this nature, it cannot be possible to give a comprehensive discussion of all management areas, because educational management is, indeed, too wide a field to cover. It became inevitable therefore to select only a few managerial concerns which in the opinion of the researcher, were vital and relevant to the complexities and nature of Principalship to-day. The areas selected were mainly related to the development of inter-personal skills which basically refer to the Principal's ability and skill to respond to certain situations. The following were chosen.
1.7.1. Leadership as a major variable in management.
1.7.2. Building school climate.
1.7.3. Crisis management.
1.7.4. Motivational Techniques.
1.7.5. Maintaining and developing teacher-pupil relationship.
1.7.6. Pupil-management.
1.7.7. Parental and community involvement.

1.8 LIMITATIONS OF THE STUDY

An important limitation of this study concerns the reason for the selection of Senior Secondary School level as the area of investigation. Research evidence on school management indicates that the role of a Senior Secondary School Principal is not different from the roles of school Principals at other levels. Management principles are not less important in other levels than in the Senior Secondary School level. However the size and complexity of schools at this level, have created a need for efficient methods of control in the educational - administrative function. The Senior Secondary School level has been selected on this understanding. It should only be regarded as a microcosm of other levels of our education systems.

Secondly, researching on all levels of education systems would have been cumbersome if one considers the following figures.
No. of Schools in KwaZulu 1990

L.P. Schools : 742
H.P. Schools : 232
Combined Primary Schools : 1310
Junior Secondary Schools : 375
Senior Secondary Schools : 350

(Source : Annual Report 1990 - K.D.E.C.)

Spreading research to cover all levels in KwaZulu, would have been a mammoth task in the light of the above figures.

1.9 METHODOLOGY

The method used in collecting data in the present study included literature review and questionnaire method. The questionnaires were complimented with less formal discussions and personal interviews with individual Principals who were not part of the sample.

The initial questionnaires were administered to Principals of Senior Secondary Schools as determined by the sample. After analyzing the Principal’s questionnaire, it became essential to design another one to be administered on Directors or Co-ordinators of agencies identified by Principals’ questionnaires. These were the ones which were involved in organizing In-Service courses on management in KwaZulu.
1.10 PROGRAMME OF THE STUDY

1.10.1 CHAPTER ONE
This chapter orientates the reader and sets out the scope and objectives of the study by giving the following: the statement of the problem; background of the study; the purpose of the study; the definition of certain terms; delimitation of the study and methods used to collect data.

1.10.2 CHAPTER TWO
This chapter gives an outline of the history of Black education in South Africa with an objective of highlighting the position regarding school management.

1.10.3 CHAPTER THREE
This chapter investigates the perceived In-Service needs of Principals in KwaZulu. It also examines and evaluates the efforts of the private agencies and organisations, as they attempt to address the problems of In-Service management needs.

1.10.4 CHAPTER FOUR
This chapter consists of literature review. It examines a few selected managerial concerns which are related to inter-personal skills vital to enable the Principal to respond to situations as they emerge.
1.10.5 CHAPTER FIVE
This is an exposition of the empirical research design and procedure followed in this study.

1.10.6 CHAPTER SIX
This chapter deals with the analysis of data of the main study.

1.10.7 CHAPTER SEVEN
This chapter sums up everything by stating the findings, conclusions, implications and recommendations.
2.1 INTRODUCTION

This chapter will attempt to present a general but coherent picture of the historical background of the system of Black education in South Africa. It should be remembered that the running of Black schools was solely in the hands of missionaries. These people were indeed very successful despite having never received professional training, let alone receiving skills of management.

It is therefore proper that we review their era and then proceed to the present day. This obviously means that there is no way in which it could be avoided to touch upon a wide spectrum of issues which could give a broader and clear perspective of the complex problems which have arisen in the running of Black schools under various administrations. The historical component of this research will, therefore, concentrate upon the provision and administration of education for Blacks prior to and after 1910 up to the present day.

2.2 PROVISION OF BLACK EDUCATION PRIOR TO 1910

The salient feature of Black education in South Africa during this period, was the overwhelming predominance of mission schools which were controlled and managed
by missionaries. Usually, missionaries set up residential mission stations where they taught basic reading and writing skills along with Christian doctrine. This implies that missionaries acted as Principals of such schools. They did not need to apply certain management skills in running these schools. They saw education only as a way of converting people to Christianity. A short basic reading and writing, together with Christian doctrine, was the most common education provided by mission schools. Khathi (1990) cites the views of Rose and Tunmer who said:

The purpose of education under missionaries was to educate the Africans so that they would take part in church activities. It also aimed at spreading the western way of life among the "heathen" Africans, which was pursued with vigour.

[Khathi, 1990 : 32]

In Moore's opinion (1990) Christian values and westernized norms were to be disseminated through education. With this objective being a primary one, missionaries continued to provide schooling and to set up more schools (Moore, 1990 : 24).

This necessitated that trained teachers had to come from overseas-based missionary societies to relieve the missionaries. In this way, schools for the first time, had people who were now trained and could rely on professional training to manage and control schools (Christie, 1985 : 70).
What has been discussed in the foregoing paragraphs indicates that up to 1910, the general control and running of schools was predominantly left in the hands of the missionary societies. However, towards the end of the 19th century, the British controlled provinces (Cape and Natal) began to pay some attention to education for Blacks than the Boer Republics. The British authorities wanted to use education as a way of spreading their language and traditions.

They, accordingly, began to set up a number of schools in British tradition. This resulted in the schooling system being better organized in that it appointed Councils of Education which had to maintain schools, frame regulations, appoint teachers and Principals qualified to perform the job. They also authorized the payment of grants-in-aid to mission schools. (Kallaway, 1984 : 49-53).

This paved the way for a pattern of state-controlled education in addition to mission controlled education. According to Behr (1980) Natal took the lead in providing state schools for Blacks. An inspector of African education was appointed in 1885. In 1894, with the abolition of the Council of Education, a sub-department of Black education under the control of the Superintendent of Education was created and the necessary funds for its maintenance were voted. This system continued up to 1910 (Behr, 1980 : 161).
In 1909, at the National Convention, the majority of delegates favoured the taking over of education by the Central Government. Natal, however, pressed strongly for a federation. The final compromise resulted in the provinces being given the control of education.

Behr and MacMillan (1966) regret that no dramatic change in Black education seemed to have taken place after the formation of the Union. It still remained primarily a missionary undertaking. It remained a matter for private initiative to which the State lent its aid financially. It was neglected even by Provincial Councils to which it had been entrusted by the South Africa Act. There were shortages of money which meant that the system suffered in all ways (Behr and MacMillan, 1966 : 7).

There were not enough schools, facilities and training institutions for teachers. This obviously meant that missionaries had to continue to provide and manage Black education.

2.3.1 MANAGEMENT AND CONTROL AT SCHOOL LEVEL

As mentioned earlier elsewhere in this study, the overwhelming majority of schools for Africans were state-aided mission schools, each under the control of a missionary manager who acted as a
Principal. These managers of schools, according to Behr (1980) "supervised the moral and religious instruction of the pupils, ensured that school buildings were kept in good repair, nominated teachers to be considered for appointment by Provincial Education Departments" (Behr, 1980: 163).

As from 1924 and onwards, a staff of African supervisors of schools - a type of itinerant headmaster, was appointed in each of the provinces. Their functions were to assist at improving the methods of teaching in the schools.

The picture being drawn here clearly confirms the opinion of writers like Kallaway who correctly argues that "the administration of African schools was exclusively in white hands, though the teachers at the primary level and to some extent at the secondary level, were usually Africans" (Kallaway, 1984: 132).

Although the national policy on Black education of the Union Government was that its administration had to be the Provincial responsibility, not all provinces accepted it wholeheartedly. It was only Natal which appeared to have had an efficient and thorough control and administration over Black Education.
In Natal, rapid expansion took place with the appointment of Dr. C.T. Loram who as Chief Inspector of African education immediately set about re-organising the Education Department. Officially, the Natal Superintendent of Education remained the ultimate authority in the sphere of African education. From this date onwards he, as Chief Inspector, began to consolidate the Department's position as the only authority in the control and management of schools and even general control of African education as such.

This influenced the Union Government in 1920, to appoint the Union Native Affairs Commission with Dr. C.T. Loram as an important member for he was now regarded as South Africa's leading expert on Black education. The purpose of this Commission was to advise the Government and the provinces in matters relating to Black education, its management, maintenance, extension and improvement of educational facilities for Blacks (Kallaway, 1984 : 128).

Loram believed in the importance of Inspectors, a type of itinerant headmaster. In 1918 he wrote: "While examinations were necessary, the
Inspector's main function should be that of supervisor" (As cited by Moore, 1990 : 45). In order to achieve this Loram, in 1919, altered the nature of the Inspector's duties so that they "became to a greater extent itinerant principal or supervisor and to a lesser extent examiners". In this way, it meant that the actual role of the Principals of schools became subservient to that of the supervisors. They, indeed, had no free hand in the management of their schools. This meant that they played a very insignificant role within the school system.

Nevertheless, Loram's contribution was significant. Moore (1990) puts this point as follows:

Even though Loram's term of office was short (1918 - 1920) his influence must be deemed as important as his work was to shape the character of Natal's 'Native' education for many decades to come. Loram was the first education department official determined to standardize African schools in Natal

[Moore, 1990 : 50]

2.3.2.2 MANAGEMENT OF SCHOOLS UNDER MALCOM (1921 – 1945)

Malcom succeeded Loram in 1921 as Chief Inspector and he continued the work started by his predecessor. He consolidated Loram's policies so successfully that on his retirement in 1945, the "Native" Bantu Teachers Union claimed: "if Loram
could be considered the 'architect' of African education in Natal, then Malcom most definitely was its 'builder'". (From N.T.J. Vol 23, No. 3, 1945 as quoted by Moore, 1990 : 50).

Malcom's approach to the management of schools was similar to Loram's approach. He, as a matter of fact, enlarged the staff of Inspectors which now included five European Inspectors and six African Supervisors. Again, Principals of schools never featured prominently in the school's administration and management.

2.3.2.3 MANAGEMENT OF SCHOOLS UNDER S.R. DENT (1945 - 1953)

In 1945, S.R. Dent took over the office of Chief Inspector and his term was the last one under provincial control prior to 1953 when Bantu Education Act was passed which placed education for Blacks directly under the Central Government. Dent also continued with the policies and schemes which owed their origins to Loram. He, too was to aim at total state control over the administration of African schools in Natal. By 1950, Dent's inspection staff comprised eleven inspectors and 23 African supervisors. Moore (1990) summarizes the roles of all three of them as follows:
Loram, Malcom and Dent were all motivated by the desire to obtain control over African Education in Natal. They believed in the centralization of control and authority rather than decentralization

[Moore, 1990 : 58]

From the discussion above, it emerges that these officials, good as they were, ignored and failed to appreciate the fact that Principals in a school were best placed to know the school's needs. Given the unique circumstances operating in their respective schools, they were best placed to tackle any problems which could affect performance in general.

There was little or no emphasis at all placed on school management and its development thereof. Burdening Inspectors as 'itinerant' Principals with school management function was indeed uncalled for since it was not clear whether these had in actual fact received management training.

2.4 THE BANTU EDUCATION ERA (1953 - 1979)

In 1948, Dr. D.F. Malan led his Nationalist Party into a landslide victory in South Africa. In its formative years, the National Party had produced a Manifesto on Christian National Education whereupon a blueprint on education in South Africa was drawn. Mbere (1979) aptly analyses this CNE philosophy as follows:
This philosophy had enormous implications for education of Africans in particular. It justified the creation of a special system of education for Africans so as to fit them into a segregated and subordinate role in South African life. This special system of education needed to be 'Christian' and 'National' in character. Above all, this system had to stress concepts of white guardianship, trusteeship and racial inequality.

[Mbere, 1979: 7]

In pursuit of this philosophy, the National Party set up in 1949, a Commission on Native Education under Dr. W.M. Eiselen, with very significant terms of reference. The Commission was asked inter alia to formulate plans designed to provide 'education for Natives' as an independent race. The Commission thus began with the premise that a distinction should be drawn between White and Black education (Behr, 1984: 165).

Based on this assumption, the Commission proposed a drastic alteration in the course of Black education in South Africa. In the words of Mbere, "it had to be transformed into a system of Bantu education consistent with the ideological objectives of the ruling Nationalist Party" (Mbere, 1979: 111).

The Eiselen Commission's Report was highly critical of the existing educational systems administered by the provincial councils and the missionaries. It claimed that African education "lacked any sense of direction"...
because it was not formulated under any overall plan for the cultural development of the Africans" (Moore, 1990: 120). Hence the Commission proposed a set of guiding principles for correcting this situation. Drawing heavily on the recommendations of this Commission, Black education was "placed in a category of its own and, it firmly entrenched inequality in education" (Jarvis, 1984: 25).

Some of these guiding principles were:

- Education had to be broadly conceived to provide social institutions which were Christian and national in character.

- Efficient and thorough administration required the transfer of control from provincial governments to the Union Government.

- Education had to be an integral part of Bantu Development policy. Here, the underlying criticism according to Verwoerd, was that the missionary influence had emphasized equality between Black and White. Bantu Education had to be designed so as to destroy this illusion.
The schools had to be 'linked closely as possible with the existing Bantu social institutions' (Mbere, 1979: 111).

In 1953, the Bantu Education Act was passed within the context of this philosophy of perpetuating the idea of separate and distinct racial communities under the aegis of C.N.E.

It must be admitted that there had never previously been a coherently formulated educational policy on Blacks. Confirming this, Rose (1970: 58) rightly argues that there was, according to the Commission's findings, no unity in African education and ... "it was split into a bewildering number of different agencies".

The most glaring features of this take-over of administration have been aptly summarized by Kallaway (1984) as follows:

Black schools were taken out of the hands of the church and other non-state bodies and control was centralised in Pretoria. School Syllabi stressed obedience, communal loyalty, ethnic and national diversity accepted of allocated social roles, piety, and identification with rural culture. Schools were, as far as possible re-organized on 'tribal' basis

[Kallaway, 1984: 89]

Later, in the same work, Kallaway (1984) writes:
Schooling was to contribute to the revival of "Bantu" culture. Schools were 'Bantu-ised' in personnel. 'Bantu' personnel had to be used to the maximum to make the schools as Bantu in spirit as possible, as well as to provide employment. Many schools established were headed by Principals promoted from the ranks of teaching staff without any emphasis on experience.

[Kallaway, 1984 : 89]

Rose & Tunmer (1975 : 59) also reveal that community participation was introduced via partially elected committees and boards under the aegis of 'Bantu Authorities'.

### 2.5 THE IMPLICATIONS OF THE BANTU EDUCATION

#### 2.5.1 TO THE CONTROL AND ADMINISTRATION OF SCHOOLS BY MISSIONARIES

The impact of Bantu Education Act was disastrous to the continued existence of many mission schools. The various mission schools were instructed to hand over control of these schools to the Department of Bantu Education or apply for registration as independent private schools.

However such schools would have to be subjected to constant inspection by Government inspectors and finally they would lose all government subsidies. Historically, mission schools had been supported by government subsidies due to the high cost of running an educational institution. What the policy signalled to the church authorities was that there would no longer be any
government support to mission schools. Many were gradually suffocated to death and many trained Black graduates from these prestigious institutions could not find employment in government-run schools (Mbere, 1979: 20).

Certain mission schools which had resolved to continue to discharge their educational responsibilities without government subsidies, were faced with yet another major obstacle in their way. As an example, the American Board mission wanted to preserve Adams College but it was refused registration when it submitted an application (Mbere, 1979: 121). The American Board Mission tried to find legal loopholes by which it could retain control of Adams College. It registered it as a non-profit making company which meant that it could not be handed over to the Government. This was also rejected. They were forced to hand over to the state the buildings and the name "Adams College" was changed to Amanzimtoti College (Christie, 1985: 84).

2.5.2

TO THE ADMINISTRATION OF BLACK EDUCATION IN GENERAL

Behr (1980) has provided a standard work in respect of the effect of the introduction of Bantu Education Act. In terms of this act, he
argues, the administration and control of educational services rendered by provincial authorities were transferred to the central government. The Department of Bantu Education, was to make provision for a measure of decentralization by establishing six regional divisions, each with a staff of administration and professional assistants. This division was intended to ensure that 'homogeneous' population element would be grouped together (Behr, 1980: 167).

It was this arrangement which later enabled the creation of the various 'Homelands' which subsequently established their own ministries of education; hence the KwaZulu Department of Education & Culture.

Behr (Ibid.) continues to argue that there had never been any active participation of the Blacks in its control, inspection and supervision of schools. To ensure active participation of the Blacks in matters affecting the education of their children, Bantu local authorities had to be created e.g. school Boards and school Committees.

2.5.2.1 SCHOOL BOARDS - A STRUCTURE CREATED FOR MANAGEMENT OF BLACK EDUCATION

In terms of the Bantu Education Act, the Minister was empowered to create a school board to manage
or control Government or Community schools.
At the head of this Board was the Secretary whose function was purely administrative and had to ensure smooth functioning of this body. Behr and MacMillan (1966) list a number of functions for this body. Amongst many were the following:

- the appointment of Principals and teachers. However, no appointment could be finalized without the approval of the Secretary of the Department as a whole.
- the maintenance and control of schools under its jurisdiction.
- the allocation, control and maintenance of school equipment.
- the investigation of complaints and the supervision of the finances of school committees.
- the control and giving advice on future building programmes.
- in the event there was insufficient schools in an area which warranted the establishment, the board could set up one. [Behr and MacMillan, 1966: 47]

2.5.2.2 SCHOOL COMMITTEES - ANOTHER STRUCTURE IN THE MANAGEMENT OF BLACK EDUCATION
In line with School Board structure, the Bantu Education Act also provided for the establishment of school committees. This was in accordance with government policy which emphasized that since the school was an integral part of the community, its control had to be entrusted to Black people at all levels. Amongst many other duties, the School Committee was responsible for:
- giving advice to the School Board on the functioning of the schools under its aegis, and also on the appointment and efficiency of teachers.

- the control of school funds.

- the maintenance of school buildings and grounds.

[Behr and MacMillan, 1966 : 409]

It is clear from the foregoing paragraph that the State was determined to exercise firm control over the management of schools through these structures.

This implies that management of schools at the very lower was neglected. There was management provision at national (macro) level through the Department itself; at regional (meso) level through the School Boards and at local (micro) level through the School Committees.

There was no provision to include management right at school level where the emphasis could have been at the role of the Principal. If one assumes that a school forms an important facet in any educational system, one would have expected
the Department of Bantu Education to have defined policy in relation to the Principal's managerial role at school level. The school principal operates at the strategic level of any system of education.

2.6 FINANCING OF BLACK EDUCATION

Despite the complete take-over of schools from the missionaries, the Government did nothing to finance black education properly. Kallaway (1984) summarises this as follows: "the cost per student was reduced by means of, inter-alia, double sessions, employing more under-qualified teachers, paying minimal salaries to black teachers, pegging the amount of the state's financial contribution, extracting more from African communities themselves" (Kallaway, 1984 : 89).

As a matter of fact, the Eiselen Commission had recommended a change in the financing of education for Africans, "any increased amounts for African Education would have to come from general African Taxation" (Rose and Tunmer, 1975 : 279). To implement this, the Minister of Finance in 1954 proposed that R17 million would be spent on Bantu Education. Out of this amount, some R4 million could be expected to come from African General Taxation and the remaining R13 million would have to come from the general revenue (Ibid).
This method of financing African education proved inadequate and additional amounts of money had to be made available to the Bantu Education Account from both the Loan Account and the Consolidated Revenue Fund (Behr, 1980: 202).

Another system of collecting tax for African education was "community orientated". This system charged the local Bantu Authorities to collect taxes. These authorities were made up of the local chiefs (if any); elected and nominated members, would collect Bantu taxes and use this revenue along with a fixed scale government subsidy - to administer all local services including education. This was when the black parents began to pay for the education of their children (Rose and Tunmer, 1975: 60).

Mbere (1979); Rose and Tunmer, (1975) are critical of this system. Mbere, for instance, vehemently declares "the imposition of financial responsibility on Africans for the education of their children had a disastrous impact on Africans in general. The poorest and politically powerless group in South Africa was obliged to make the greatest sacrifice for their own education" (Mbere, 1979: 135; Rose and Tunmer, 1975: 60).

Rose and Tunmer (1975) are concerned when they point out that "it was grossly unfair to expect
the poorest section of the community to support so directly, its own education" (Rose and Tunmer, 1975: 60).

As mentioned elsewhere under school committees, this was another duty which involved the Principal as a collector of fees with the School Community. This was not purely managerial in nature but Principals had to perform these duties. Emphasis on instructionally-orientated functions was completely neglected.

Kallaway (1984) reviewing the system of Bantu Education, makes this observation:

superficially, the new order had some features which may have appeared attractive to some African parents. Access to education was to become a little easier. School boards and communities provided an illusion of local accountability

[Kallaway, 1984: 268]

Indeed, it is clear from the discussion above that the introduction of Bantu Education ushered a period of misery for Blacks with only safe-guarded decentralization through structures which never accommodated the educational manager at school level.

2.7 GRADUAL TRANSFORMATION IN THE CONTROL AND MANAGEMENT OF BLACK EDUCATION

A slight change with the education policy for Blacks took place when the 1959 Promotion of Bantu Self-Government Act was introduced. Indeed as Kallaway (1984) puts it, the Bantustan or Homelands policy was
an important part of the National Party's grand plan. The Bantu Self-Government Act provided for the establishment of separate Black Governments in the geographically-fragmented homelands under the influence of the all-White South African Government. In theory, homelands were to have control over their own education system but in practice these were closely tied in with the South African education system (Kallaway, 1984: 172).

Tracing this history of Black Education, Ruperti (1976) argues that when in the early seventies all homelands became self-governing, each had a Department of Education and Culture. The Central Department only gave professional guidance while the young developing Departments were growing. But as the homelands developed politically, the statutory responsibility of the Central Department decreased until it became responsible by law and then became responsible only partly for the education of children of Black parents living and working in the so called "white" areas (Ruperti, 1976: 66).

This, however, did not entail the summary discontinuance of all professional, financial and other help needed by the developing systems. It continued to remain an all embracing Department until such time that a homeland became fully independent.
This set-up meant that through the homeland system, decentralization of Black education had taken place according to ethnic or linguistic divisions created by political ideologies of the country. There were as many departments of education as there were homelands.

The year 1979 saw the passing in South African Parliament of the "Education & Training Act (Act 90 of 1979) which repealed all existing legislation relating to Bantu Education between years 1953 and 1978. This was the Act which placed a line of demarcation by laying down specifically the structure within which education was to be pursued in Black Schools controlled by the Department of Education and Training as against the Department of National States.

2.8 THE PERIOD OF RESISTANCE IN BLACK EDUCATION

The period starting from the introduction of Bantu Education, was a period marked with periodic unrest in Black schools. Students protested, demonstrated, rioted and boycotted classes. Notably were the 1976 uprisings which were directed at Afrikaans which had been a source of outrage and a target for protest by students. In reality, the target, according to Kallaway, was directed specifically against Bantu Education which had been a source of outrage and a target for criticism within the black community since
its inception in 1953 as an undisguised institutional attempt by the state to prepare Black children for a totally subordinate role in society (Kallaway, 1984: 346).

In Christie's terms, these events of 1976 brought greater awareness. These students' revolts became a landmark in the history of Black protest. In 1979, the South African Government attempted to address the issues by passing the Department of Education and Training Act 90 (as referred elsewhere above). The passing of this Act, was according to Malherbe (1979) "indicative of greater official sensitivity to students' resistance" (Hellman and Lever in Malherbe, 1979: 174).

Furthermore, certain amendments to existing legislation (Bantu Education Act of 1953) were effected e.g. the greatly disliked term "Bantu" was expunged and replaced by the term "Blacks". All these were, according to Christie (1985) "merely superficial attempts which did not deeply address the problems in Black Education hence the re-occurrence of uprisings in earlier eighties" (Christie, 1985: 244).

Again, an interesting feature in these boycotts was the renewed determination to challenge the Black education system.
2.9 **CONCLUSION**

The history of Black Education has been traced right from the colonial era to the eighties with the sole intention of highlighting how the control and administration of education has led to a situation where it became extremely difficult for the present day Principal to manage the schools. Black Education is now characterized by highly politicised students found mainly in Post-Primary schools.
CHAPTER THREE

3. THE ROLE OF 'INSET' PROGRAMMES ON MANAGEMENT DEVELOPMENT AND TRAINING OF PRINCIPALS IN KWAZULU

3.1 INTRODUCTION

Considering how much time and money the Non-Governmental Organisations invest in the training and development of Principals in KwaZulu, it becomes vital to focus on the role of all 'INSET' initiatives on management. Hence the methods they select for action need to be explored in practical detail. The commonly used methods include courses of short duration, seminars, symposia, workshops and many others. Whether these are best methods for 'INSET' programmes for school principals, is therefore a matter for investigation of this study.

3.2 A RATIONALE FOR 'INSET' ON SCHOOL MANAGEMENT

Various H.S.R.C. research projects have emphasized the need for In-Service training in school management. As an example, in July 1986, a workshop was held under the auspices of The Urban Foundation to look at "possible ways of improving the effectiveness of the considerable involvement of the private sector in Teacher development programmes in all aspects" (Bot, 1987 : 60).
Writing on this aspect, Lewly in Ashley and Mehl (1987) argues whether the training activities are geared toward meeting the needs of those teachers who seek promotion to the Principal's position, or of Principals who wish to improve their professional skills, in most countries across the world, and certainly in South Africa, the training for Principalship should be considered as one of the most important type of In-Service training (Ashley and Mehl, 1987 : 61).

Thembela, Ngcono and Gabela (1985) take a similar view when they argue as follows:

When teachers are trained and when they get into service in schools, great attention is paid to and emphasis put on subject teaching only.

The result is that when teachers are promoted to Principalship, they find it difficult to understand what school management is all about.

[Thembela, Ngcono and Gabela, 1985 : 3]

It was for this reason that they (Thembela, Ngcono and Gabela) undertook to make a contribution in Management development under the auspices of TOPS (Teacher Opportunity Programmes). They got involved in organizing courses aimed at bringing about the understanding and developing some management skills to enable Principals to perform their job much more effectively as managers of schools.
Responding to the need for management development and training, D.E.T. introduced in 1984, its own programmes because it had realized that "management expertise is the key factor on the improvement of achievement in Black schools" (D.E.T. Annual Report, 1986 : 127).

Luthuli (1982) was obviously concerned when he wrote "the way ahead and implications for Black Education demands that a headmasters' course or orientation course was essential because every good school will depend on its leader for character and attitude" (Luthuli, 1982 : 114).

Drawing from all these insights, it seems clear that 'INSET' on management was an area of great concern. This indeed points out to the acceptance that the greater the task of management of schools, the greater the need for developing and training school principals for the task. Van der Westhuizen (1991) found much cause for concern in this, pointing in particular that school principals in the Republic of South Africa received little or no structured preparation for their tasks, more particularly by way of formal or informal In-Service training (Van der Westhuizen, 1991 : 295).
Hence developing and training Principals emerges as a key leadership role in school management. Increased pressures on schools make more urgent the need "to increase efficiency and effectiveness of management so that the diverse tasks of the school remain in some sort of functional relationship" (Oldrough and Hall, 1991: 21).

In the best of all possible 'INSET' initiatives, all programmes on management should be seen as being geared mainly towards school effectiveness. That is why writers like Oldrough and Hall (1991) rightly argue that these programmes assist heads to acquire:

...an ability to articulate a philosophy of management; a capacity for planning; an ability to operate in an ever-changing micropolitical area; the 'clout' and influence to mobilize and motivate staff; the drive to get things done and the tenacity to monitor progress towards the goals.

[Oldrough and Hall, 1991: 21]

3.2.1 THE EXTENT OF THE NEED FOR KWAZULU

The problem of 'INSET' on school management in KwaZulu is, undoubtedly, a reflection of that pertaining to Black education in South Africa as a whole. Discussion, therefore, of this aspect needs to proceed from the premise that management development is a major component in most school improvement efforts.
A common characterisation of Principal's work in KwaZulu, has always emphasized non-instructional, maintenance tasks. These have hindered him to engage actively in instructional management. For instance, a Principal in KwaZulu, is commonly found during school hours in the foyers of banking institutions, post-offices, circuit offices, hardware shops and in many other places. Besides being an instructional leader, he is everything. The Guide for Principals for KwaZulu Department of Education and Culture requires him (Principal) to assume the role of doing everything. Precisely, it says he is responsible for everything that happens in his school.

The instructional leadership ought to be the central focus of the Principal but the real-life practices in his school do not support this perspective. Much has been written about the role of the Principal and all along, the Principal has been exhorted to play the major role only in instructional leadership. However, the reality in KwaZulu suggests that because of the way the schools work, his role tends to lean more toward management and administration than toward leadership of instructional programme.
This perception also finds support from Jarvis (1984) who conducted a research in KwaZulu on this aspect. He found that Principals in KwaZulu were reportedly coming under a particular kind of strain of their own. In their schools, they were attempting to teach a full class time table, in addition to their management duties, and yet not one of them had any secretaries, cleaners or assistants of any kind. As a result of such considerable work pressure, the Principal’s work was spread over too broad a spectrum of activities (Jarvis, 1984: 110).

By and large, the Principal’s management role in KwaZulu raised many such difficulties. Ngcongo (1986) could perhaps be correct when she contends that a Principal in KwaZulu is "a manager, an administrator, a leader and an educator" (Ngcongo, 1986: 26).

It is this complex nature of the Principal’s role that the 'INSET' on management seeks to address. The need for training in management should be understood as being aimed at establishing the relationship between management and instructional programmes of the Principal.
3.2.2 PERCEPTION OF THE DEPARTMENT (K.D.E.C.) ON 'INSET' IN MANAGEMENT

Addressing the Natal Congress Chambers of Commerce on "Education in KwaZulu - Crisis or Challenge". Dhlomo, the then Minister of K.D.E.C. disclosed that most of the 4000 school managers in KwaZulu, were inadequately prepared for their role. He continued to say that many had in fact received no formal management training whatsoever and this resulted in the learning process being undermined; unnecessary costs being incurred; resources and systems not being employed to the best advantage; student's frustration increased; teacher's becoming demotivated; and communities becoming dissatisfied (KwaZulu Educational Journal - Fundisa, 1988: 8).

As early as 1986, K.D.E.C. had accepted the recommendation of the KwaZulu/Natal Planning Council which had strongly recommended that emphasis should be given to the area of "developing Principals in management and administrative skills if the system of education is to address educational problems in this region" (Final Report - Natal/KwaZulu Planning Council, 1986: 8).
Having accepted these recommendations, K.D.E.C. then began by allowing the Research Institute for Education Planning (R.I.E.P) of the University of Orange Free State to run the first workshop on management for all Circuit Inspectors in KwaZulu held at Ibhubesi Motel in 1986. The Circuit Inspectors left this venue with a commitment to conduct In-Service courses on management in their respective circuits. They were all convinced that without an effective manager as a Principal a school could not hope to improve its examination results.


What emerges clearly from the above exposition is the fact K.D.E.C. as an education system, realises the need for 'INSET' on school management. This is an admission that those seeking quality in education must ensure that the development of potential and incumbent Principals must be given high priority.

Further evidence on In-Service education and training emerges from the Final Report (Part 1) of the Masterplan for the Provision of Suitably Qualified Teachers for KwaZulu (1990) which recommends that to be able to fulfil its task, K.D.E.C. should place 'INSET' in its proper
context so that when educational priorities are determined, 'INSET' will receive the attention it deserves. It also needs the continuous attention and support of all who are involved with teacher education ... the designated officials at head office, the inspectorate, the subject advisors, the staff of Colleges of Education, the staff of schools (especially the headmaster) and the teacher's association ... all have a supportive role to play.

(Masterplan for the Provision of Suitably Qualified Teachers for KwaZulu, 1990 : 61).

3.3 INCREASED PARTICIPATION IN 'INSET' PROGRAMMES BY PRIVATE-SECTOR AGENCIES AND OTHER ORGANISATIONS

It would appear that much as there was need for 'INSET' on management of Principals, K.D.E.C. realized that it could not handle it single-handedly, hence private-sector agencies and other organisations were allowed and encouraged to conduct 'INSET' programmes. Hartshorne in Ashley and Mehl (1987) rightly point out that there is need for increased participation in 'INSET' by agencies funded by private sector because of the problems surrounding government programmes (Ashley and Mehl, 1987 : 15).

As for KwaZulu, there is a huge backlog of resources resulting from the unequal financial grants. There are two departments in charge of Black Education in
Natal/KwaZulu region, namely D.E.T. and D.E.C. The D.E.T. was able to organize its own 'INSET' programmes on management as early as 1984, probably because it had funds. As an example, the 1988/89 Education expenditure for these two Departments were as follows:

<table>
<thead>
<tr>
<th>Department</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.E.C. (KWAZULU)</td>
<td>R 599,383,000</td>
</tr>
<tr>
<td>D.E.T. (NATAL REGION)</td>
<td>R1,640,728,000</td>
</tr>
</tbody>
</table>


In KwaZulu, the Education Department together with eight Other Departments are all financed from the general budget of the KwaZulu Government whose total budget amount is even less than that of the Department of Education & Training as an entity.

The KwaZulu Revenue Fund is fed from three directions viz.

1. revenue from KwaZulu own sources i.e. taxes, levies, and rates imposed. It must be noted that KwaZulu has a limited tax base.

2. a grant-in-aid from the Consolidated Revenue Fund of the Republic of South Africa. A statutory amount is paid into Revenue Fund (Black States Constitution Act No. 21 of 1971).
- additional amounts from the Consolidated Revenue (in terms of the same Act).

These funds from the Republic of South Africa are channelled to KwaZulu via the Department of Development Aid and only constitute approximately 73% of the KwaZulu Budget.

Any increase made annually seems to be more a reflection of the increasing transfer of duties to KwaZulu from the Central Government rather than of increasing state expenditure in the area. (Source: KwaZulu/Natal Planning Council Report 1986: 38). This points out very clearly why K.D.E.C. allows the domination of Non-Government Organisations on this aspect of school management.
### TABLE SHOWING PRIVATE-SECTOR AGENCIES AND ORGANISATIONS RUNNING IN-SERVICE COURSES ON MANAGEMENT FOR SCHOOL PRINCIPALS IN KWAZULU AS IN 1991

<table>
<thead>
<tr>
<th>NAME OF THE AGENCY</th>
<th>AREA OF OPERATION</th>
<th>YEAR STARTED</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Research Institute for Education Planning (RIEP) of the University of O.F.S.</td>
<td>KwaZulu - All Circuits (workshops) for Circuit Inspectors</td>
<td>1986</td>
<td>Director's Report 1988</td>
</tr>
<tr>
<td>4. Institute of Education &amp; Human Development (University of Zululand)</td>
<td>Hlabisa, Nongoma, Ubombo, Mahlabathini</td>
<td>1989</td>
<td>Director's Report 1990</td>
</tr>
<tr>
<td>5. Project Esnik (Effective School Management in KwaZulu) - Natal Technikon</td>
<td>Kwa Mashu, Ndwedwe, Umbumbulu, Umlazi North &amp; South; Umzinto, Umzumbe; Port Shepstone, Madadeni</td>
<td>1990</td>
<td>Fundisa 1991 Vol 3 No. 2</td>
</tr>
<tr>
<td>7. Valley Trust Programme</td>
<td>(Hillcrest Area) Ndwedwe, Mpumalanga</td>
<td>1990</td>
<td>Director's Report</td>
</tr>
</tbody>
</table>
3.3.2 TABLE SHOWING IN-SERVICE TRAINING COURSES ORGANISED BY THE DEPARTMENT (D.E.C.)

<table>
<thead>
<tr>
<th>ORGANISERS</th>
<th>TARGETED AREAS</th>
<th>YEAR</th>
<th>SOURCE</th>
</tr>
</thead>
</table>

3.4 OBJECTIVES AND APPROACHES TO 'INSET' ON SCHOOL MANAGEMENT BY VARIOUS AGENCIES AND ORGANISATIONS

In an attempt to gain an overview about why the Non-Governmental Organisations decided to conduct the In-Service Training Courses for Principals in KwaZulu, we need to focus on some of their policy statements or objectives on 'INSET' activity. What appears from all is that they agree on the fundamental principle expounded by Oldrough and Hall (1991) that "'INSET' is the major vehicle for delivering educational reform" (Oldrough and Hall, 1991 : 25).
They see it as a means for helping school Principals to implement changes in managing schools. Principals need 'INSET' for knowledge, skills and performance. This perception emerges from their objectives.

3.4.1 TOPS (TEACHER OPPORTUNITY PROGRAMMES)

According to Murphy (1987: 36) TOPS is a teacher upgrading programme based on certain researched, discussed and agreed principles that apply to the programme as a whole. This programme is sponsored by the entire private sector of industry and commerce. The TOPS programme has three components. viz. an academic component, a methodology component and a management component.

It is the management component which concerns us in this study.

A course in school management for Principals consists of three modules. These are: understanding concepts and structures; management process and functions and leadership. Writing on the course structure of this programme, Thembela, Ngcongo and Gabela (1985: 2) put it clearly that the programme is intended to improve the management behaviour of school Principals and raise their level of performance (Thembela, Ngcongo and Gabela, 1985: 2).
It is envisaged that through this programme, each Principal who participates will be assisted to realise his own potential for growth and to increase his/her ability to work effectively with others in a school situation.

**Broad objectives of TOPS include:**

(a) the learning of concepts about human behaviour that can be generalised into real life situations.

(b) the testing of the Principal's own ideas, opinions and behaviour through simulated interactions which may lead to an in-depth understanding of management problems and situations.

(c) increasing the Principal's awareness of their own motives, values, opinions, fears and external pressures that influence their actions and those of others.

(d) the learning by Principals to define, confront and cope with some inter-personal problems by improving their personal and management skills.
3.4.2.

(e) the attainment of personal growth and social skills because the enacting of roles may have an influence on attitudinal change.  

[Murphy, 1987 : 58]

It must be pointed out that TOPS opted to work closely with Teacher-organisations, for example, in Natal/KwaZulu region it has worked closely with N.A.T.U. (Natal African Teachers Union) from where it could even draw facilitators. e.g. Prof A.J Thembela - President of N.A.T.U.

3.4.2. SHELL SCIENCE AND MATHEMATICS RESOURCE CENTRE EDUCATIONAL TRUST

The Shell Science Centre, is one of the institutions in the Republic of South Africa which focuses on providing In-Service training and professional development of Black teachers. Its primary objective is to attempt to redress the educational deficiencies and lack of opportunities in which a system which has entrenched unequal and differential education for decades. It is a compensatory educational intervention project (Botha, 1988 : 1).

The Shell Science Centre also conducts educational management courses for Principals in addition to a variety of subject interests. It concentrates on Principals of Post-Primary Schools
except where a request has been made for conducting a course for Principal of Primary Schools in KwaZulu (Gumbi in Botha, 1988: 27). He further reports that the need for management courses for Post-Primary Schools was expressed to the Shell Science Centre by the K.D.E.C. and is based on the following objectives.

3.4.2.1 The work of Principal is demanding as a task and on the person.

3.4.2.2 Understanding the management processes would help Principals to understand the needs of teachers and pupils and how to work with and motivate them.

3.4.2.3 Realisation of the goals of the school in particular and those of the education department in general depends on the ability of the Principal to lead effectively.

3.4.2.4 The task of the Principal is not made easy by the political, social and economic environment.

3.4.2.5 No training in school management and administration is offered to newly appointed Principals.
3.4.2.6 The extensive teaching experience of Principals helps them to cope with the demands of the job.

3.4.2.7 Understanding how the education system works also helps them in this way.

   [Gumbi in Botha, 1988 : 27]

3.4.3 RESEARCH INSTITUTE FOR EDUCATION PLANNING (RIEP) OF THE UNIVERSITY OF ORANGE FREE STATE

This Research Institute was only active in KwaZulu in the area of school management mainly during 1986 and 1987 when it conducted workshops. These were mainly directed to Circuit Inspectors who in turn were expected to organize the courses for the Principals in their Circuits. The main objective of this Institute was to orientate the Circuit Inspectors on the conduct of the In-Service courses on management for Principals in their areas. No direct contact was made with the Principals.

3.4.4 INSTITUTE OF EDUCATION AND HUMAN DEVELOPMENT OF THE UNIVERSITY OF ZULULAND

This Institute is another organisation whose mission is to facilitate seminars, courses, symposia and workshops aimed at enriching and empowering school managers and teachers of specific subjects (e.g. English). The
participants are to be helped to improve and
develop their knowledge, skills attitudes and
other human qualities that will enable them to
perform their duties effectively and efficiently.

This project is sponsored by the Herbert Quandt
Foundation (Munich, West Germany) and operates
under the auspices of the University of Zululand.

Outlining the need to focus on management
development Dube (1991), takes the view that it
is essential because the position of the
Principal and school manager is a demanding one.
Furthermore, unprecedented developments in
education, especially in Black Education, make
the incumbent to be vulnerable particularly
because newly appointed Principals do not receive
any training which could prepare them for this
challenging position (Dube, 1991 : 2).

Hence, need for the contribution in school
management became inevitable. The following are
the primary objectives for the programme:

3.4.4.1 to enable school principals to understand
some management, organisational and
administrative theories and practical
procedures necessary for the successful
running of a school.
3.4.4.2 to enable school principals to understand their role, duties and responsibilities as managers.

3.4.4.3 to enable school principals to apply acquired knowledge and skills in the management of their schools so as to achieve clearly defined goals.

3.4.4.4 to enable school principals to understand and appreciate the role of a school in social change.

3.4.4.5 to raise the awareness of the school principals to a need for the efficient running of their schools.

3.4.4.6 to provide a forum for the exchange of ideas and experiences.

3.4.4.7 to provide an organisational support system.


3.4.5 PROJECT ESMIK (EFFECTIVE SCHOOL MANAGEMENT IN KWAZULU): NATAL TECHNIKON

A research study into the perceived needs of KwaZulu was carried out by the Natal Technikon (Education Department) in 1989. The findings of this research highlighted the urgent need for In-Service training of school principals, hence Dobie and Reynish designed a non-informal course.
on management training so as to "meet some of the needs aimed at providing instruction and facilitating discussion in planning, leadership, motivation, organisational skills" (KwaZulu Educational Journal: Fundisa No.2, 1991: 9).

This programme, according to Dobie, was not going to be merely a series of lectures but a series of workshops and learner-centred experiences in which the participants would be involved. The overall objective of the project is to provide principals with professional help to achieve the human resource development goals of their organisation (schools) because "management is about people and its people-skills we seek to develop" (Dobie and Reynish: Information Sheet, 1991: 2).

3.4.6

NATURAL AFRICAN TEACHERS UNION (N.A.T.U.)

N.A.T.U. is a teachers organisation for blacks in Natal and KwaZulu. It operates on a philosophy of self-reliance and self-development propounded by its present President (Thembela). In this respect, N.A.T.U. organises self-development programmes in leadership, organisational and administrative skills. In-Service training of principals has been conducted through seminars, symposia and workshops in its various regions and
branches. However, it encourages the establishment of Principals Associations to attend to such training.

3.4.6.1 PRINCIPALS ASSOCIATIONS

An effort has been made by N.A.T.U. to establish Principals Associations throughout Natal/KwaZulu. One major function of these Associations is to focus on professional development of Principals in their management tasks. It is regrettable that not much has been achieved towards establishment of these Associations despite the enthusiasm infused by its President on this issue. Thembela as President of N.A.T.U. takes a distinctly hard view on the 'INSET' efforts by 'outsiders'.

He believes that if these programmes are to achieve the desired result of improving the quality of teacher performance, they must be planned, organised and implemented by, or in collaboration with, the Teachers' Own Professional Organisation (Thembela, 1990: 69).

According to Ngcongo (1987) TOPS is the only programme that has involved teachers in the 'INSET' activity and as a result "the initial cohesion among N.A.T.U. members who adopted TOPS as their programme provided the necessary teamwork for the effort of promoting teacher
effectiveness" (as cited in Ashley and Mehl, (1987 : 46).

Thembela (1990) strongly believes that through the Principals Associations, school Principals would be adopting a participatory strategy which involves them in their own self-development. He lists the following objectives:

- in the process of interacting and determining their own goals they increase their own awareness of their own motives, values, fears and external pressures that influence their actions.

- by getting really involved in self-management programmes, they attain personal growth and skills for performing efficiently and effectively because their active participation is likely to effect attitudinal change.

[Thembela, 1990 : 69]

Ngcongo (1987) is even more precise when she recommends that "teachers must be given responsibility and afforded involvement in the whole process of 'INSET' programmes" (as cited in Ashley and Mehl, 1987 : 48).

These views confirm the perception that if Principals' Associations are properly established and given freedom to operate, they can provide more in the field of management development. The greatest problem, perhaps, hindering the establishment and smooth running of all existing Principals' Associations, is none other than non-
recognition or non-co-operation of some of the K.D.E.C. officials. Adequate evidence through regular reports of the organisation points out that in some areas, activities of N.A.T.U. directed at teacher development through Principals' Associations, are frustrated and opposed by officials like Circuit Inspectors.

The Principals Associations are perceived as interfering rather than providing supplementary service in organising Principals for programmes such as induction of newly-appointed Principals.

3.4.7 VALLEY TRUST PROGRAMMES

The programmes on school management were also organised for Principals of Black Schools in and around the Valley Trust area in Hillcrest. Although very limited in scope and area of operation, they were designed to achieve the same goal viz. developing managerial skills of school principals of the area.

3.5 'INSET' PROGRAMMES INITIATED BY K.D.E.C.

3.5.1 NORTHERN NATAL LEARNING RESOURCE CENTRE (SIZA CENTRE)

Finally we look at K.D.E.C.'s efforts on 'INSET' policy on school management. Although on a small scale, K.D.E.C. made an attempt to redress the
problem. As an example, the Siza Centre, which operates as an In-Service Centre for this Department, has included in its programmes courses for Principals and Deputy-Principals. This centre was started through the joint effort of industry and K.D.E.C. It is mainly responsible for In-Service training of serving teachers. Extensive use is made of subject advisors and guest lecturers. Like many other agencies involved in 'INSET' programmes, Siza Centre has a variety of components and management is one of them. This comes very clearly from its MISSION STATEMENT which declares that it trains teachers in administrative and managerial skills.

The KwaZulu Department of Education and Culture has, as a matter of fact, made use of this centre extensively for the training and developing in 1991, of all the would be Deputy-Principals. According to Dube, Director of the Institute of Education and Human Development, the K.D.E.C. requested the Institute to develop a pilot 'INSET' programme for Deputy-Principal basically aimed at providing an opportunity for participants to acquaint themselves with management and leadership responsibilities required of school management personnel. It also aimed at providing an opportunity for
participants to understand and appreciate their role, duties and responsibilities as Deputy-Principal. Whilst the project was conceived as a pilot project by the Institute for Human Development, other agencies having programmes relating to school management were also used e.g. Shuters Education Consultants, TOPS, and the Natal African Teachers Union (Director's Report, 1991 : 4 - 5).

3.5.2 KWAZULU ENHANCEMENT PROGRAMME (KEEP)

KwaZulu Enhancement Programme (KEEP) is one project initiated by K.D.E.C. primarily directed at selected Senior Secondary Schools. viz. Vukuzakhe, Mlokothwa, Siyamukela and Masibumbane.

The objective of this programme is "to produce good matriculants by working within the KwaZulu Education system in order to consolidate potential and develop it organically by systematic and supportive intervention" hence one method of attaining this goal is by developing educational management through Headmasters of these schools. For instance a course on leadership and management was conducted on the 19th and 20th September, 1989 at Hilton College (K.D.E.C. Annual Report : 1990).
3.6 THE NATURE OR FORM THESE IN-SERVICE TRAINING COURSES NORMALLY TAKE

Writing on this aspect, Ngubentombi (1984) argues that In-Service embraces a very wide range of activities. It may, according to him, involve attending a conference or listening to a lecture involving a group of participants. It may involve full or part-time attendance at a specific course of instruction over a few hours, days, weeks, months or even years in the company of a few dozen colleagues (Ngubentombi, 1984: 95).

It may, furthermore, involve a joint problem solving exercise, perhaps in the curricular or the administrative field. It may also involve a personal scheme of systematic reading or research. Finally it may also involve any combination of some of these methods. Of fundamental importance is whether these are best methods for the 'INSET' activity. Niven (1982) suggests that the emphasis should be on the running of short, intensive, limited objective In-Service courses. (as cited by Jarvis, 1984: 161).

The provision of locally-based rather than national or regional In-Service education, is another matter of controversy amongst writers on In-Service education. For example, Thornbury (1973) believes that emphasis on local courses would remove the need for residence and meet the complaints of Principals about cost of
travel and that they were too tired to travel far (Thornbury, 1973 : 11).

On the other side Buckley (1985) criticizes the practice whereby courses are held in residential venues like hotels, universities, central In-Service centres. He has strong reservations about the success of such training taking place in a residential situation (Buckley, 1985 : 163).

He is supported very strongly by Thembela (1990 : 71) who argues that In-Service courses held in such places are:

> Away from the teachers' own setting and this creates an atmosphere of artificiality and remoteness ......teachers find it difficult to relate what they learn in those centres to their own natural environment

[Thembela, 1991 : 71]

In his opinion, Thembela thinks Teachers Centres are the best places to hold such courses. These could be established in all branches or regions within easy reach of teachers.

Bell and Peightel as cited by Ngubentombi (1984) also believe that modern In-Service teacher education programmes should be continuous, also set in an informal, non-threatening environment and integrated with the teacher's day-to-day job description (Ngubentombi, 1984 : 93).
These views on the nature and form the In-Service training courses take, will either be confirmed or not confirmed by the Principals themselves in this study.

3.7 CONCLUSION
What has emerged crystal clear from this chapter is that the problem of In-Service training and development of school Principals in KwaZulu, is receiving great support from non-departmental agencies. There has been relatively little expression of interest by K.D.E.C. On examining the objectives of all agencies or institutions involved in 'INSET' activity in KwaZulu, it becomes evident that all are desirous of providing 'INSETS' in a meaningful way. Indeed, this is commendable because the situation in KwaZulu has clearly been one of total inadequacy in respect of In-Service education and training for educational managers. It logically follows that management development of Principals is vital because it is the key for school success hence greater attention should be devoted to it by educationalists.
CHAPTER FOUR

4. REVIEW OF LITERATURE AND RESEARCH

4.1 INTRODUCTION

This chapter seeks to give an overview of literature and research on some management aspects requiring training. Underpinning the idea of management development and training of Principals, is the fact that schools have since become complex organisations. In particular, the structure of a large Senior Secondary School, is so complex that such schools need to embellish the principles of good management.

The field of educational management is too wide to cover hence few distinguishable areas will be examined in this chapter. The management areas to be discussed will focus mainly on inter-personal skills which are mostly vital for a Principal to respond to situations as they occur in his daily management activity.

4.2 EDUCATIONAL MANAGEMENT AS A NEW PEDAGOGIC COMPONENT

South African literature generally acknowledges the fact that educational management as a pedagogic component, is a new concept. The De Lange Commission (1981) for instance, found that "educational management had been inadequate and could not satisfy the needs of management." Van der Westhuizen (1991) find much cause for concern about this, pointing out particularly, to the "enormous backlog in the
development of educational management". It is, according to them, regrettable that there had been no uniform and national management development policy in Educational Departments in the Republic of South Africa (Van der Westhuizen, 1991: 109).

Referring directly to the policy on management development of Principals, Jarvis (1982) points out that "in South Africa, all major educational policy is centrally determined and the autonomy of individual school Principals, is by comparison, not great" (Jarvis, 1982: 41).

However, Jarvis does acknowledge that there is now an evolutionary change in the task of a school Principal. Emphasis should now be on accepting that his task also embraces a management component hence its development. He argues as follows "coincident with the development of professional model of the school as an organisation, has been a growth in management studies with reference to education" (Ibid).

Contrary to the above perception which acknowledges the need for focusing on the school Principal as an educational manager, is the De Lange Commission’s disregard of this role. Van der Westhuizen (1988) confirms this when he argues:
The educational manager at school level was excluded from the prospective education reform. Concrete recommendations were made with regard only top educational management at regional and national level with little emphasis on school level

[Van der Westhuizen, 1988 : 378]

This brings us into accepting that the review and research on educational management will be based on literature from U.S.A. and U.K. because "growth in the field of educational management was phenomenal in Britain as it was in the U.S.A." (van der Westhuizen, 1991 : 108).

The point which emerges from the foregoing discussion, is the fact that development and training of Principals as managers has never received its due attention. It, therefore, becomes imperative that the management training of Principals becomes increasingly an important 'INSET' activity.

4.3 LEADERSHIP AS A MAJOR VARIABLE OF MANAGERIAL ROLE OF THE PRINCIPAL

Much research evidence on leadership, suggests that if there is one ingredient essential to the success of any organisation it is leadership. Despite copious writing on leadership, there is no clear-cut answer to this assertion. Many think of leadership as personal traits, for example, some brilliant leaders succeed because of personal charisma and the vision that they
set a good example before their followers. Still others hold the belief that leadership is the position which a leader is holding (Dean, 1985: 71).

In reviewing the aspect of leadership as a major variable, we shall look at the views of Drucker in Goble (1972) who presents a distinctly strong argument on this issue. He says: "if an enterprise fails to perform, we rightly hire not different workers, but a new president" (Goble, 1972: 1).

Referring to schools as organisations, de Witt (1986: 139) argues that:

if a Principal is bad as a leader, he does not only shake the school administration and organisation to their foundations but can sabotage the educational potential of the entire school.

Arguing along the same lines, Beare et al, (1989) correctly state that "outstanding leadership is invariably the characteristic of outstanding organisation" (Beare et al, 1989: 99).

Smyth (1989) holds a different view regarding the leadership position of the Principal as being the only most essential ingredient for school improvement. He argues that it is necessary to conceive it merely as part of a topdown hierarchy. Leaders are not necessarily those in top positions of leadership but
other people may exercise leadership or perform an act of leadership on some occasions (Smyth, 1989 : 86).

Smyth's argument is reinforced by a view held of Beare et al (1989) who contend that leadership may emerge in many contexts in a school. It may involve people other than the Principal. e.g. Deputy Principals, heads of departments. These people who are not Principals, do assume leadership roles. Their influence or power may be through their expertise, or their capacity or their personal qualities which make them liked or respected as leaders. Hence leadership need not only revolve around the Principal alone but it is effectively performed in collaboration with others within the management team in a school (Beare et al, 1989 : 101).

Goble (1972) may be correct when he reminds us that mere possession of a leadership title (e.g. Principal) does not automatically imply leadership. Many Principals, but seldom the best ones, have leadership ability and some of them do not even fit into the management positions (Goble, 1972 : 2).

Jarvis (1984) says: "it is unfortunately true that in some quarters anyone in a position of authority is viewed with suspicion" (Jarvis, 1984 : 48).
What has been discussed in the foregoing paragraphs indicates clearly that it is not the Principal's leadership per se which determines the school's success but quite a number of other people are involved in the running of schools. Whilst there is complete agreement that leadership of a Principal is the most essential ingredient of school improvement, those seeking quality in education must accept that there are other potential leaders within the school system.

This suggests that there is need to acknowledge that people without formal authority may exercise leadership as opposed to the view which sees leadership as being confined to formal authority acquired by virtue of appointment.

4.3.1 WHAT IS LEADERSHIP?
Precisely what does leadership imply? In response to this, all writers on leadership emphasize one underlying principle and that is, giving direction to group activity. Leadership is essential to initiate (Rutter et al, 1979); to manipulate people and situations so that the leader's vision is willingly shared by followers so as to influence group activity thus determining what needs to be done (Smyth, 1989: 180).
The emphasis in all these definitions is that leadership is basically concerned with setting certain goals and then give direction as to how to achieve them and also checking that they have been achieved. In a school situation, it essentially implies getting everybody (teacher and student) to do what management wants.

4.3.2 LEADERSHIP APPROACHES

Evidence continues to accumulate that in Black education, Principals are often confronted with situations where they have to display certain leadership styles in order to survive. What we intend to examine under this topic is whether there is any best leadership approach that can be adapted by the Principals in such situations. Do we agree with writers who hold the view that leadership is determined by the leader’s traits? On the other hand, do we accept the view that sees the situational contexts as determining the leadership style to be followed by the Principal?

It may be proper to start off by emphasising that leadership in all situations is fundamentally ‘an enabling process’ (Smyth, 1989 : 182). Implicit in this argument is the fact that leadership becomes vital to enable the leader to face the situations, and it could be any approach.
THE TRAIT APPROACH

Hall and Hord (1987) raise the view that successful leadership is a function of traits. As exponents of this approach, they attempt to correlate leadership behaviour with certain qualities and characteristics. They cite these as being the following: Self-confidence; intelligence; appearance; dominance; high energy/activity level; achievements; status and many more others (Hall and Hord, 1987 : 27).

In support of this view, Smyth (1989) contends that these traits actually foster a notion of a 'great man'. They are attributed by people to some idealized hero. His successes are assigned to purposeful behaviour viz. "he is a great leader, intelligent and firm; he has succeeded before" (Smyth, 1989 : 30).

This theory, according to Fielder (1987) says that "in the best of all best possible worlds the leader's intellectual abilities are the major source of the plans, decisions and strategies that guide the group's action."

Musaazi (1982) takes a distinctly hard view regarding the trait approach. He is emphatic that "mere possession of a number of traits does
not guarantee successful leadership". He does, however, agree that quite a few of them are required for a leader to function successfully. As an example, a leader who has a superior personality which towers above everything else, usually stimulates and unifies the activities of others along certain lines because of the way he looks, speaks and walks. He is said to be possessing traits like enthusiasm, forcefulness, self-confidence, physical size, alertness to and insight situations (Musaazi, 1982 : 58).

Whilst admitting the vital role of traits in determining success of a leader, Musaazi (1982 : 62) firmly maintains that leadership should only be understood in terms of what the leader does, not who the leader is or what kind of a person he is. Beare et al (1989) are in agreement with Musaazi. They argued that:

While the characteristics may be used with a relatively high degree of confidence in the selection and development of leaders, they are but a small part of the picture and provide little to guide the day-to-day activities of leaders in the school setting.

[Beare et al, 1989 : 103]

Much more important, is the understanding that there are no set lists of traits for effective leadership, even if a person of outstanding personality succeeds in his administrative
leadership. There are many other leaders whose success cannot simply be based on the possession of traits (Musaazi, 1982: 58). Persons with certain dominant characteristics which enabled them to be successful in one situation may not necessarily cause them to succeed in other situations (Stogdill, 1970: 126).

It is the writer's conviction, regretfully witnessed, that a trait like Principal's personality cannot guarantee his success. In 1976, a once successful Principal who had held a school together for over 15 years by his powerful personality, saw the wave of political unrest stripping him of his powers.

Prior to this date, he had possessed a superior personality which enabled him to tower above everything else in the school. His mere appearance had been adequately enough to quell any eruption of violence but on this particular day, he found himself confronted with placards. Amongst many other demands, was one which challenged the application of the supposedly stringent rules. This incident clearly demonstrates that the trait approach cannot be relied upon in all situations. This brings us to the next approach.
4.3.2.2 THE SITUATIONAL APPROACH/CONTINGENCY MANAGEMENT

Fiedler (1966), an exponent of this approach, presents a view that: "it is the contextual factors which seem to shape how a Principal manages a situation" (as cited by Hoyle, 1986: 19).

According to this approach the leader must be a dominant one in any managerial situation. Developing his argument, he argues that schools exist in a turbulent and relatively unpredictable environment hence the basic tenet of the contingency approach is that there is no eternally 'right' way of structuring and managing schools. Implicit in this view, is the argument that 'leadership varies according to situations'. Put in more simple terms, the situational management theory acknowledges the fact that 'a leader should determine the style which suits the situation' (van der Westhuizen, 1991: 83) and because individuals behave differently for "whatever makes them behave differently as they do in one situation is not going to be there in another situation" (Burke, 1987: 24).

It is fairly clear now that individuals behave differently, even almost as different persons, depending upon the situation; that a
successful leader, firstly understands the situation and thereafter adjusts his style (Hall and Hord, 1987: 28).

This view is expressed with even greater conviction by Hoy and Miskel (1987) who clearly points out that:

> there is a package of leadership skills and behaviours ranging from democratic to authoritarian which can be learned, selected and used according to particular definable situational factors and contexts. Leaders need to recognize, diagnose and select the appropriate style of leadership style to 'fit' the situation

[as cited by Smyth, 1989: 103]

These writers continue to argue that no specific leadership style should be given preference or be more valued because of its intrinsic good. Each style is selected as a means to achieve a particular organisation's goal most efficiently. Thus Fielder theory has implications for matching leaders to situations and also for encouraging leaders to modify their situation where possible to ensure consistency with the style (Beare et al, 1989: 104).

A markedly different view is advocated by Musell in Gray (1988). He holds the view that 'leadership ability in any situation depends on the use of potential power' and not on the
contextual factors. He lists the potential power bases as being: punishment, reward, legitimisation, identification, information and expertise. He argues furthermore that all these power-bases are, however, not always equal and all of them do not always fit all situations. The key power bases in the educational environment seem to be identification, information and expertise. His belief is that if a Principal wants to exercise effective leadership, he needs to identify persons who have the greatest potential to exhibit leadership in that situation i.e. those perceived to have useful information to be competent as teachers and they need to have the expertise needed to assist other teachers (Gray, 1988 : 143).

Arguing along the same lines, Astute and Clark in Hall (1986) contend that this approach seems to allow the educational manager to search consciously for people, ideas and options from among organisational participants to provide leadership in any given situation (Hoyle, 1986 : 61).

One doubts this latter view about situational approach because it has the implication of removing the legitimate leader (Principal) from the scene. It replaces him with perhaps some
junior officials to handle situations. This, undoubtedly boosts the image of these junior officials in the event they become successful in handling that particular situation. The Principal’s credibility is destroyed. This, therefore, leaves us with no other choice except to support the ‘situational approach’ which allows the Principal to face the situation as it unfolds. He allows it to dictate the course to be taken and this obviously calls for the variation of leadership styles to the exigencies.

It is common in Black Education systems (KwaZulu being one) that Principals abdicate their positions in crisis situations. The situational approach would be appropriate as the strategy in resolving conflicts i.e. face the situation and allow himself to be informed by a good grasp of the reality. As factors vary, so will his leadership style vary. For example when students resort to disruptive tendencies, an authoritarian style cannot work.

In the circumstances, many Principals have preferred a laizer-fairre style in order to survive, but a good leader would not resort to this style permanently. When any volatile situation subsides, he would immediately re-
introduce enforcement of rules creating order and discipline.

4.4 PRINCIPAL'S MANAGERIAL SKILLS IN BUILDING SCHOOL CLIMATE

It is assumed that one of the Principal's goals is to create a climate conducive to learning in order to maximize pupil achievement. A considerable number of educationists have rightly pointed out that the healthy school environment contributes to student's confidence in the learning process. Creating a climate conducive for learning within a school should therefore be an issue of chief concern for Principals aspiring for effectiveness. This could be achieved through employing various management techniques and skills.

School climate is seen by Hoyle (1986: 77) as being a set of values and norms within the school as an organisation that fosters support and propels the kind of setting that promotes pleasant working and learning conditions.

Edmonds (1979) propounds a view that it is the quality of school's environment that makes a significant difference to a student's academic achievement. Schools should provide an environment in which children find learning rewarding and fruitful. The
emphasis here is on creating an atmosphere for learning thus improving their level of performance.

Taking a very different viewpoint, Burke (1987) is adamant that it is not only the pupils who benefit from a healthy school climate. It is everyone involved in the school as an organisation. He argues as follows: "developing school climate should be seen as an attempt to motivate or renew on-going activities of people servicing the school" (Burke, 1987: 183).

Many researchers on this subject agree with the latter opinion. Influential work, for example, of Coleman et al (1966) and Jencks (1972), all indicate that the interactions and the variations that exist in schools account for the measured school effectiveness (as cited in Slee, 1988: 169).

The Natal/KwaZulu Planning Council (1986) came up with an important finding on this issue, and it was reported as follows:

"the majority of teachers are demotivated primarily due to the management systems in schools which do not allow for interaction ........ and this is compounded by having to work in an environment which does not stimulate the learning process"

It is clear from the foregoing arguments that Principals remain liable for the establishment of a school climate which has the potential to improve the learning and working conditions for everyone within the school system.

4.5 MANAGEMENT STRATEGIES/TECHNIQUES FOR DEVELOPING SCHOOL CLIMATE

There is indeed some direct correlation between the managerial skills of a Principal in creating an atmosphere for learning and the level of performance of his staff and pupils. The strategies the Principal adopts and the way in which teachers and students interact within the school establishment, are more important in deciding the results of the school. There is, therefore, great need to develop and train Principals in strategies that would ensure that the diverse tasks of the school are efficiently performed.

As it has already been alluded, the healthy school environment contributes to students' confidence in their learning process. Docking (1980) reveals a variety of expectations and conditions which characterize such an atmosphere. These include: the approachableness of the staff; the extent to which children are urged to be responsible; teachers' attitudes towards pupils' problems; ability to promote a positive self-concept for students and the school's demonstration of a clear set of coherent objectives.
Clearly such a climate has the potential for success (Docking, 1980: 83).

4.5.1 CREATING AN ORGANISATIONAL CLIMATE WHICH ALLOWS FOR A PARTICIPATORY AND CONSULTATIVE FORM OF DECISION-MAKING.

Much research evidence suggests that effective schools are characterized by more participative organisational processes. For example Beare et al (1989: 68) see such schools as having less centralized decision-making structures but with more formalised general rules and high professional activity.

A similar perception is confirmed by Hall and Hord (1987) who maintain that 'best run schools have clear decision-making processes'. A Principal of such a school, according to them, always discusses everything with his staff and will stop it if the staff is not willing to go along with it. He is always democratic, prepared to listen, uses staff meetings to arrive at a consensus. He allows frequent staff meetings where they discuss the problems openly. He listens to what other people are saying and will attempt to get a consensus (Hall and Hord, 1987: 188).

Conversely, a Head running a bad school can be described as being secretive, quick decisions are made by senior management team without consulting
the staff. There is always a lack of consistency and he is always autocratic.

It is clear from the foregoing discussion that a successful Principal will insist on involving staff consistently in the school decision-making process. Strategies of involving staff could involve spending some time in the staffroom talking with or listening to staff (Holly and Southworth 1989). In this way they can find out how staff are feeling about both professional and personnel matters, thus through their accessibility and approachability, the heads further demonstrate their leadership dimension (Holly and Southworth, 1989 : 52).

Viewing teachers as subordinates who merely carry out wishes of their Principals, is no longer tenable. Contemporary leadership theory clearly suggests that the true power of a school lies in its staff. No Principal can hope to engineer successful school improvement without strong staff involvement (Wideen and Andrews, 1987 : 176). Musaazi (1982) warns that in school settings, the willingness of teachers to cooperate with the Principal and work together for the attainment of the school goals, depends largely on their understanding of those goals. (Musaazi, 1982 : 32).
Invariably, this implies that consultation emphasizing participation should be the order of the day in schools aspiring for success. This is possible where a Principal promotes corporate decision-making in schools by delegating some of his authority to others down the management chain. Dennison (1985) suggests that this can happen when teachers understand the reasons for decisions and being involved in making them. In this way the Principal would be providing conditions and support which assure the teachers that they are worthwhile. This would raise motivational and moral levels of the staff (Dennison, 1985: 84).

What has been discussed above demonstrates clearly that schools in which teachers are constantly consulted on all issues affecting the school policy, are more likely to be successful. Here the emphasis is on management practices which stress the importance of consultation.

Hence the programme of the Principal must ultimately attempt to draw out the contributions of the staff at all levels of the school through consultation and participation. In this way, consultation and participation are associated with good Principalship.
The personality of the Principal is also very important for the success of the school. Principals need to develop strategies that would boost their personalities in their schools. Jarvis (1982) expresses his opinion on this issue as follows: "it seems accepted by most writers on management that certain qualities of personality are required of those in positions of leadership" (Jarvis, 1982: 48).

He goes on to cite Lynch (1950) who strongly believes that a manager needs a special personality - which involves a great sense of responsibility, a feeling of selflessness, a belief in the fundamental goodness of the human being, and an ability to perform whatever tasks his duty demands of him.

This raises a very important question concerning how Principals can develop the personality that would make him succeed. According to Egerton as quoted by Persell & Cookson in NASSP (1982) he argues that Principals need to be forceful, dynamic and must have high energy levels. They should be active, assertive, quick to assume initiative, take charge and should wish to make the school over in their own image (NASSP, 1982: 23-24).
They combined high visibility through presence in assemblies and frequent tours of the school. In this way they put great emphasis on being regularly visible and available to all the groups working in and within the school.

In arguing for this approach, Morris (1984) adds that much of the Principal's movement around the schools is a 'search routine' maintaining a physical presence in the school. A common observation is that this activity helps the Principal to gauge the school climate. A school's tour of just a few minutes, listening to the sounds coming from each classroom "gives a quick reading of 'what's going on', of how well the school has 'settled down to its business' and of what the 'mood of the student body seems to be to-day" (Morris, 1984: 78).

Another Principal representing a contrasting type of a leader, is the one portrayed by Hoyle (1986). He speaks of some Principals who are less visible, hardly seen whilst they are present at schools. Their visits to classrooms are short in duration, usually comprising only a momentary visit to deliver a message or check on an administrative detail (Hoyle, 1986: 118).
Holly & Southworth (1989) reinforce Hoyle's argument by contending that "touring the school is an informal part of school self-evaluation by the Head. The visibility of the Principal has immeasurable advantages in continuously attempting to improve instructional activity. His presence speaks a lot to both staff and pupils. They spend many hours in the schools interacting with the students and helping to provide solutions on instructional problems emerging e.g. checking that all teachers have resources necessary to carry out the school instructional goals so that teachers do not have to lose valuable time (Holly & Southworth, 1989: 53).

4.5.3 CREATING ORDER AND DISCIPLINE WITHOUT AUTHORITARIANISM

There is general agreement amongst many educationists that a good school is judged by good order and discipline. Oldrough and Hall, (1991) confirm this by arguing that:

The seriousness and purposefulness with which the school approaches its tasks are communicated by order and discipline it maintains in its school.

[Oldrough and Hall, 1991: 32]

Edmonds (1979) warns that the "school's climate can be orderly without being rigid, quiet without being oppressive" (Edmonds, 1979: 4). Docking
(1980) is even bolder when he argues that some schools operate a series of structures which subsequently lead to over-rigidness which unfortunately "breeds alienation and evokes confrontation" (Docking, 1980 : 97).

The above arguments should be taken seriously as they emphasise to the Principals the need to allow for flexibility in their disciplinary and behaviour management.

At Senior Secondary School level, Principals and staff need to make some gestures of recognising the more adult status of the pupils. This emphasises the importance of fair exercise of authority over pupils because, as Larsons (1972) rightly puts it: "young people to-day are extremely sensitive to distinctions between authority and naked power; between justice and order" (Larsons 1972 : 100).

The students' perception of school rules and Principal's authority are well-summarised by Docking (1980) who argue that:

Pupils will often distinguish between legitimate and illegitimate exercise of authority, and will also discriminate between an acceptable and unacceptable manner in the way rules are enforced.

[Docking, 1980 : 97]
On this very point, Ngcobo (1986) citing Gunter's view regarding the exercise of authority, presents a point which is more adamant: "authority is not alien to the nature of the child, provided it is exercised in a sympathetic, wise and meaningful manner" (Ngcobo, 1986: 50).

In contrast to this perception, Shipman (1975) maintains that a Principal needs to exercise authority rigidly because authority is concentrated on the Principal to ensure discipline and smooth running of the school (Shipman, 1975: 79). This authority the Principal possesses, "arises from his position as the formal leader of his institution". Bush (1986) argues that in order to maintain and understand the structure of schools, we must know that the school is organised on the authority principle and hence rules must be rigidly executed otherwise the school will continually be threatened (Bush, 1986: 80).

Larsons (1972) another exponent of rigidity in exercising authority supports Shipman in that the Principal needs to exercise authority rigidly because he has derived authority by virtue of his symbolic position of being a figurehead. As such there are activities and situations in which he has to act as the representative of his
organisation. He must therefore be backed by this authority if ever he hopes to maintain discipline which would create conditions to effective learning. All this must be accomplished under due process of rigidly-applied authority (Larsons, 1972: 102).

What should be clearly understood from these views, is that Principals who try to dominate students by coercing them into doing what they want, are using strategies which tend to provoke students' resistance. Whilst admitting that order and discipline should be maintained, it should not be done in a rigid manner, but should be resorted to with great circumspection. The Principal's management strategy that accommodates this approach, is likely to be successful in view of the present day students who are well aware of their rights.

It is, therefore, important for any Principal to acknowledge discipline and behaviour management as being essential for enhancing the school's learning atmosphere.
4.5.4 ENHANCING SELF-CONCEPT OF PUPILS

A successful Principal is the one who knows that a student's achievement may be enhanced by improving his self-concept. The Principal needs to devise strategies which show appreciation of the student's personal growth. Creating an atmosphere where a positive self-concept in students can be nurtured, is an issue of chief concern for a Principal who wants to be successful. Once pupils become aware of the school's success, this tends to inspire them. Self-concept informs them that they are capable of achieving the best, hence working hard to maintain standards which would become the order of the day.

Holmes and Wynne (1989) sees 'praise' by Principals as one strategy for building a positive self-concept. He argues that praise is an extrinsic incentive because it frequently legitimates the intrinsic satisfaction received from a job well done (Holmes and Wynne, 1989: 52).

If high self-esteem is an important variable in creating a climate of success in a school there is reason to encourage all Principals to engage in activities which are associated with success.
As an example, a Principal could develop performance standards through Standard 10 results. This would be adequate enough to express the belief that all students in his school can achieve. Evidence is in abundance with KwaZulu itself which supports this view. Schools producing good results in Standard 10, tend to inspire students who develop a positive self-concept assuring success for every student who goes through that school. High success rates produce higher motivation. Where students are engaged in learning activity, positive self-concept easily develops in them.

Fisher as cited by Hoyle (1986) supports this view by arguing that "the amount of time in which a student is engaged in learning activity, affects achieving" (Hoyle, 1986 : 116).

Confirming this view, Musaazi (1982) rightly argues that if we try to raise the aspirations of our students in their studies, they can easily be motivated or encouraged to strive towards academic success (Musaazi, 1982 : 39).

We can, therefore, conclude that where a Principal fails to create in his school, an atmosphere promoting learning activity, chances
of building positive self concept are nil. Low self-esteem in pupils can trigger off a good deal of unco-operativeness and aggressive behaviour hence boycotts and unrests.

**DEVELOPING A SOUND HUMAN RELATIONS APPROACH**

A Principal's management approach that attempts to develop sound human relations within a school, is indeed certain to produce a climate conducive to learning. Every educational leader, like all managers has "people as his chief resources ...they are the primary raw material with which he works" hence it is imperative that he becomes sensitive about creating and maintaining good human relations (Newman cited in Van der Westhuizen, 1991: 294). Musaazi (1982) adds by arguing that it is therefore erroneous to regard people in an organisation as merely 'cogs in a machine'. They should be seen as active human beings who have feelings (Musaazi, 1982: 38).

In the pursuit of the same argument, Gabela (1983) has the following to say:
Management is not an exclusive privilege of... top managers but it is rather one which involves a relationship between the head and other members who together make the whole social structure of the enterprise such as the school... The principal's most challenging task is to harness all people happily and efficiently in a team for the realisation of the school's objectives and aims.

[Gabela, 1983: 53]

Jones (1987) develops this point along the following lines:

If a Principal builds an atmosphere of trust in which he recognises his own as well as the student's and staff's strengths and limitations, they will be more able to help each other and build a more genuine and realistic sense of co-operation.

[Jones, 1987: 170]

Basically, what the foregoing arguments underline is the fact that a sound human relations approach is an essential feature of school effectiveness. A Principal who lacks in human skills is bound to encounter endless problems in his administrative and management tasks. Waters (1979) emphasises this point very clearly. He argues that it is immaterial how good the other management techniques are, "if the head is lacking in the skills of relating to people, all his work will be of an uphill nature and not reach a satisfactory level" (Waters, 1979: 130).
Cumming (1986) reviewing successful institutions in education, records three main principles upon which a human relations policy should be based:

- all employees should be treated with justice
- no favouritism or antagonism should be shown towards individuals and there should be consistency in treatment between all subordinates and over periods of time.
- the needs of members of the organisation must be recognised, particularly their desires for job satisfaction, for knowledge of what is going on within the organisation, and for consultation before changes affecting them take place.
- that the organisation will function better democratically rather than autocratically; success is much more likely if the co-operation of subordinates is sought to achieving objectives than by trying to coerce them to these ends by the use of authority.

[as cited by Van der Walt, 1987: 5]

The basic reward to a Principal who succeeds in human relations, is well explained by van der Westhuizen (1991). He argues that if interpersonal relationships are positive and harmonious, every staff member will instinctively want to give his best. This is not because he is being forced to do this, but because he is working under a leader who expresses the qualities of outstanding service, empathy and humanity towards others in a practical way in his
life. The subordinate will not want to disappoint such an outstanding Principal. The desire to give outstanding service filters through to one’s colleagues - even those who at first might have been distrustful or obstructive. Soon everyone gets into the mood of working together as part of a strong team or one would feel so out of place that he would soon leave (Van der Westhuizen, 1991 : 294).

This praiseworthy attitude towards work on the part of the staff also reaches pupils amazingly quickly and eventually determines the calibre of the educational climate which exists in an institution.

Basic techniques and skills can therefore be developed and learnt to build a sound human relations approach. The importance of building and maintaining inter-personal relations cannot be over-emphasized if Principals hope to realize school’s objectives and aims.

4.5.6 MOTIVATION AS A MANAGEMENT TASK

The basic assumption in motivation is that the work which the Principal performs is to get people to do what has to be done. It is motivated people who ultimately get things done.
Implicit in this view is the fact that effectiveness of the educational leader depends in large measure upon his ability to help the members of the group of which he is a leader to satisfy their needs.

A variety of writers on this aspect, have reasserted the importance of motivation. For example, Mc Pherson et al (1986) are adamant that the present day Principal, who recognises that he is not just a more highly qualified and experienced teacher than the rest of the staff, is a leader. Principals who interact with teachers and solicit their opinions can obtain more responsiveness and better morale (McPherson et al, 1986 : 89).

Dennison (1985) expresses this view with even greater conviction:

As for motivation and morale, a job satisfaction in a professional organisation is best sought not by some high-profile pursuit, but through the provision of circumstances which assist staff in their natural desire to obtain what they can from the work.  

[Dennison, 1985 : 8]

The assumption has to be that the majority of teachers both require intrinsic rewards from teaching and rate these highly.
It is argued quite frequently that the Principal is indeed in complete charge of the school and through his implicit role of motivating everybody, he is involved in deciding school success. It is this function of management, i.e. motivation, which would ensure this success because, as Teichler (1982) rightly puts it, the quality of management affects behaviour, attitudes and effort, hence factors like positive interpersonal relationships are regarded as strengthening motivation.

Musaazi (1982: 39) correctly contends that if teachers are well-motivated, they will also strive to establish co-operative social relations in school. They will become basically self-directive. They will want to help and contribute, exhibit self-control, seek opportunities for creative expression and try to work hard for excellence in everything they do in their school. Under proper conditions, therefore, most teachers and students will seek greater responsibilities.

Motivating people to give of their best is the major task confronting all Principals. Students of management are always made aware of the work of two exponents of this aspect viz. McGregor and
Herzberg whose theories crystallize much thinking on the subject of the motivation and the management of people.

Whilst McGregor theories hinge on X and Y based on subordinates who lack motivation and thus need follow-up as against highly motivated people who work with no follow-up. Herzberg highlights motivators such as achievement, challenging work, recognition, growth and development, as essential in a working set-up. The style of management the head teacher adopts, therefore, needs to take account of these factors (Walker et al, 1973: 93).

Perhaps we can explore this question a little bit further by looking at what actually make people happy and unhappy in working situations. According to Herzberg there are motivators and demotivators.

People can be happy if they are motivated by some of the following: a sense of achievement; recognition of achievement by supervisors; responsibility; advancement and achievement; awareness of prospects for further growth and interesting work (van der Walt, 1987: 6).
called de
factors)

Herzberg's so-called demotivating factors (so-called hygiene factors) which make people unhappy are some of the following: poor features of an organisation's policies or administrative procedures; poor quality of supervision; difficult relationships between staff members; anxieties about salary, security or status; and the impact of the job on the personal life of the individual concerned (van der Walt, 1987: 9).

It is, therefore, evident that the main task of any Principal is to provide conditions and support to maximise motivational and morale levels within the school system (Dennison, 1985: 84). Hence motivation for academic achievement should be seen as a desire and incentive to achieve a higher standard of excellence in academic learning (Khathi, 1990: 72).

The above exposition provides adequate evidence that motivating people (teachers and students in a school) to give of their best is the major task confronting all Principals. The writer, reflecting on his situation as Principal, firmly supports the importance of motivating people within the school. As a management strategy, it worked significantly for him.
Herzberg's so-called demotivating factors (so-called hygiene factors) which make people unhappy are some of the following: poor features of an organisation's policies or administrative procedures; poor quality of supervision; difficult relationships between staff members; anxieties about salary, security or status; and the impact of the job on the personal life of the individual concerned (van der Walt, 1987: 9).

It is, therefore, evident that the main task of any Principal is to provide conditions and support to maximise motivational and morals levels within the school system (Dennison, 1985: 84). Hence motivation for academic achievement should be seen as a desire and incentive to achieve a higher standard of excellence in academic learning (Khathi, 1990: 72).

The above exposition provides adequate evidence that motivating people (teachers and students in a school) to give of their best is the major task confronting all Principals. The writer, reflecting on his situation as Principal, firmly supports the importance of motivating people within the school. As a management strategy, it worked significantly for him.
4.5.7 COMMUNICATION AS A NUCLEUS FOR EFFICIENT MANAGEMENT

Another very important inter-personal skill to be developed by Principals, is a communication skill. Perhaps the single strongest thread that runs through the protest issues in any school system can simply be stated as poor communication between administration and students, and between administration and teachers.

Jarvis (1982 : 39) is adamant that "schools largely depend on communications process for their operation, and the frequent absence of real or successful communication, must give cause for alarm." Dekker (1986) cites the views of Lewis to support this argument. He argues that "communication as the focal point of management procedures and the life-blood of any organisation is important because management is primarily concerned with people" (Dekker, 1986 : 6).

The same view is, perhaps, expressed with even greater conviction by van der Westhuizen, (1991) when he points out that "No management can take place without communication" (van der Westhuizen, 1991 : 205).

According to Fawcett as cited by Jarvis (1982) it must be clear that the success of any institution is based on an exchange of information by all
participants (Jarvis, 1982: 47). Probably this is the most important aspect in the management techniques called forth from Principals to-day. A great deal will, of course depend upon the skill and experience of the Principal concerned. It, therefore, stands to reason that one of the major managerial functions of the Principal's role is the development and maintenance of communications in a school.

4.5.8 STAFF DEVELOPMENT

If Principals are to harness teachers' contribution to the cause of school improvement, they should accept the responsibility to support teachers in their own development. There is sufficient research evidence supporting the view that staff development is an ingredient in school improvement. Staff development, should therefore be understood from the view that every school has its weak and good teachers. Hence a comprehensive staff development policy must meet the needs of both.

This point is well made by Wideen and Andrews (1987) who firmly maintain that:
Staff development is influenced strongly by prevailing notions about how 'good' teachers and schools are. It is a major component in most school improvement efforts and therefore it must become an integral part of the overall school improvement efforts.


A similar perception has been expressed by Cawood and Gibbon (1981) who take the view that all Principals should give much attention to instructional leadership facets, such as 'staff development' (Cawood and Gibbon, 1981 : 9).

Staff development, therefore, places teachers at the centre of any improvement effort. Obviously, a forward looking Principal is the one who understands the strengths and weaknesses of each staff member and can skilfully draw upon the untapped energies of each.

It is for this reason that Beare et al, (1989) suggest that:

All schools should develop very comprehensive, coherent policies on staff development. It is even more important because a teacher who is not growing personally and professionally, is unlikely to make significant developmental improvements in the classroom programme.


A slightly different view regarding staff
development, is the one that sees staff
development as also accommodating members of the
management team e.g. Deputy Principals and Heads
of Departments. Establishing school-based
management training is indeed one aspect that
needs the attention of most Principals.

Bayat (1992) is convinced that Principals of good
or effective schools, depend on the management
team concept i.e. sharing power to ensure
effective organisational and administration
(Bayat, 1992 : 45).

Hence the Deputy Principal and Heads of
Department have important, effective management
roles with the view to ensuring the reality of an
effective school. This is even more important
because staff development has emerged as a key
leadership role in senior management teams
(Oldrough and Hall, 1991 : 21).

Management structures of the school should be
seen as the framework within which the main
activity, the teaching and learning process, can
be encouraged and supported. Hence development
for them is vital. Putting this in more clear
terms, Oldrough and Hall (1991) contend that:
Management structures vary considerably among schools but it is clear that 'good practice' originates in institutions where heads and their senior colleagues see staff development ... a high priority.

[Oldrough and Hall, 1991 : 31]

The need for top-level management training remains, therefore, a matter of great concern because they would be able to handle issues like staff development efficiently, because as Heads of Departments, they are in charge of Departments.

The Department of Education and Training (1984) compiled an extremely witty and perceptive article on 'Staff Development'. Writing on leadership development, it says that to execute his management functions properly the Principal needs the assistance of his Deputy-Head, his Heads of Departments ... It is therefore important for each Principal to identify and determine the potential leaders on his staff as soon as possible so that they can assist him in the execution of his management functions. He must not only identify these leaders, but he must also ensure that provision is made in his staff-development programme for the maximum development of the leadership abilities present among his staff members.
The point which emerges from the above arguments is the strong support for school based staff development programmes. Principals of schools need to understand that these programmes are intended to promote efficiency in the running of schools.

4.6 CRISIS MANAGEMENT

The schools today find themselves in a storm of political turmoil in most parts of South Africa. KwaZulu, as a region, has continuously been engulfed by spates of student boycotts and unrests which have impaired the quality of learning and teaching general. Hostility between students and teachers has been the key feature during these unrests. School protests have been directed at the operational aspects such as oppressive regulations, uninspiring and bad teaching, suppression of student view, and sometimes excuses by Principals to make changes relevant to the times.

Crisis situations also arise between the Principal and teachers. There exists a great mistrust between Principal and his staff. It becomes a duty of the Principal to try to win confidence of his staff to his side so as to build an atmosphere of trust.

It is within such contexts that Principals find themselves faced by mounting levels of disruption and
they are far from helpless. They need to acquire skills to handle all unforseen and potentially disruptive events.

What is important in conflict resolution is that the issues are faced rather than hidden because unresolved conflicts may in the end stop the heads, staff and ultimately the schools from doing their jobs at all (Jones, 1987: 169).

Morris, (1984) correctly points out that:

A Principal who is visibly in charge at times of potential crisis, creates an impression of purposefulness in his management.

[Morris, 1984: 78]

In support of this argument, Jones (1987) argues that:

The task of managing the various tensions and making sure the school system as a whole works internally...falls to the Principal. The more Principals understand this, the more they are likely to lead and manage their schools effectively.

[Jones, 1987: 164]

It is the researcher’s opinion, regretfully stated, that conflict in many schools, reflect tremendously on the Principal’s management style. Certain management techniques can and clearly do make a difference both to achievement and behaviour in students. The pattern
of complaints in Black schools, is usually similar throughout that, at some stage Principals could avert conflict by merely making significant changes quickly.

Rightly or wrongly, one can therefore argue that one of the causes of instability in Black schools is indeed lack of management procedure of handling crisis situations.

4.6.1 MANAGEMENT STRATEGIES FOR HANDLING SCHOOL UNRESTS AND CLASS BOYCOTTS

4.6.1.1 UNDERSTANDING THE SOCIO-POLITICAL DIMENSION

It would be naive of us to think that school problems can be isolated from the wider political and social problems. The Principal in a Black Senior Secondary school must appreciate these realities. What takes place in our schools today is directly related to what happens in the society.

This view is well-illustrated by Jones (1987) who argues that "student protests could either be school-generated or generated by outside forces" (Jones, 1987: 10).

Morris, (1984) agrees with Jones that there are socio-political factors which spill over to schools, thus arousing student militancy. It is, therefore, imperative for Principals to formulate
policies and strategies that will enable them to
steer the course (Morris, 1984: 78).

They need to identify the particular trends and
issues in the society which may trigger student
militancy and adjust management strategies
accordingly. The situational approach becomes
relevant which calls for the Principal to apply
a style dictated by the situation.

One disheartening phenomenon in the age of
student revolt is the refusal by some Principals
to admit the influences of socio-political
influence and that the student disorder can
happen in their schools too, until it has
actually happened (Larsons, 1972: 44). Larson
continues to argue that once Principals recognise
that it can happen to everybody, then they will
begin to direct themselves to the root causes by
taking an objective look at the political
factors.

They will then need to move onto a careful study
of the symptoms of unrests because these can
often build up so slowly that Principals
sometimes become unaware of them until it is too
late. Crises happen swiftly and they cannot be
predicted. Failure to anticipate trouble and
diagnose political influence can be very catastrophic.

As an example, in KwaZulu, Principals have triggered unrest by collecting funds for services which in reality should be done by the Government. e.g. building schools; paying for books and stationery; payment for teachers' salaries. The Principal's management strategies could begin by convincing the pupils regarding the widespread and largely unquestionable fact that Black education is inherent with problems and other constraints e.g. limited resources. This could be a strategy than merely to impose unacceptable practices.

Lawrence and Steed (1984) hold a different view regarding the socio-political influence on student militancy. They do not believe that these factors can have that much influence on the running of schools. They put the blame on the poor managerial skills of the Principal himself. For instance, some Principals would say good things would happen and these do not happen.
They arouse enthusiasm and then let them peter; they promise organisation but let chaos reign. When the Principal's promises do not occur, mistrust grows in students, hence anxiety and misery prevail (Lawrence and Steed, 1984: 155).

This is a school climate in which student militancy breeds. The lack of a clearly defined and executed policy is part of the general climate. Thus it is those Principals who flout agreed school policy for whatever reasons, who contribute to a climate of malaise in the school (Ibid).

There is no way in which it could be avoided to link student unrests with political factors. Any management style of a Principal which disregards the fact that, external conditions have great influence on the school, is doomed to fail. Recent research provides adequate evidence to this. Murphy as cited by Khathi (1990) argues correctly that "school unrests are politically inspired by groups such as banned organisations, who use the children to create political instability and by criminal elements who can operate freely in the turmoil created" (Khathi, 1990: 58).
The management skills demanded of a Principal today are, therefore, of a different order of magnitude from those needed ten years ago. If Principals could learn skills for handling crisis situations, their burden would be lightened.

4.6.1.2 CONFRONTING EVERY CONFLICT SITUATION (OWLS STRATEGY)

This strategy takes into account the fact that unrecognised and unresolved conflicts will always complicate the Principal's management programmes. The more he is crippled and immobilised by unresolved stresses and conflicts, the more the school and all its members will be too. According to this strategy, owls always face the problems. Conflicts are seen as problems to be solved. Conflicts are also seen as a means of improving relationships by reducing tension between two parties. Owls are not satisfied until a solution is found that achieves their own goals and the other person's goals (Gorton, 1972: 326).

Implicit in this strategy is the view that when a conflict arises, a leader is faced with a decision of whether to try to control or avoid. The best course to follow is to face it directly and try to resolve it. Gorton (1972) puts it categorically clear that ineffective leaders do
not actually face problems but seek to avoid them" (Gorton, 1972 : 327).

In developing this point, Larsons (1972) contends that the most effective means of communication in conflict situations occurs face to face. Many Principals do not have enough time to get out of their offices to talk to students. Today a desk-bound Principal is really asking for more trouble. An enlightened Principal can achieve a lot by directly facing the students and also consider seriously the grievances of students (Larsons, 1972 : 107).

Jones (1987) supports Larsons when he argues:

Some heads hide in their rooms (offices); others rush around the building; others are always out. It is not the fact of being in one’s office which is the problem but whether the office is perceived as a refuge or as a power-house and so on. Staff pick up the vibrations quickly and so do parents and pupils. The Head’s going round the building and speaking to students, can be a source of strength.

[Jones, 1987 : 172]

Later, in the same work, Larsons (1972) argues convincingly that facing students usually gives the Principal an opportunity to make an appeal for time and also to investigate the cause and a promise to report the findings in full to all students in one or more assemblies. Any attempt
during this process, to withhold facts can be extremely dangerous. It is all important that all members be briefed of all developments. All teachers with special assignments need to be briefed verbally and fully during which a chain of command is spelled out (Larsons, 1972: 109).

It is the researcher’s opinion, gained through experience, that the Principal who takes complete charge of the situation and faces the students during a crisis, always wins. However, in the process, he must avoid giving concessions in the midst of confrontation. It is always preferable to request that all demands or grievances be given in a written form.

4.6.1.3 WINNING LEADERS OF THE OTHER SIDE TO THE SIDE OF THE PRINCIPAL AND ENGAGE IN A PROCESS OF NEGOTIATION

The idea of identifying and winning leaders during a crisis is fundamental. Hence, where students revolt, tactics should be sought by the Principal which takes account of group dynamics. The students as a group or mob will always "close up" if approached as a group. Identification of the leader or leaders whose co-operation can be won, is therefore vital. When approaching these leaders, it should be remembered that negative remarks, sarcasm and criticisms on sensitive
points, are all common triggering events. They all point to a feeling of being neglected, deprived or ignored (Lawrence and Steed, 1984: 90).

Developing a similar approach, Larsons (1972), points out that leaders and radicals involved in a conflict are almost always easy to identify because they are usually proud of their status and loathe to deny it. An attempt must be made to get them into the school office for lengthy discussion without martyrizing them and begin an open-ended discussion that explores every avenue of the solution (Larsons, 1972: 46).

This conference should not conclude without a guarantee that there will be safety of everybody and school property. Here the stress is in the principle that 'good communications begin with the assumption that you are communicating with the right people' (Ibid).

Nxumalo's address to the Conference of KwaZulu Rectors of Colleges of Education (1991) illuminates this principle very well:
When the Rector (Principal) receives a delegation of students, he is, in most cases, regarded by these students as a respondent. They get into his office to press charges against him and the institution. However, when he adopts a stance of looking at the issues with them, letting them offer suggestions and solutions instead of problems and demands, they begin to settle down.

[Nxumalo, 1991 : 13]

It is clear from the foregoing exposition that the principal's success or failure to handle crisis situations, will to a large extent, be determined by his preparedness to make some gesture of recognising the more adult status of pupils. This would enable him to accept that he is negotiating with matured people who could contribute to the resolution of conflicts.

4.6.1.4 INVOLVEMENT OF STAFF IN RESOLUTION OF CRISIS

School personnel who can work effectively in crisis situations should be identified in advance by the Principal. Some teachers have the skill, the courage and the willingness to face such situations and should be utilized. Although other teachers and non-professionals need not be deployed, they can keep a low-profile. They will provide strong supportive coverage especially in corridors, cafeterias, and other common areas (Larsons, 1972 : 11).
Lawrence & Steed, (1984) are supportive of this idea. They argue that teachers could be available in schools to act as crisis staff or 'disruption preventers' who would go to crisis places when need arose. It is also essential to brief teachers on the broad nature of emergency guidelines although some procedures must of course, be kept confidential. Many procedures will develop out of the nature of the specific problem (Lawrence and Steed, 1984: 210).

**INTERVENTION OF OUTSIDERS DURING CRISIS SITUATION**

There are many situations in tension-ridden schools which can still be handled adequately by school personnel. Schools must explore exhaustively the potential within the school to respond appropriately. A primary concern must be to keep unauthorised people out of the school premises. There is adequate evidence of, for example, police brutality which students find hard to ignore. There is also evidence of provocation of police by students, many of whom deliberately seek physical confrontation (Lawrence and Steed, 1984: 233).

According to Larson's (1972) it is only when every effort had been made to contain violence by school personnel that the police are given
complete control and command. All school personnel are, thereafter, to co-operate with them completely. Indeed, it is only in potentially dangerous conditions that the Principal must have courage to protect the safety and welfare of school personnel and students by such firm and decisive action when it becomes necessary. Communication with the outside world should be kept to the minimum. The Principal could designate one staff member to man what Larsons calls 'communication centre' (Larsons, 1972: 109 - 114).

These must be kept briefed of all developments so as to prevent calls from hysterical persons with incomplete information or misinformation to fearful parents or friends. People should not be encouraged to call the school during the emergency. As a measure of relieving parents, pre-addressed and stamped envelopes for all parents should be ready for a rapid summary that should be prepared as soon as the emergency ends (Ibid).

Liaison with the officials of the education department is also vital during the crisis. A Principal should keep a log of events with times for a comprehensive report. However, brief
reporting could take place as this would assist the Department to decide on issues like 'indefinite closure' of the institution. For instance, in KwaZulu, the Departmental policy stipulates that schools could only be closed on direct orders from the Secretary of Education and Culture or his designated person.

What has been discussed in the foregoing paragraphs regarding crisis management, demonstrates that skills for handling crisis are available. Principals only need to be trained in such skills. It also emphasises flexibility in the application of certain skills.

The lesson that could also be learnt from these expositions is, that, instead of waiting until a crisis reveals the inadequacy of a policy, it would be wise for the Principal to study all existing policies to see if they are still relevant. The time to update policies is before the crisis reveals its absoluteness.

4.7 MANAGING STUDENT PARTICIPATION IN SCHOOL'S PROGRAM

Research has consistently revealed the importance of involving students in their affairs. At senior secondary school level, most pupils are grown-ups who must be moulded to fit the society more easily. They
are quick to react towards any treatment which they perceive as demeaning or which threatens their sense of personal growth.

In supporting this perspective, Ngcobo (1986) argues as follows that "the majority of pupils at a secondary school are adolescents, these pupils have a questioning attitude on anything that surrounds them" (Ngcobo, 1986: 112).

This necessitates that pupils should be drawn increasingly into participating in managing their affairs hence Principal's management philosophy at a school should have strong influence on the level of pupil activities (Van der Westhuizen, 1991: 347).

The way, therefore, Principals relate to students in their management process, should promote their humanity and awareness rather than stifle and distort their awareness. At this stage, pupils begin to think creatively, abstractly and reason scientifically. They are now ready to approach a problem with several solutions through reasoning, discussion, evaluating until they find the correct solution. The task of today's Principal is therefore to facilitate and encourage the initiative of the students to direct their affairs at Senior Secondary School level. Holdstock (1987) is adamant that students learn about...
democratic decision making when interacting with peers, identifying and solving problems together. Implicit in this argument is the fact that these pupils are now human beings fully matured hence they would refuse to be regarded as merely passive agents in an instructional system. They would want to be regarded as people replete with the same drives, needs, strengths and weaknesses they would need in the world outside (Holdstock, 1987: 19).

Allowing pupils, full participation in their affairs, would go a long way in providing a sound management structure within a school system. Ngcobo (1986) argues convincingly that:

In a school where the pupils are not involved in school affairs, apathy is likely to result. The school is likely to be viewed by pupils as a necessary evil that must be endured but in which they’re not bound to take active role. They cease to view themselves as vital part of the activity within the school setting, but as mere spectators in the social interaction of the school.

[Ngcobo, 1986: 229]

Allowing Senior Secondary School pupils participation may encourage a good relationship between teachers and pupils, and thereby solving problems, frustration and friction without undue complications.

Adequate evidence exists which supports the view that pupils would prefer participation through
democratically elected S.R.C's as against elected prefect system. For instance, democratically elected S.R.C's were also one of the demands made by students in 1984 (Christie, 1985 : 135). They demanded this body because they saw it as an important means for teaching students about participation and democracy. However, the policy of K.D.E.C. regarding S.R.C's is that these are not allowed to operate in KwaZulu Schools. (Policy Speech of Minister of Education 1986).

4.8 MANAGING PARENT INVOLVEMENT

There is an unbelievable benefit for a Principal who remembers that parents are important in the running of his school. There is no way that a school like a Senior Secondary School, can succeed to achieve its educational goals without the assistance and involvement of the parents.

Van der Westhuizen (1991) is unequivocal that the school Principal is "in partnership with parents to the extent that we are looking at co-management" (Van der Westhuizen, 1991 : 211).

Gabela (1983) takes a similar view:

There is need for a functional partnership and working relationship between the parents and the educational administrators at school, otherwise serious administrative problems may come about as a result of unwholesome relationship.

[Gabela, 1983 : 13-14]
He points out further that issues such as poor conduct of pupils, failures, dissatisfaction with the content of the school programme and concern about the standard of education, may give rise to some problems in administration. It seems widely agreed that a good Principal would employ certain skills and techniques to involve parents in the management of his school.

4.8.1 SUMMONING PARENTS MEETINGS REGULARLY
These would provide an opportunity for the Principal to explain to parents the school's objectives; to market his school to parents so as to gain their confidence by highlighting school's achievements and needs. Parents could respond by offering to make contributions in the form of special skills, donations and in other forms.

Nxumalo (1979) is convinced that summoning parents is vital, because "in this way parents become aware of the affairs of the school, the envisaged plans, problems and innovations" (Nxumalo, 1979 : 57).

4.8.2 ESTABLISHMENT OF PARENT-TEACHER ASSOCIATIONS
A variety of writers have reasserted the importance of these associations. For instance, Banks, as cited by Gabela (1983), maintains that the Parent-Teacher Association has, in one form
or another, become almost universal in the western countries. It is regarded as a means of channelling parent pressure as well as parents' involvement in education through organisationally accepted ways.

Invariably, such an association could provide an excellent opportunity for parent participation thus assisting the Principal in the smooth functioning of his school.

There is no better exposition of this perception than that given by Gabela (1983) who says:

A knowledgable and skilled school Principal will be the one who can accept and contribute to the legitimacy of organised parent-teacher activity, one who can help direct the interest of organised parents for influence and educational change, and one who can inspire school parents to work with rather than work against professional educators

[Gabela, 1983 : 89]

It seems clear that such a body can foster cooperation and sound relationship between parent and teachers. Some have argued that the establishment of Parent-Teacher Associations could be compounded by illiteracy or little education amongst black parents. They, as a result, may fail to appreciate the influence they can exert to the school programme.
Whilst this could be true, there are those who argue that "regardless of the literacy levels of parents in a society, they (the parents) have some aspirations for their children...it would seem short-sighted of teachers and administrators to accept all the responsibility for the functioning of schools on the assumption that illiterate parents lack useful skills to make school education a success" (Educamus, 1989 : 21).

In KwaZulu, such Associations do not exist, except for School Committees for Community Schools and Governing Councils for Territorial schools (Government-Controlled). These bodies are established in terms of the KwaZulu Education Act and Regulation R1755 of 30th September, 1978, as amended. Both these bodies are seen as offering the Principal an opportunity to involve parents in the running of schools (Policy Speech D.E.C. 1986). D.E.T. has since modified the Parent-Teacher Associations. In 1989, Management Councils replaced parent-teacher associations. The complete control of each individual school has since been transferred to the parents. Through these councils, parents are able to influence decisions on education at the highest level.
SCHOOL VISITS BY PARENTS

It appears appropriate for Principals who want to be successful in their schools, to encourage visits to the schools by parents. This would offer them an opportunity to have a look at the pupils' scholastic performance, to meet the teachers for discussion and consultation with regard to the education of their children. Parents could also be invited to school functions e.g. concerts, drama performances, prize-giving ceremonies. Some prominent members of the parent-body could also be invited to join once per week or month in the assemblies to address pupils on relevant curriculum issues. In support of this view, Mongon and Hart (1989) argue that "the support of parents can be enlisted through encouragement of informal or semi-informal relations with teachers, informal visits to school and frequent communications about pupils progress and school affairs" (Mongon & Hart, 1989: 76).

SCHOOL NEWSLETTER OR MAGAZINE.

Another very important technique of reaching and enlisting parents co-operation could be through the publication of annual newsletter and magazines. A newsletter usually depicts the school's way of conducting its affairs, what it
stands for; and its accomplishments. As the readership of the school magazine extends beyond the community served by the school, the school reaches out and becomes better known than it would be without its publication. Once the public has confidence in the school, it means the Principal would have succeeded in building a school's image depicting a sound and efficient administration.

It seems appropriate to conclude that Principals can enhance leadership skills by inviting greater parent participation. In this way, parents come to appreciate more fully the work done by schools and that schools should be identified as closely as possible with the community.

4.9 CONCLUSION

This chapter has attempted to highlight the fact that training is only one of a number of solutions that can be adopted to equip the Principals with managerial know-how. The indepth discussion of few interpersonal skills provided adequate evidence that the training needs in management skills are self-evident. This calls for a more positive approach to identify such skills and to examine ways of developing and expanding them.
The situation in Black education and KwaZulu in particular, clearly calls for improved methods of running schools. The few selected management skills discussed surely represent what can be done in school situations to maximise and ensure school success. Our conception of school improvement therefore leads us to look more closely on the aspects of training and developing Principal's skills.
CHAPTER FIVE

5. RESEARCH DESIGN AND PROCEDURE

5.1 INTRODUCTION

In addition to the study of relevant literature, the other method used in this research, consisted mainly of questionnaires which were sent to the following.

- Principals of Senior Secondary schools
- Directors of privately initiated programmes aimed at developing and training Principals in management skills.

The questionnaires sent to Principals were complimented with less formal interviews with some Principals in Circuits which were not part of the sample.

5.2 CHOICE OF POPULATION

The Principals of Senior Secondary Schools were selected because this level has a Matric class whose results have been often used as a yardstick to measure the success of a school. The researcher’s hypothesis, could hence be easily tested at this level. The Directors of Non-Governmental Organisations were chosen because these have organised and implemented some ‘INSET’ programmes on management development.
Principals were selected from any two Circuits in a Region. The Department of Education and Culture has divided KwaZulu into FOUR REGIONS with each Region having not less than four Circuits. For the purpose of this research, these Regions were therefore taken as clusters.

5.2.1 REGIONS CONSTITUTING CLUSTERS

South Coast Region: Umlazi North; Umlazi South; Umzumbe; Umzinto; Umbumbulu; and Port Shepstone.

Midlands Region: Kwa Mashu; Ndwedwe; Mpumalanga; Maphumulo; Edendale and Pholela

Zululand Region: Mehlesizwe; Nseleni; Hlabisa; Ubombo; Mahlabathini; Inkanyezi and Nongoma.

Northern Natal: Madadeni; Nguthu; Mnambithi; Nkandla; Msinga and Bergville.

5.2.2 CIRCUITS CHOSEN FOR RESEARCH PER REGION

The researcher chose two Circuits per Region. In choosing these Circuits, the researcher used the geographical positioning of Circuits as a determining factor. For instance, in each Region, one Circuit had to be a rural one and the other had to be an urban or semi-urban one. However, it must be pointed out that this could not be followed in all Regions because many Circuits seemed to contain both characteristics.
of urban and semi-urban. The Circuits were chosen as follows:-

South Coast Region : Umlazi North and Umzinto Circuits.
Midlands Region : Edendale and Ndwedwe Circuits.
Zululand Region : Nseleni and Hlabisa Circuits.
Northern Natal Region : Madadeni, and Mnambithi Circuits.

In an attempt to obtain a broader representation, this geographical positioning became the guiding source.

The researcher, having made a careful and thorough study of the geographical positioning of all Circuits in each region, decided to unite two Circuits i.e. Umlazi North and Umlazi South so as to broaden the element of urbanization.

This was necessitated by the fact that there were fewer Circuits which could be regarded as purely urban in nature. Most had both elements i.e. urban and rural. In an attempt to obtain a representative sample of an urban Circuit, these had to be combined for the purpose of this study.
5.2.3 RATIONALE FOR USING GEOGRAPHICAL POSITIONING

A general acceptable observation, is that the urban Circuits have Senior Secondary Schools which are, in their nature, more complex. They are complex in the sense that they have big enrolments, big staff compliments, and highly politicized student population, whereas the schools in rural areas have less of these characteristics. It could, therefore, be argued that Principals of Senior Secondary schools in urban Circuits face formidable and more challenging problems, than those in rural areas although this is not an underlying principle. This criteria to choose Circuits was, therefore, used to verify this perception.

5.2.4 INTERVIEWS WITH PRINCIPALS IN CIRCUITS NOT SELECTED

In an attempt to acquire a broader vision and perception, the researcher decided to conduct a number of informal unstructured interviews with selected Principals of non-targeted Circuits.

- two Senior Secondary Schools were selected in Mehlesizwe
- two Senior Secondary Schools were selected in Bergville
- two Senior Secondary Schools were selected in Mpumalanga
- two Senior Secondary Schools were selected in Umbumbulu
It must be noted here that an attempt was made to select one more Circuit in each Region thus broadening the sample.

5.3 PERMISSION

Permission was obtained from the Secretary of Education and Culture to conduct research in KwaZulu. It also became essential that permission be sought from all Circuits in which research was to be made. The researcher made 'Courtesy visits' to all Circuit Inspectors to introduce himself and seek permission to begin with the administering of questionnaires to Principals of Senior Secondary Schools in their Circuits. The researcher was able to meet eight Circuit Inspectors and one could not be met because on the day of the visit, he unexpectedly got an urgent engagement from the Head Office. However, he had delegated another Inspector to see the researcher.

5.4 QUESTIONNAIRE AS A RESEARCH TOOL

In this research, the writer relied greatly on the questionnaire as a research tool. In justifying the use of this tool, Gay (1990) correctly contends that "the use of a questionnaire has some definite advantages over other methods of collecting data; for example, a questionnaire is more efficient in that it requires less time, is less expensive and permits collection of data from a much larger sample" (Gay, 1990 : 195).
Mahlangu (1987) is also supportive of this perception when he argues that:

The completion of a questionnaire is done without any outside influence; is efficient and practical and is widely employed in educational research.

[Mahlangu, 1987 : 79]

More broadly, Tuckman (1978) as cited by Mahlangu, affirms that questionnaires are used by researchers to convert the information directly given by people into data by providing access to what is inside somebody's mind. This approach makes it possible to measure what this person knows, likes and dislikes and what he thinks (Mahlangu, 1987 : 79).

5.5 REASONS FOR USING THE QUESTIONNAIRE METHOD

The research, therefore, decided to use the questionnaire method to collect data, more so because this method still continues to be, if properly constructed and administered, the best available instrument for obtaining information from widely spread population (Behr as quoted by Khathi, 1990 : 86). Van Dalen (1979) is even bolder and unequivocal about the advantages of this method when he says: "for some studies or certain phases of them, presenting respondents with carefully selected and ordered questions, is the only practical way to obtain data" (Van Dalen, 1979 : 152).
Besides the above advantages, the questionnaire method also "affords a good measure of objectivity in soliciting and coding the responses of the population sample" (Ngcobo, 1986 : 150).

5.6 DRAFTING OF QUESTIONNAIRES

In drafting the questionnaire, the researcher considered certain criteria for a good questionnaire, for example, a good questionnaire should be as attractive and brief and easy to respond to. Lengthy questionnaires, usually turn people off (Gay, 1987 : 196).

It, therefore, became imperative for the writer to produce a design and layout of the questionnaire which could easily attract high levels of response. Emphasising this point, Cohen & Manion (1980) submit that "the appearance of the questionnaire is vitally important. It must look easy and attractive. A compressed layout is uninviting; a larger questionnaire with plenty of space for questions and answers is more encouraging to respondents" (Cohen & Manion, 1980 : 111).

In drafting the questionnaire, the writer also constructed a closed-ended questionnaire. Most questions consisted of a list of alternative responses. This was preferred because as Ary & Jacob put it, "the closed question is easier and
Principals of Senior Secondary Schools can sometimes become very busy people, more especially when they have to teach full-time. Some would, in all intent, desire to complete a questionnaire but would put it away hoping to attend to it later. Close-ended questions proved very easy to complete rather than completing an open-ended questionnaire. In the opinion of Cohen and Manion (1989) "an open-ended question is less satisfactory way of eliciting information ...moreover such questions are too demanding of most respondents' time. Nothing can be more off-putting than that the respondent needs to think or consider" (Cohen and Manion, 1989 : 109).

These writers (Cohen and Manion) continue to argue that the open-ended questions also cannot help the research to probe the respondent to find out just what he means by a particular response. The questionnaire was also designed in such a way that the initial questions would be simple; have high interest value and encourage participation (Ibid).

The middle section of the questionnaire contained slightly more difficult questions, whilst the last few questions were less difficult, of high interest in order to encourage the respondents to return the
completed schedule (Cohen & Manion, 1989: 112). The use of close-ended questions became the most appropriate method of collecting data in the circumstances i.e. where Principals as busy people, were the targeted population.

5.7 PREPARATION OF A COVERING LETTER

A covering letter was designed to accompany the questionnaires sent to the Principals of Senior Secondary Schools. The purpose of the covering letters was to indicate the aim of the research i.e. to convey to the respondent its importance and to assure him of confidentiality and to encourage his reply. Gay (1987) stresses that it is essential that every questionnaire must be accompanied by a covering letter that explains what is being asked of the respondent and why. This letter should be brief, neat and addressed specifically to the potential respondent (Gay, 1987: 198).

5.8 COLLECTION OF DATA

The questionnaires were self-administered to the 9 Circuits targeted for sampling. The Circuit Inspectors were, first, telephoned and made aware of the intended visit.

5.8.1 ADMINISTRATION OF QUESTIONNAIRE

Upon arrival at each Circuit Office, the researcher presented a letter from the Department of Education and Culture which granted him
permission to conduct research. Knowing that Circuit Inspectors can be busy people, the researcher decided to establish a "contact person", in each Circuit so as to expedite the administration and collection of questionnaires. In each Circuit an Inspector of Schools was preferred to any others.

5.9 PILOT STUDY

Leedy as quoted by Piper (1988) argues that "all questionnaires should be pretested on a small population in what is often referred to as a pilot study" (Piper, 1988 : 59).

It was therefore essential that a pilot study be conducted because it is a trial-run which helps the researcher to decide whether the study is feasible and whether it is worthwhile to continue. It provides an opportunity to assess the appropriateness and practicability of the data collection instruments (Ary, 1990 : 109).

Regarding the selection of the people on whom it should be tested, Leedy (1974) is of the opinion that the questionnaire should be given to half a dozen of researcher's friends or his neighbours, to test whether there were any items that they may have difficulty in understanding or knowing precisely what the writer of the questionnaire.
was seeking to find out (as cited by Piper, 1988: 50).

Tuckman (1978: 225) takes a different view. He argues that the pilot test should use a group of respondents who are part of the intended test population but will not be part of the sample. Tuckman's reasoning appears more appropriate in that people of the intended population would undoubtedly have a clear understanding of the nature of items being asked in the questionnaire. Testing a pilot study on friends or neighbours, as Leedy suggests, could result in distorted findings hence the researcher decided to conduct the pilot study on Principals of Senior Secondary Schools in some Circuits which were not going to form the final sample. The following Circuits were selected.

- 4 questionnaires were sent to Kwa Mashu Circuit.

- 3 questionnaires were sent to Maphumulo Circuit.

Another draft research instrument was given to a member of the Research Unit of the Natal University (Faculty of Education). This was done in the belief that a unit of this nature deals basically in research projects and such a member would be familiar with the construction of questionnaires. In this way pretesting, indeed,
enabled the writer to detect ambiguity in wording, and also to be able to elicit comment on any aspect of the questionnaire as a whole.

5.8.3 FINDINGS OF THE PILOT STUDY

The results of this pilot study enabled the researcher to eliminate some items e.g. nine questions had been framed in such a way that they were leading. Seven of them had to be altered because "results obtained from leading questions are almost surely biased" (Borg and Gall, 1981: 85).

Borg & Gall (1981) argue that the pilot study provides the research worker with ideas, approaches and clues not foreseen prior to pilot study. Such ideas and clues greatly increase the chances of obtaining clear-cut findings in the main study (as cited by Khathi, 1990: 68).

The pilot also revealed some unclear instructions given to the respondents e.g. Nos. 16, 18, and 36 had to be re-phrased. Clear instructions were now given and this improved the quality of questioning.

Section B had only 5 items and after the pilot study 4 extra items were added in order to probe
deeper into the respondent's perception about induction. In three questions, there was no provision for a "no response" box and these were added. e.g. Questions Nos. 11, 12, and 13.

Section G consisted of items 59 - 66. All these items were eliminated because the pilot study revealed that these items did not directly relate in anyway to the objectives of the study.

5.8.4

SELECTION OF THE SAMPLE

Selection of a sample is a very important step in conducting a research study. The 'goodness' of the sample determines the generalisation of the results. A good sample is one that is representative of the population from which it was selected (Gay, 1987 : 103).

Sampling, according to Ary & Jacobs (1990) implies:

Taking a portion of the population, making observations on this smaller group, and then generalising the findings to the larger population.

[Ary & Jacobs, 1990 : 169]

These writers also emphasise the fact that it is extremely important that the individuals included in a sample must constitute a representative cross section of individuals in the population.
i.e. samples must be representative if one is to be able to generalize with confidence from the sample to the population (Gay, 1987 : 170).

As mentioned in the introduction of this chapter, the population of this research comprises all Principals of Senior Secondary Schools in KwaZulu. At the time of this investigation, there were 350 such schools in 25 Circuits. (Source: Annual Report 1990 - D.E.C.). Obviously, it could have been an impossible task, if not an unrealistic ambition to visit all the 350 schools.

Admittedly the researcher would have liked to obtain data about all Principals but time and resources caused him to limit a study to a more accessible population, such as Principals in regions. The researcher, therefore, decided to use a "cluster sampling" which according to Cohen and Manion (1989) involves:

Collecting information from a smaller group or subset of the population in such a way that the knowledge gained is representative of the total population

[Cohen and Manion, 1988 : 102]

Fraenkel et al (1990 : 84) define a cluster sample as

A sample composed of groups rather than individuals... it is similar to simple random sampling except that groups rather than individuals are randomly selected.

[Fraenkel et al, 1990 : 84]
The advantages of cluster-sampling are that it can be used when it is difficult or impossible to select a random sample of individuals (Fraenkel et al, 1990: 73).

The choice of cluster sampling was, therefore, as a result of the population which was large and widely dispersed. Gay (1987) rightly illuminates this fact:

Cluster sampling is more convenient when the population is very large or spread out over a wide geographical area


The four regions into which KwaZulu was divided, were taken as clusters. This means that five Circuits which constituted a region in each case, were regarded as a cluster. In each region, the researcher selected randomly, the Principals of any two Circuits within a cluster. The map which follows below, shows a geographical location of these Circuits as they constitute a region.
CIRCUIT DISTRICTS AND OFFICES
KwaZulu Department of Education and Culture

KWAZULU/NATAL

KWAZULU CIRCUIT OFFICES
1. Bergville
2. Edendale
3. Enseneni
4. Hiabisa
5. Inkanyezi
6. KwaMashu
7. Madadeni
8. Mahlabathini
9. Maphumulo
10. Mehlewesizwe
11. Mnambithi
12. Mpumalanga
13. Msinga
14. Ndwedwe
15. Nkandla
16. Nongoma
17. Nquthu
18. Pholela
19. Port Shepstone
20. Ubumbo
21. Umbumbulu
22. Umzlazi North/South
23. Umlazi North
24. Umzinto
25. Umzumbe
### 5.8.6. CIRCUITS SELECTED ARE NUMBERED AS FOLLOWS

<table>
<thead>
<tr>
<th>Region</th>
<th>Circuit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umlazi North and South</td>
<td></td>
</tr>
<tr>
<td>Umzinto</td>
<td></td>
</tr>
<tr>
<td>Ndwedwe</td>
<td>Midlands Region</td>
</tr>
<tr>
<td>Edendale</td>
<td></td>
</tr>
<tr>
<td>Umzinto</td>
<td></td>
</tr>
<tr>
<td>Ndwedwe</td>
<td>Zululand Region</td>
</tr>
<tr>
<td>Hlabisa</td>
<td></td>
</tr>
<tr>
<td>Edendale</td>
<td></td>
</tr>
<tr>
<td>Umzinto</td>
<td></td>
</tr>
<tr>
<td>Enseleni</td>
<td>Northern Natal Region</td>
</tr>
<tr>
<td>Hlabisa</td>
<td></td>
</tr>
<tr>
<td>Ndwedwe</td>
<td></td>
</tr>
<tr>
<td>Ndwedwe</td>
<td></td>
</tr>
<tr>
<td>Mnambithi</td>
<td></td>
</tr>
<tr>
<td>Madadeni</td>
<td></td>
</tr>
</tbody>
</table>

### 5.8.7. TABLE SHOWING NUMBER OF SENIOR SECONDARY SCHOOLS SELECTED PER CIRCUIT IN A REGION (Those which have presented a matric class)

<table>
<thead>
<tr>
<th>Region</th>
<th>Circuit</th>
<th>No. of Schools Per Circuit</th>
<th>No. of Schools Which Responded Per Circuit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. South Coast</td>
<td>Umlazi North</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Umlazi South</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Umzinto</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>2. Midlands</td>
<td>Ndwedwe</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Edendale</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>3. Zululand</td>
<td>Enseleni</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Hlabisa</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>4. Northern Natal</td>
<td>Mnambithi</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Madadeni</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>115</strong></td>
<td><strong>85</strong></td>
</tr>
<tr>
<td><strong>PERCENTAGE</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td><strong>74%</strong></td>
</tr>
</tbody>
</table>
5.8.8 USE OF INSPECTORS AS "CONTACT PERSONS"

The targeted group was the Principals of Senior Secondary Schools. Knowing that some of them could become uninterested in the topic or sometimes see it as not important hence become reluctant to respond, the writer decided on asking one Inspector to assist in each Circuit in the distribution and collection of questionnaires.

According to Fraenkel et al (1990) this is a very good idea in that "in school-based surveys, a higher response rate can be obtained if a questionnaire is sent to persons in authority to administer to the potential respondents rather than to the respondents themselves" (Fraenkel et al, 1990 : 336).

In this research, the writer felt that using an Inspector to administer a questionnaire to a Principal could be more effective than approaching Principals personally. Secondly, the writer would not have known the locality of the targeted schools in each Circuit. Furthermore it would have meant spending an inordinate amount of time travelling about in widely dispersed schools in order to distribute questionnaires.
Obtaining a "contact person" who was an Inspector in each Circuit became more convenient.

This was done in 8 Circuits whilst in one, the researcher personally administered questionnaires. This was possible because the writer had been in the Circuit as Principal of a Senior Secondary School hence he was well acquainted with the Circuit. In two Circuits, the Circuit Inspectors themselves decided to become "contact persons" despite having tight daily schedules.

Adequate copies equalling the number of Senior Secondary Schools in each Circuit were left with these Inspectors who then distributed and collected questionnaires on behalf of the writer. A period of a month was given for this task to be performed, after which the writer collected questionnaires.

LETTER TO THE INSPECTORS "CONTACT PERSONS"

After each visit to a Circuit, the researcher sent letters to the Inspectors, thanking them for agreeing to act as a "contact person". It also helped to urge them to assist in this time-consuming task for which they were not obliged to perform.
QUESTIONNAIRES TO THE PRINCIPALS

A total number of 115 Principals were selected from the 9 Circuits as divided into 4 regions. Principals of two Circuits in a region constituted a cluster sample. Generally, Principals had no problem with responding to questionnaires.

These Questionnaires were complimented with less formal discussion and personal interviews with some individual Principals who were not part of the sample.

This method was resorted to, in the belief that directly asking the Principals themselves would probably result in more accurate information. Furthermore, utilising questionnaires often suffer from lack of response which makes it very difficult to interpret findings, since Principals who did not respond could have felt differently from those who responded. Two Principals were interviewed in these Circuits: Umbumbulu (South Coast Region); Mpumalanga (Midlands Region); Mehlwesizwe (Zululand Region) and Bergville (Northern Natal Region).
PRIVATE AGENCIES AS A TARGETED GROUP

The questionnaire for this group consisted of structured as well as the unstructured items for validity and reliability.

Questionnaires were personally administered by the researcher to seven Directors or Co-ordinators of Non-Governmental Organisations. Questionnaires were left with self-stamped envelopes for the respondents to reply. All of them were returned to the researcher answered in detail.

QUESTIONNAIRES TO DIRECTORS OF NON-GOVERNMENTAL ORGANISATIONS INVOLVED IN 'INSET' PROGRAMMES

A questionnaire consisting mainly of open-ended questions was sent to Directors or Co-ordinators of privately organised 'INSET' programmes. These were completed in some detail and in doing so, offered some valuable ideas.

Again, here there were no problems. The response was 100%. The reason for this could be that the researcher personally visited these Non-Governmental Organisations and conducted informal interviews before leaving the questionnaire.
5.8.13 PROBLEMS EXPERIENCED DURING ADMINISTRATION OF QUESTIONNAIRES

Some Principals did not respond in time and this compelled the writer to send reminders to them through the 'contact persons'. As presumed, some Principals were uninterested. This was evidenced by the fact that despite verbal and written reminders, they did not return questionnaires and no explanation was given for failure to respond. Nevertheless, the average response in all Circuits was 70% and above, with two Circuits giving 100% responses.

5.8.14 TABLE SHOWING THE ANALYSIS OF RETURNED QUESTIONNAIRES

<table>
<thead>
<tr>
<th>REGION</th>
<th>CIRCUIT</th>
<th>NO. SENT</th>
<th>NO OF RESPONSES</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Coast</td>
<td>Umlazi North</td>
<td>6</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Umlazi South</td>
<td>8</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Umzinto</td>
<td>13</td>
<td>7</td>
<td>54%</td>
</tr>
<tr>
<td>Midlands</td>
<td>Ndwedwe</td>
<td>20</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Edendale</td>
<td>8</td>
<td>7</td>
<td>88%</td>
</tr>
<tr>
<td>Zululand</td>
<td>Enseleni</td>
<td>13</td>
<td>10</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>Hlabisa</td>
<td>11</td>
<td>7</td>
<td>64%</td>
</tr>
<tr>
<td>Northern Natal</td>
<td>Mnambithi</td>
<td>13</td>
<td>11</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Madadeni</td>
<td>23</td>
<td>13</td>
<td>57%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>115</strong></td>
<td><strong>85</strong></td>
<td></td>
<td><strong>74%</strong></td>
</tr>
</tbody>
</table>

5.9 DATA PROCESSING

The data was processed manually.
5.10 CONCLUSION

This chapter has given a detailed description of the procedures followed when research was carried out. Obviously this included listing of the measures or instruments used in gathering the data. The data obtained is, therefore, analysed in the next chapter.
6.1 INTRODUCTION

In this chapter, the results of the investigations will be presented, discussed and interpreted. It will be recalled that the aim of this study is to investigate the In-Service needs of Principals in KwaZulu and also to examine the efforts of Non-Governmental Organisations in addressing these needs. In an attempt to achieve this goal, questionnaires were used as research instruments to collect data. These were administered to 115 Principals of Senior Secondary schools in KwaZulu and also to 7 Non-Governmental Organisations involved in 'INSET' activity related to the management training and development of Principals. Out of the 115 Principals, 85 responded whilst all 7 Non-Governmental Organisations responded.

As mentioned in the previous chapter (Research design and procedure) the K.D.E.C. has divided Kwa Zulu into 4 Regions and this enabled the researcher to distribute questionnaires on a regional basis. For the purposes of data analysis, the Regions have been given the following codes.
South Coast Region : A
Midlands Region : B
Zululand Region : C
Northern Natal Region : D

The figure indicated under each code represents the number of respondents for that particular region.

6.2 DISCUSSION AND INTERPRETATION OF DATA: PRINCIPALS' QUESTIONNAIRE

6.2.1 SEX OF THE RESPONDENTS

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Male</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

A striking feature exposed by this table, is the fact that out of 85 respondents only 2 were females whilst 83 were males. This clearly indicates that women are occupying a decreasing number of management positions. This set-up is very common in many educational systems in South Africa. For example, in a similar research with Indian Secondary Schools, Bayat (1991) found that an androcentric bias was also evident and hence he concluded that the predominance of males in management posts in Indian Secondary Schools, was consistent with the trend in most education systems (Bayat, 1991: 57).
The trend under K.D.E.C. is that women continue to be restricted to filling the Principal’s positions only in Lower Primary Schools even if they hold a qualification which could enable them to occupy posts of Principalship in Senior Secondary Schools.

Another trend is that a man who enters the teaching profession has more opportunities for upward mobility than a woman with the same qualification in Senior Secondary Schools.

The statistics of the University of Zululand (Umlazi Campus) clearly indicate that there are many women who have obtained a Bachelor’s degree which is a minimum requirement for Principalship of a Senior Secondary School in KwaZulu.

Addressing the 1988 Graduation Ceremony for Umlazi campus, the Rector confirmed this when he remarked that it was particularly gratifying to notice that there were more women graduands than men on that day. This, he said, was adequate proof that despite having family commitments and other constraints, women can still take the lead and perform so outstandingly (Rector’s Speech - Vote of thanks, 1988 - Graduation Ceremony, Umlazi).
When one examines the above table, one is surprised to note that from the South Coast region and in particular the Umlazi Circuits, there is not a single female Principal of a Senior Secondary School, yet this University branch is situated and is servicing to a greater extent this Region.

However, we cannot avoid apportioning the blame to female teachers themselves because women through their internalisation of the Male Managerial Model, have developed a negative image of their self-worth, have undermined their abilities and thus magnified their limitations until they are too insecure to ask for promotion (Blampied, 1989 : 36).

This obviously calls for a change in their attitude. They should take up managerial positions in schools like Senior Secondary Schools. They need to develop assertiveness which would increase their confidence and allow them to adopt the traditional managerial style. They need to realise that what men can do as managers, they can also do.

The sex inequities displayed by the above table, also reflect badly on the Departmental officials responsible for appointment of Principals because a certain perception is being created. This perception is that being a male means for most men, having advantages and being female means having to prove oneself.
The age profile of the respondents reflected in the above table shows that half the respondents i.e 50% were between ages 30 - 39. Data from this question clearly indicate that the Principals of Senior Secondary Schools in KwaZulu, are relatively young (about 35 years of age on average). This has the implication that many of them would have a span of not less than 10 years in the position of Principalship. If they are properly trained and developed in managerial skills, the chances are that there would be more Principals with skills for a longer period (an average being 5 years as Principal, when one takes into consideration other promotion chances).
Only 32% of respondents were between ages 40 - 49 and 12% were between 50 - 60, whilst only 5% were between the ages 60 - 65. What is noticeable from this table is that the apex narrows as ages advance. This suggests that as Principals get older, they get absorbed by promotion posts like Inspectorship.

6.2.3 HIGHEST QUALIFICATION AT THE TIME OF APPOINTMENT AS PRINCIPAL

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>D - degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M - degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed / Hons</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>B - degree</td>
<td>9</td>
<td>15</td>
<td>4</td>
<td>16</td>
<td>44</td>
<td>52</td>
</tr>
<tr>
<td>Matric</td>
<td></td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Other:Incomplete</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-responses</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>17</td>
<td>27</td>
<td>17</td>
<td>24</td>
<td>85</td>
<td>100</td>
</tr>
</tbody>
</table>

It is encouraging to note from this table that 82% (30 + 52) of respondents indicated that they had a minimum qualifying degree (a bachelor’s degree) at the time of appointment as Principal of a Senior Secondary School.
This paints a very good picture in that many of these schools are managed by properly qualified people. As to whether they are properly trained for the job is another aspect. As a matter of fact, it is the policy of the K.D.E.C. that a Principal of a Post-Primary School should have at least, a bachelor's degree. Of the 82% respondents who said they had degrees, only 30% indicated that they had a post graduate degree whilst the remaining 52% indicated that they only had a junior degree.

What this amounts to, is that a larger number is constituted by those having a junior degree only. Whilst this degree is appropriate, it is however, purely academic in that it prepares teachers to teach specific subjects i.e. it is content-related with very little relevance to management aspect. In addition to a junior degree a post-graduate usually promotes competence, confidence and relevant knowledge in a specific field.

In support of this, Theron and Bothma (1990) point out that those teachers who wish to be better equipped for their profession usually read a post-graduate Baccalaureus degree. A most relevant post-graduate degree for teachers aspiring for promotion to Principalship is a B. Ed degree and preferably with educational management as a course of specialisation (Theron and Bothma, 1990 : 28).
The above table also indicates that there are Principals of Senior Secondary Schools who got promoted with Matric as the highest qualification. This is indeed inconsistent with the departmental policy stated above. It is however, reasonable to suspect that besides the qualification, there could have been some other reasons for their appointment. e.g. in rural Circuits it is still problematic to entice graduates to come and teach in such areas. In some instances, an incumbent could have been given a post as a try.

He would then demonstrate good qualities of leadership e.g. a good disciplinarian, good administrator or would produce good results whilst acting as Principal. This would probably influence Inspectors to appoint him permanently in a post of Principalship despite having a qualification lower than the minimum requirement i.e. a Bachelors degree.
6.2.4 PRESENT HIGHEST QUALIFICATION. I.E. IF THERE HAS BEEN A CHANGE AFTER APPOINTMENT WITHIN A PERIOD OF FIVE YEARS

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A  B  C  D</td>
</tr>
<tr>
<td>D - degree</td>
<td>-  -  -  -</td>
</tr>
<tr>
<td>M - degree</td>
<td>-  1  1  -</td>
</tr>
<tr>
<td>B Ed/Hons</td>
<td>7  11 8  9</td>
</tr>
<tr>
<td>B - degree</td>
<td>9  12 6  14</td>
</tr>
<tr>
<td>Matric</td>
<td>-  1  -  1</td>
</tr>
<tr>
<td>Other:Incomplete B degree</td>
<td>1  1  -  -</td>
</tr>
<tr>
<td>Non-responses</td>
<td>-  1  2  -</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17  27 17 24</td>
</tr>
</tbody>
</table>

This question was included to check whether after appointment, there was any change in qualifications of the same respondents. A striking feature shown by this table, is the rise of respondents with a degree from 82% to 93% within a period of five years. This indicates clearly that Principals are actively involved in a wide range of formal professional development activities. This change also took place within the category of those with post-graduate degrees. There was a rise from 30% to 42%. Again, within a short space of time of 5 years, there was a rise from nil to 3 for those respondents with a Masters degree.
These changes which took place within five years of appointment as Principals, are indeed encouraging. They clearly demonstrate that once appointed, Principals do not simply sit back and do nothing, they make efforts to upgrade themselves for the new post they are occupying. Most of them study for a B. Ed degree which is relevant to their new job. For Theron and Bothma (1990: 28) this is very appropriate because the main purpose of a postgraduate study like B. Ed is to give the student an intensified scientific insight into and a better understanding of teaching and educational problems and other developments in the field of education. The above writers recommend that courses like educational leadership, educational management and administration should be studied by Principals because they relate specifically to headmastership.

6.2.5 PROFESSIONAL QUALIFICATION

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>U.ED/H.E.D.</td>
<td>7</td>
</tr>
<tr>
<td>SSTD/JST.C/S.T.D</td>
<td>5</td>
</tr>
<tr>
<td>P.T.D.</td>
<td>2</td>
</tr>
<tr>
<td>P.T.C./T3/T4</td>
<td>3</td>
</tr>
<tr>
<td>OTHER: S.E.C/H.E.D.</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>
Fifty two percent of the respondents indicated that they were trained to teach in the post-primary level. (26% = U.E.D/H.E.D.) + 25% = S.S.T.D./J S.T.C/S.T.D) This presupposes that the experience gained at this level should have enabled them to understand better the problems of post-primary level when they became Principals.

From this table 46% (24 + 22) of the respondents indicated that they had been trained to teach at Lower and Higher Primary school levels. Although they had been trained to teach at these levels, they, however, found themselves qualifying to be appointed as Principals of Senior Secondary School after having upgraded themselves. On this point, Hartshorne in Ashley and Mehl (1987) relevantly states that upgrading has to do with the acquisition of formal qualifications recognised for salary and promotion purposes, while at the same time compensating for aspects inadequately dealt with in initial training. This also applies to the last category shown by this table. i.e. those with P.T.C. or T3/T4. Indeed 'INSET' programmes have helped these people to upgrade. As an example, 2% from this category indicated that they had improved their professional qualifications from P.T.C. to S.E.C or H.E.D.
6.2.6 Whether during academic or professional training, there was any course related to educational management

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
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<tr>
<td>Yes</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

What emerges clearly from this table, is the fact that 89% of the respondents indicated that during their professional training, they studied a course related to school management offered by Colleges of Education and Universities. However, as to what extent this course was geared towards helping them when they got promoted, remains questionable. Earlier on, a common course during pre-service training was School Organisation and today it is referred to as School Management in the Colleges of Education.

At post-graduate level, the Universities offer a fully-fledged course on Educational Management.

As an example, the University of Natal has a course known as Educational Administration. According to the University Calendar, this course is designed for the need of teachers well established in their profession, who are now considering their promotion to positions of responsibility.
The role played by institutions like Universities in providing In-Service education in management is clearly discernible as seen by Morant (1981) who argues that through their programmes of study that would be of direct professional relevance to serving teachers, most of the available programmes - nearly all leading to certificates, diplomas and M. Eds - are run by Universities (Morant, 1981 : 16).

Hence most Principals of Senior Secondary Schools improve their qualifications by reading for B. Ed degree because such a study usually includes the principles of leadership and management as applicable in the teaching situation (Theron & Bothma, 1990 : 19).

### 6.2.7 TEACHING EXPERIENCE AT THE TIME OF APPOINTMENT TO PRINCIPALSHIP

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
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<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>1 - 5 Years</td>
<td>3</td>
</tr>
<tr>
<td>6 - 10 Years</td>
<td>10</td>
</tr>
<tr>
<td>11 - 15 Years</td>
<td>3</td>
</tr>
<tr>
<td>16 - 20 Years</td>
<td>-</td>
</tr>
<tr>
<td>21 and above</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

The above table clearly shows that 24% of those who responded, got promoted, having served a period of less than 5 years. This is too short a period to acquire
6.2.7 TEACHING EXPERIENCE AT THE TIME OF APPOINTMENT TO PRINCIPALSHIP

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
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<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>1 - 5 Years</td>
<td>3</td>
</tr>
<tr>
<td>6 - 10 Years</td>
<td>10</td>
</tr>
<tr>
<td>11 - 15 Years</td>
<td>3</td>
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<tr>
<td>16 - 20 Years</td>
<td>-</td>
</tr>
<tr>
<td>21 and above</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

The above table clearly shows that 24% of those who responded, got promoted, having served a period of less than 5 years. This is too short a period to acquire adequate experience for a management post.

This is also in contrast to the policy of K.D.E.C., regarding the appointment of Principals, who require that for a post of Principalship of a Post-Primary School, an applicant should have experience of not less than 7 years.

However, 50% of the respondents said that they had served a period of between 6 and 10 years. At least this is in accordance with the Departmental policy as stated above. The assumption here is that with experience of over seven years, any teacher should have acquired some experience which could help him in running a school.
The last category of respondents i.e. 26% is the one for those with experience of more than 10 years as a teacher prior to appointment to Principalship. In most cases, such experience tends to create an impression that an incumbent will in all probabilities perform well in a post of Principalship. It tends to displace the need for management training and development. Evidence alluded to in Chapter One of this study clearly showed that classroom experience alone, does not make a teacher, a good Principal.

6.2.8 EXPERIENCE AS PRINCIPAL OF A SENIOR SECONDARY SCHOOL

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
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<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>1 - 5 Years</td>
<td>10</td>
</tr>
<tr>
<td>6 - 10 Years</td>
<td>5</td>
</tr>
<tr>
<td>11 - 15 Years</td>
<td>2</td>
</tr>
<tr>
<td>16 - 20 Years</td>
<td>-</td>
</tr>
<tr>
<td>21 and above</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

The above table reflects that 45% of respondents indicated that they had been Principals for a period of not more than 5 years. Here the need for management development becomes a matter of great urgency. There was 36% response of those who said they had been Principals for a period of between 6 - 10 years. For these, it is reasonable to suggest that
the period they had, could have provided to a certain extent, some experience in management of their schools. However, this would in no way dispense the need for receiving training in management of schools. This also applies to the remaining 19% of respondents who indicated that they had experience of more than 10 years as Principal.

6.2.9. **INDICATE WHETHER YOU WERE INTERVIEWED FOR THE POST OF PRINCIPALSHIP**

A very high number of respondents (91%) indicated that they were interviewed for the post of Principalship whilst 9% said they were never interviewed. This high response of 91% is understandable because it is departmental policy that all applicants for Principalship be subjected to some kind of an interview.

The motive for the interview is that the applicant must have competed with others for a post. In this way, the best person for the post shall have been appointed. Whether this occurs when Principals are appointed, is debatable in some cases.
6.2.10 **INDICATE WHETHER YOU HAVE EVER HELD ANY PROMOTION POST PRIOR TO APPOINTMENT AS PRINCIPAL**

A fairly large number of respondents i.e. 58% indicated that they had held a promotion or senior post before appointment, whilst 42% said they got promoted having held no promotion post. The posts being referred to, are those of Deputy-Principal or H.O.D. This question was included to find out whether they, on appointment, did have some insight into some managerial duties. This reasoning is based on the assumption that, in the absence of formal training in management, the incumbent would have, gained some sort of management experience whilst occupying a promotion post, prior to appointment as Principal.

6.2.11 **IF YES, WHAT KIND OF PROMOTION POST WAS HELD**

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Acting Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>H.O.D.</td>
<td>3</td>
</tr>
<tr>
<td>Vice Principal (Nominal)</td>
<td>2</td>
</tr>
<tr>
<td>Never held one</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL RESPONSE</strong></td>
<td>17</td>
</tr>
</tbody>
</table>
This question required a response from those who had indicated in the previous question that they had previously held a promotion post prior to appointment as Principal. It is common practice that Principals are appointed from the ranks of Acting Principals, Deputy-Principals and Heads of Departments. These posts are seen as transitional posts, i.e. a step towards Principalship.

It is common practice in KwaZulu to find nominal Vice Principals. These are usually appointed by Principals of schools themselves, where promotion posts do not exist. These are not recognized by the Department. They are not even considered for remuneration. Principals in their schools simply decide to appoint someone from amongst the staff members who would deputise when he (the Principal) is away or absent from school. This becomes an internal arrangement for the school. The experience gained by these nominal Vice-Principals becomes an advantage for them when they apply for Principalship.

At the time of data collection for this research, very few schools in KwaZulu had posts of Deputy-Principals (i.e. in 1991). However, the Department (K.D.E.C.) had approved in principle that all Senior Secondary Schools in KwaZulu were to get posts of Deputy Principals.
The H.O.D. posts were the only promotion posts available in the Senior Secondary Schools. The 42% of respondents who said they never held promotion posts, makes the idea of 'INSET' even more urgent.

6.2.12 AT WHAT LEVEL WAS THE PROMOTION POST HELD

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Senior Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Higher Primary School</td>
<td>1</td>
</tr>
<tr>
<td>Lower Primary School</td>
<td>-</td>
</tr>
<tr>
<td>Never held one</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

From this table, it emerges that only 54% (36 + 18) of the respondents claimed to have held promotion posts in Post-primary schools. These could be considered fortunate in that they had been exposed to some management duties in Post-Primary schools, hence when appointed as Principals, they ought to perform better.

There was, however, 42% of respondents who indicated that they got promoted to Principalship having held no prior management experience. This category makes the idea of In-Service training in management even more urgent.
INDICATE WHETHER AFTER APPOINTMENT AS PRINCIPAL, YOU DID SERVE ANY PROBATIONARY PERIOD

Seventy two percent of the respondents claimed to have served a probationary period whilst 25% did not. In terms of section 16 (1) of KwaZulu Education Act No. 7 of 1978 every permanent appointment to a teaching post included in the establishment of a school shall be on probation.

Probation is vital because during this period the incumbent is observed by his superiors who will have to confirm that such a person: "was diligent and that his conduct was satisfactory throughout and that he is in all respects suitable for the confirmation of his appointment (Section 16 (3) (b) of the KwaZulu Education Act, 7 of 1978) ".

It is proper to suggest that it would be during this probationary period that the training needs for Principals become evident. Singh (1988) correctly argues that a probationary period is important in that it provides an opportunity for the establishment and maintenance of proper professional standards as well as the teacher's own development of his practical teaching proficiency (Singh, 1988 : 7).
If yes, what was the period of probation and who assessed you at the completion of the probationary period.

These two questions are related to each, hence they are combined in this discussion. Sixty-nine percent of the respondents indicated that they had served the expected probationary period in terms of Section 16 (3) (a) the KwaZulu Education Act 7 of 1978 which states that the period of probation shall be at least one year and not more than three years.

Only 6% of respondents indicated that they had served a period longer than one year but not more than three years. What is disturbing is that 25% of respondents never served any probationary period.

Concerning the assessment after serving a probationary period, the general policy of the Department (K.D.E.C.) is that upon the receipt of a satisfactory report from the Circuit Inspector, the probationary immediately gets confirmed. A fairly large number of respondents reported that they were accordingly assessed by the Circuit Inspectors.
WERE YOU ASSESSED AT THE COMPLETION OF THE PROBATIONARY PERIOD

It is however disturbing that 39% of respondents said that they had never been assessed. Implicit in this revelation is the view that these could not be assessed, mainly because they were not, as yet, fit for the job.

CONFIRMATION AFTER ASSESSMENT

The idea of confirmation implies that a superior, a Circuit Inspector, in the case of the Principal, shall have satisfied himself that the probationer is conversant with this job. What comes out clearly here is that if the Circuit Inspector is not satisfied with the incumbent’s work, the probationary period would be extended for another period. By and large i.e. 60% of the respondents indicated that they were confirmed immediately after assessment by the Circuit Inspector. This portrays a picture of acceptable standards in that many were found to be suitably qualified for the management position. Whilst this looks good, there is however, still a need to improve the skills already possessed so that they can be performed even better.
6.2.18

AS NEWLY APPOINTED PRINCIPAL, DID YOU RECEIVE ANY INDUCTION FROM THE OFFICIALS OF THE DEPARTMENT (K.D.E.C.) E.G. CIRCUIT INSPECTOR

Although 52% of respondents indicated that they did receive induction after appointment, however, almost half the number of respondents i.e. 48% said they did not receive induction. As part of management development and training of Principals, urgent attention should be given to the provision of induction programmes. These would enable all beginning Principals to adjust to their new work environment. It would appear that induction activities are only organised in the Circuits where Circuit Inspectors are willing and enthusiastic to help beginning Principals. They vary from Circuit to Circuit and they are unstructured.
IF YOU HAVE RECEIVED SOME KIND OF INDUCTION PLEASE STATE AT WHAT TIME THIS WAS DONE

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately after appointment - within 3 months</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Between three and six months after appointment</td>
<td>4</td>
</tr>
<tr>
<td>Within one year of appointment</td>
<td>2</td>
</tr>
<tr>
<td>No indication whatsoever</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

This table reveals that just above half 52% i.e. 12 + 21 + 19. indicated that they had been inducted whilst 48% said that they did not receive induction. Of the 52% respondents who had received induction, 12% had been inducted immediately after appointment within three months. It may be proper to suggest that this is the most appropriate time for any incumbent to receive induction. It is the opinion of the writer that induction may be effective if it takes place immediately after appointment and within three months of appointment.

This is the most crucial time for him when he begins with his work and is confronted with some complex problems that he should be guided.
On this point, Singh (1988) correctly argues that:

A compulsory seminar for beginning Principals should be held annually. The object of this seminar should be to integrate new people with work to which they appointed.

[Singh, 1988 : 159]

Forty percent of those who received induction had periods varying from between 3 months to a year. Receiving induction as late as between 3 months to a year, would in all probabilities not serve the purpose because he would have been exposed to the problems of the new job which could also make him fail. Induction of school Principals should be perceived as forming part of management training which should take place every year for all newly appointed Principals.

6.2.20 AFTER INDUCTION, HOW WOULD YOU RATE ITS RELEVANCE TO THE NEW POST

Despite the 48% no-induction response, it was encouraging to note that the 52% that received induction said that the inductions had been relevant and had helped them significantly in their new job.

The benefit to be gained from Induction scheme is, without doubt, the probationer's feeling of increasing competence.
Only 6% of the 52% respondents said the induction programmes were irrelevant and were not related to the problems encountered in the new job.

**WAS THERE ANY LINK BETWEEN WHAT YOU LEARNT IN MANAGEMENT DURING TEACHER - TRAINING AND YOUR EXPERIENCE WHEN APPOINTED**

Assuming that every teacher-training curriculum has a course in either school administration or school management, this question was inserted to check relevance of what was learnt and the actual experience. There is an assumption that such courses should be structured in such a way that they will actually prepare the prospective or potential teacher extensively for what awaits him in practice.

Sixty percent of the respondents indicated that there was a link between what they learnt and the encounter when appointed as Principal.

Fourteen percent of the respondents indicated that there was no link whilst 26% did not respond. It is difficult to account for the non-response except to assume that the period between the time of training and the time of appointment has been long for them to relate content with practice.
### 6.2.22 Should Teacher-Training Curriculum Include a Course on Principalship

<table>
<thead>
<tr>
<th>Type of Response</th>
<th>Frequency</th>
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<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Yes</td>
<td>16</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
</tr>
<tr>
<td>Total Response</td>
<td>17</td>
</tr>
</tbody>
</table>

The high response of 96% which indicated that a course on Principalship should be offered during professional training, is adequate to point to this need. Courses, specifically on Principalship should be provided in teacher-training rather than having a broad course structure on school management for example, P.T.D. and S.T.D. course structures at Colleges of Education simply touch on certain knowledge of classroom organisation and management.

School management syllabus touches on issues like the Education Act, the Guide for Principals, other relevant Acts, departmental regulations and documents which must be taken as primary sources of information and which must be put at the disposal of the students. (Source: P.T.D. and S.T.D. 1990 Structure).
This clearly shows that too wide an area is covered by courses on school management or organisation without specifically looking at Principalship as an entity. It would seem that Principalship receives fair treatment in courses offered at Universities where it is treated as discipline on its own.

The Masterplan for the Provision of Suitably Qualified Teachers for KwaZulu (Final Report : Part 2 : 1989 : 231) recommends that a course in Educational Management at the Colleges of Education be introduced which will focus on the role of the Principal and address the principles of supervision. This should form part of the Diploma Curriculum.
6.2.23  **BESIDES FORMAL TRAINING IN EDUCATIONAL MANAGEMENT, HAVE YOU RECEIVED ANY OTHER NON-FORMAL TRAINING IN MANAGEMENT**

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>24</td>
<td>17</td>
<td>21</td>
<td>74</td>
<td>87</td>
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<tr>
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<td>5</td>
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<td>-</td>
<td>3</td>
<td>11</td>
<td>13</td>
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<td>27</td>
<td>17</td>
<td>24</td>
<td>85</td>
<td>100</td>
</tr>
</tbody>
</table>

It is worth noting that a very high percentage i.e. 87% of the respondents indicated that they had been exposed to some kind of non-formal training in management. Most of this training is provided through 'INSET' programmes. This is indeed an encouraging state of affairs especially because "the initial training ... cannot prepare adequately for particular school situations; so all who are new require a training programme of some kind" (Sayer, 1989: 70).
### 6.2.24 IF YOU HAVE ATTENDED AN IN-SERVICE TRAINING COURSE ON MANAGEMENT, INDICATE BY WHOM IT WAS ORGANIZED

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>A</td>
</tr>
<tr>
<td>Shell and Maths Resource Centre Education Trust</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Opportunity Programmes (TOPS)</td>
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</tr>
<tr>
<td>Research Institute for Education Planning (RIEP-OFS)</td>
<td>-</td>
</tr>
<tr>
<td>Institute of Education &amp; Human Development (Unizul)</td>
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</tr>
<tr>
<td>Project Esmik (Technikon Natal)</td>
<td>3</td>
</tr>
<tr>
<td>N.A.T.U. (Professional Secretariat)</td>
<td>1</td>
</tr>
<tr>
<td>Principals’ Associations</td>
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</tr>
<tr>
<td>Northern Natal Resource Centre (Siza Centre)</td>
<td>-</td>
</tr>
<tr>
<td>KwaZulu Enhancement Programme (KEEP)</td>
<td>-</td>
</tr>
<tr>
<td>Others: Valley Trust Programmes (Hillcrest)</td>
<td>-</td>
</tr>
<tr>
<td>A.O.L. (Top Down Programme - D.E.T.)</td>
<td>-</td>
</tr>
<tr>
<td>Never Attended In-Service training</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL—RESPONSES</td>
<td>20</td>
</tr>
</tbody>
</table>

This table presents a very clear picture of the pattern of 'INSET' programmes on management which were
attended by the respondents. The question asked had sought to elicit information from the respondents as to their training by various agencies or organisations involved in the 'INSET' activity in KwaZulu.

It will be observed from the table that the number of respondents has increased from 85 to 111. There was basically no increase of respondents but the change can be explained as follows. There were Principals who had attended more than one of the programmes run by different agencies. One Principal would, for example indicate that he had attended a course by Shell Centre and also another one from Project Esmik, hence he would tick into two columns. In this way, the number of responses had to increase.
An examination of this table reveals that the programmes run by Shell and Maths Centre, have been attended by a fairly large number i.e. 41% of respondents. This could, perhaps, be attributed to the fact that this Centre spread its operation throughout KwaZulu whilst other agencies tended to localize their 'INSET' activity. As an example, Gumbi (1988) reports that the school principals were drawn from the Enseleni, Hlabisa, Nongoma, Nqutu Circuits in addition to other urban areas (as cited in Botha, 1988 : 37).

Following after the Shell Centre, is the recently initiated project called Esmik (Effective School Management in KwaZulu) with 11%. This project arose out of a research study which was carried out in 1989 by the Education Department of Natal Technikon. This research confirmed the need for a non-formal course in management training. The programme was made available primarily to people from the Greater Durban region or at least within easy reach of that region. Such Circuits included KwaMashu, Ndwedwe, Umbumbulu, Umlazi North, Umlazi South, Umzinto, Umzumbe, Port Shepstone.
Sharing 11% is the Principals' Associations. What comes out clearly from this table is the fact that in almost all regions, Principals' Associations have played a role in arranging In-Service programmes on management.

Another recently initiated project whose programmes have been attended by respondents, is the Institute of Education and Human Development of the University of Zululand. Ten percent of the respondents reported that they had attended programmes organized by this Institute. The number of participants appears small probably because this Institute has been concentrating in the Zululand region only. e.g. in 1990 Circuits targeted were Hlabisa, Nseleni and Mahlabathini whilst in 1991 targeted Circuits were Nongoma and U bombo. (Source: Directors Annual Report: 1991 : 2).

N.A.T.U. as a Teachers' Union, has played some role in the provision of 'INSET' programmes on management. There was 8% of the respondents who indicated that they had attended courses organised by N.A.T.U. through its Professional Secretariat which co-ordinates subject societies of this Union. The involvement of this Union in the development of its
own members is in accordance with the philosophy of self-development enunciated by its President who argues that:

Although it is common to find a number of different institutions and organisations arranging courses for the professional development of teachers, this is an assault on (if not an insult to) the teachers' professional integrity, that someone else should patronise them to the extent of inhibiting the teachers' own attempts at self-development.

[Thembela, 1990 : 69]

Re-enforcing this idea, Thembela (Ibid) furthermore quotes Kwasi Asiedu-Akrofi (1983) who rightly argues that if:

'INSET' is a matter of professional development, then it is natural that teachers' own professional associations or unions should play a leading part in the training process ...

[as cited in Thembela, 1990 : 69]

It is therefore encouraging to observe from this table that N.A.T.U. has to a limited extent, done something to develop its members who are Principals, despite the fact that such contribution is limited.
Ngcongo (1987) confirms this when she says:

N.A.T.U.'s contribution in 'INSET' activity is minimal just because its functioning is limited by the lack of resources and also inadequate opportunities.

[as cited in Ashley et al, 1987 : 48]

TOPS and SIZA CENTRE both share 3% of respondents who attended programmes organised by them. The reason for TOPS low percentage could be that their 'INSET' programmes are mainly directed at the academic component i.e. assisting the teachers in general. e.g. to upgrade themselves.

SIZA CENTRE on the other hand is a joint project of the Department and private sector whose component is mainly responsible for In-Service training of serving teachers.

The remaining agencies share 1% probably because their contributions have been minimal. One reason for this may be that their contribution was localized e.g. Valley Trust for Hillcrest area. The case of the KEEP project, should be understood in the light of the fact that it deals only with specially selected Senior Secondary Schools.
There are four in all and the questionnaires were sent to two Principals of such schools and unfortunately these never responded.

The Research Institute for Education Planning of the University of OFS concentrated on Circuit Inspectors who were being trained in management so as to be able to organise courses for Principals under their Circuits.

Hence there were no respondents because only the Circuit Inspectors were involved. In the case of A.O.L. (TOP DOWN) these respondents were Principals who were once employed by D.E.T. which ran these programmes.
<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A  B  C  D</td>
</tr>
<tr>
<td>Attended by invitation from organisers</td>
<td>9  10 12 12</td>
</tr>
<tr>
<td>Attended on the instructions of officials e.g. C.I.</td>
<td>2  14  4  6</td>
</tr>
<tr>
<td>Attended upon my own initiative</td>
<td>1  - 1  3</td>
</tr>
<tr>
<td>Other: Specify</td>
<td>-  -  -  -</td>
</tr>
<tr>
<td>N/A - Never attended a course</td>
<td>5  3  -  3</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17 27 17 24</td>
</tr>
</tbody>
</table>

The findings in this table indicate that 51% of respondents attended the In-Service courses on management by invitation coming directly from the organisers of various agencies. Only 31% of the respondents indicated that they attended on the instructions of the officials of the Departments, e.g. Circuit Inspectors. This indicates that there are some officials of K.D.E.C. who attach some importance to In-Service courses on management. It is however, disturbing that they
represent a small number, whereas many of them should have encouraged compulsory attendance by all Principals rather than leaving this to the agencies.

Perhaps Ngongo (1987) is correct when she argues that some teachers may participate in 'INSET' programmes because of an intense drive to do so, some may want or may be forced to abide by some official requirement (Ashley et al, 1987 : 48).

It is however, encouraging that at least 6% of respondents attended the courses upon their own initiative. It shows there are some Principals who are so motivated that they need not wait for instructions from officials but merely attend out of the desire to equip themselves with proper skills.
### STATE WHETHER ASPECTS COVERED DURING THE COURSE WERE RELEVANT

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Very relevant</td>
<td>9</td>
</tr>
<tr>
<td>Sometimes relevant</td>
<td>3</td>
</tr>
<tr>
<td>Not relevant</td>
<td></td>
</tr>
<tr>
<td>No responses (N/A)</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

When 64% of respondent say the aspects chosen were very relevant, it suggests clearly that organizers do select areas which match the needs of the participants. In the same breath, it is disturbing to observe from the table that there was a 24% response to 'sometimes relevant' which indicated that the areas selected were not always relevant. This raises a very important question concerning the relevance of identification of training needs.
6.2.27 **INDICATE THE LENGTH OF THE COURSE ATTENDED**

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>One day</td>
<td>2</td>
</tr>
<tr>
<td>One week</td>
<td>2</td>
</tr>
<tr>
<td>One month</td>
<td>-</td>
</tr>
<tr>
<td>Periodically (more than once at different times p.a.)</td>
<td>8</td>
</tr>
<tr>
<td>No response (because never attended a course)</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

This table shows that courses run on a single day constitute 33%. One doubts whether In-Service training of such short duration (one day) could be as effective as one for more than a day. Bell and Peightel as cited by Ngubentombi (1984) submit that any In-Service training taking place in one or two workshop sessions is a waste of time (Ngubentombi, 1984 : 95).
Only 18% of the respondents indicated they attended courses run for a week. Whilst this could be the appropriate length for any course which is expected to be effective, there is a belief that courses taking place for more than a week tend to interrupt principals at their schools. This is even more serious where some of them are full-time subject teachers.

The highest response i.e. 35% was for those who indicated that they attended the courses periodically i.e. more than once but at different times per year. This clearly indicates that organisers do consider the problem of interruption i.e. taking away participants from their schools could affect the school programme significantly because the Principal is the key person in the institution.

6.2.28 INDICATE METHODS USED DURING THE IN-SERVICE TRAINING

A fairly large number of respondents (66%) reported that a variety of methods were used during training. Generally non-informal education programmes are in a form of seminars, symposia, group-discussions, plenary sessions, workshops, periodical crash-courses in which Principals participate to meet the demand of
proficiency and competence in their jobs. Cawood and Gibbon (1981) rightly argue that:

The methods used, appear to be appropriate more especially because an adult does not wish to be a passive recipient of information presented at a lecture. He prefers to participate in his own learning activities.

[Cawood and Gibbon, 1981 : 26]
6.2.29 **INDICATE WHETHER YOU WERE EVER CONSULTED TO IDENTIFY ASPECTS OR AREAS TO BE TREATED DURING THE TRAINING**

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>4</td>
<td>11</td>
<td>4</td>
<td>27</td>
<td>32</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>20</td>
<td>6</td>
<td>17</td>
<td>48</td>
<td>56</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
<td>27</td>
<td>17</td>
<td>24</td>
<td>85</td>
<td>100</td>
</tr>
</tbody>
</table>

It is highly disturbing to note that more than half i.e. 56% of the respondents indicated that they were never consulted to identify aspects to be treated during the training. Only 32% of respondents reported that they were consulted. This is a very important aspect of 'INSET' activity i.e. identification of areas by participants rather than the organizers assuming what the participants lack. Whatever the reason for this problem may be, organisers of the In-Service programmes need to seriously and urgently attend to this problem, it appears.

Musaazi (1982) correctly argues that for an In-Service programme to be effective, teachers must participate in the planning process. The programme’s activities must be significant to the participants (Musaazi, 1982: 197).
Confirming this view, Hofmeyr and Pavlich (1987) also argue that every 'INSET' programme should be based on a needs and priorities analysis and directed to a priority target group (as cited in Ashley et al, 1987: 86).

In a needs assessment study conducted by Shell Science Centre (1988) Gumbi (Co-ordinator) was able to conclude that Principals as the 'clientele' preferred making an input in designing programmes because the:

In-Service programme was designed to serve the needs of practising school principals and therefore it was justified to consider the opinion of the clientele as input for making decisions about the programme.

[Botha 1988: 43 - 44]

It is therefore proper to suggest that before Organisers plan In-Service courses, they must first ascertain the training and development needs of the school principals.
When asked to comment on participation by fellow members, 73% of respondents said that it was good and lively. Twenty four percent said it was excellent plus 49% which said it was good and only 15% said it was satisfactory. It is interesting to note this revelation as it confirms seriousness of participants and also the effectiveness of the courses. Indeed the In-Service courses of this nature provide a place where course members could feel that they have had sufficient opportunity to exchange ideas with one another, both during the formal sessions of the course and informally (Ruddick, 1981 : 53).

Giving the participants an opportunity to identify training needs, would help them to design a clear brief as to course objectives and content hence necessary preparation before they attend the programme. This, undoubtedly would encourage lively participation in these courses.
6.2.31 **HOW WOULD YOU RATE THE QUALITY OF FACILITATORS**

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>Good</td>
<td>9</td>
</tr>
<tr>
<td>Not suitably qualified</td>
<td>-</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL RESPONSES</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

When asked to comment on the quality of facilitators in these In-Service courses, a very high percentage (86%) of those who responded to this question rated the facilitators as suitably qualified (i.e. 26% said they were excellent, plus 60% which said they were good).

This question was included because some critics accuse facilitators as sometimes lacking sufficient knowledge of the course matter. What can, perhaps be said is that in some instances, they have inadequate experience of alternative training methods and techniques.
This 86% response points to the good work done by the agencies when selecting facilitators. Obviously this has to be like this where facilitators have to put a lot of effort into preparation. Ruddick (1981) rightly argues that:

Course members respond well to a course which demonstrates that the course leader has put a lot of effort into its preparation. The evidence for sound preparation includes appropriate hand-outs, overhead projector transparencies, lecture notes and resource for discussion.

[Ruddick, 1981 : 22]

What Ruddick emphasizes here is that course members would respond well to a course where the content is thoroughly researched and professionally presented.

Jarvis (1982) may be correct when he argues that the courses need extensive preparation and research because nothing can be as insulting to professional persons as gathering them together merely to distribute information or anecdotes, when such could have been communicated through the post (Jarvis, 1982 : 245).
Would you recommend that some principals be made facilitators?

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Yes</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>-</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL RESPONSE</td>
<td>17</td>
</tr>
</tbody>
</table>

What appears abundantly clear from this table, is the very high percentage (92%) of respondents who indicated that some of the facilitators should be drawn from the ranks of Principals. The point that seems to emerge from this finding is the employment of talent from within the Principals themselves to cater to the identified management needs.

Oldrough and Hall (1991: 183) rightly put that managers learn by reflecting together about their professional practice. Hoyle (1986) is even bolder when he says:

We should not assume that the major task involved in training educational managers is transmitting skills of managing and motivating people only. It is important that management training provides ample scope for reflection and discussion about educational issues.

[Hoyle, 1986: 22]
Buckley (1985) also supports this perception. He argues that when Principals become facilitators, this provides them with an opportunity to meet professional colleagues in a relaxed atmosphere, away from the stresses and strains of their daily life; to share problems and to gain mutual support from each other. The organisers of these courses will be well-advised to involve Principals as facilitators if their courses are to become effective (Buckley, 1985 : 92).

**6.2.33 SHOULD POTENTIAL PARTICIPANTS IN THE IN-SERVICE TRAINING COURSES HAVE ACCURATE UNDERSTANDING OF ITS AIMS AND AREAS TO BE COVERED**

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>19</td>
<td>13</td>
<td>11</td>
<td>55</td>
<td>64</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>9</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>Not certain</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
<td>27</td>
<td>17</td>
<td>24</td>
<td>85</td>
<td>100</td>
</tr>
</tbody>
</table>
This question is closely related to question 6.2.29 (vide supra) in that respondents were asked to indicate whether participants should have accurate understanding of the programme’s aims and areas to be covered. Once more a very high response i.e. 92% agreed with the idea.

This confirms the idea that:

Principals should first be given opportunities to discuss the course/training content in advance with the co-ordinators to make a careful identification of management development needs. This will make the organisers more aware of the principals’ needs, backgrounds and work environments.

[Oldrough and Hall, 1991 : 177]

The above table clearly shows that organisers of the In-Service courses should develop a particular approach to management training, the major characteristic of which is to provide contexts in which Principals can address the problems which they are confronting at the level of policy e.g. school boycotts and teacher militancy.
A frequent complaint about these management in-service programmes, is that they are too "theoretical" and insufficiently "practical" hence many principals find it hard to reconcile theory with practice and procedure required at their schools.

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>-</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
</tr>
<tr>
<td>Not certain</td>
<td>4</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

Just above half the respondents i.e. 58% agree with the above statement. What is being highlighted by this table is the difficulty of translating the theory of school management into practical activity. Thembela (1990) is probably correct when he contends that many In-Service training courses simply emphasize the accumulation of more and more facts of the subject matter or more and more techniques and refined procedures. ...What is more, these techniques presented by "experts" seldom take into account real life situations in the real schools as known and experienced by the teachers themselves (Thembela, 1990: 70).
Once more, the identification of Principals' needs becomes a very important issue so that what they learn at these courses becomes relevant to their situations.

It is however, pleasing that at least 30% of respondents indicated that they disagree with the statement. This brings some comfort that at least there are some who see the courses as relevant to their situations (vide supra 6.2.26).
IF A PRINCIPAL IS TO BE HELPED TO PERFORM EFFECTIVELY WITHIN A SPECIFIC SCHOOL SITUATION, A SIGNIFICANT PROPORTION OF ANY TRAINING PROGRAMME NEEDS TO TAKE PLACE WITHIN THE PROXIMITY OF THE SCHOOL AND ITS ENVIRONMENT.

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
</tr>
<tr>
<td>Not certain</td>
<td>-</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

As the above table shows, 78% (39% + 39%) of respondents agree that if a Principal is to be helped to perform effectively, training should take place within a specific school situation and its environment. This obviously suggests that Principals would prefer locally-organised In-Service training. It could be Circuit-based. The disruption caused by removing Principals from their schools for In-Service training to a far-away venue is not desirable.
Thembela (1990) is highly critical of In-Service training courses that are being held in places like hotels, universities, colleges, central In-Service centres, away from the teachers' own setting. This, according to him:

Creates an atmosphere of artificiality and remoteness. Participants find it difficult to relate what they learn in those centres to their own natural environment. If these cannot be held in locally-based areas, they should be held in Teachers' Centres.

(Thembela, 1990 : 71)

In-Service centres are in most cases established by Education Departments. Teachers are usually sent to these centres on instructions of the Departmental officials e.g. Siza Centre for K.D.E.C. Teachers Centres are established by Teachers Organisations as places where teachers as professional people, can meet to discuss matters of common interest. Attendance is not determined by the Education Department but is voluntary, based on professional needs. Teachers usually organise themselves and run In-Service Training programmes.
**WHO SHOULD ACTUALLY ORGANIZE THESE IN-SERVICE COURSES ON MANAGEMENT**

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Principals themselves through Principals' Association</td>
<td>6</td>
</tr>
<tr>
<td>Local Departmental structures (Circuit Offices)</td>
<td>5</td>
</tr>
<tr>
<td>Teachers' Associations (e.g. N.A.T.U.)</td>
<td>-</td>
</tr>
<tr>
<td>Private-Sector agencies (e.g. Shell Science Centre)</td>
<td>-</td>
</tr>
<tr>
<td>Others: Combination of all the above</td>
<td>5</td>
</tr>
<tr>
<td>K.D.E.C. (Head Office)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

A particularly interesting revelation has emerged from the foregoing table. Forty seven percent of the respondents indicated that the Principals themselves through Principals' Associations should organise the In-Service courses on management whilst 29% said it must be the Department (K.D.E.C.) through its local structures e.g. Circuit Offices.
Nine percent said it should be the Teachers' Associations. Assuming that many of the existing Principals Associations are structures established by N.A.T.U., it is proper to add this to the 47% of Principals association which totals to 56%. It is surprising that only 8% said it should be private-sector agencies.

What comes out clearly and unambiguously from this table is the view that Principals themselves feel that they (through Principals Associations) should organise the courses on management for their colleagues (vide supra 6.2.24). Whilst this appears a good idea, what is questionable is whether they (Principals) have the motivation, will and resources to tackle this mammoth task. On the other side, this idea may emanate from the belief that the Principals see themselves as best placed to identify the school's needs. Given the complex circumstances operating in every school, they are best placed to tackle effectively any problems they encounter.
If the management of 'INSET' is left in the hands of other organisations or agencies, activities may be very efficiently conducted but will fail to achieve any effectiveness at all because of the passive and non-participatory role of the teachers themselves (Thembela, 1990: 71).

Oldrough and Hall (1991) are diametrically opposed to what they call the 'experts' who possess 'solutions' to the problems faced by teachers in the schools (Oldrough and Hall, 1991: 99).

The other reasons why Principals want to arrange and design the courses could be that, it might be easier for the locally-established association to carry out a rigorous process of needs identification, selection, preparation and follow-up in schools. The so-called 'experts' from elsewhere will not be needed for planning the course and its delivery. Furthermore the Principals as organisers themselves will have much to gain from being involved.
6.2.37 **HOW OFTEN SHOULD THESE IN-SERVICE COURSES BE ORGANIZED**

From the perception of the Principals, it would seem a fairly large number i.e. 61% prefer that the courses be organised on a quarterly basis throughout the year. Thirty two percent of the respondents felt these should be organised annually at the beginning of each year. The remaining 7% thought they should be organised only after new appointments have been made and obviously these will be directed to newly appointed Principals. The 61 percent response emphasizes the need for regular In-Service training programmes.

6.2.38 **WHO SHOULD ATTEND THESE IN-SERVICE COURSES ON MANAGEMENT**

This question is directly linked with the previous one aimed at getting the views of the respondents as to who must attend the In-Service courses on management. A fairly large number i.e. 62% of the Principals reported that the Principals, Deputy-Principals and Heads of Departments ought to attend these In-Service courses. Thirty two percent said the Principals only should attend. Only 6% said only the newly appointed Principals should attend.
As stated in Chapter Three of this study, the idea of introducing posts of Deputy-Principals in KwaZulu is a fairly recent development. At the time of this study these posts were non existent except for a few selected schools (mainly territorial schools). It therefore appears quite appropriate that all involved in management of the schools be invited i.e. Principals, Deputies and Heads of Departments).

6.2.39 PRINCIPALS' PERCEPTION ON THE URGENT NEED FOR MANAGEMENT DEVELOPMENT AND TRAINING

This being the hypothesis of this study, it came as no surprise when 100% said the need for management development and training Principals, is more than urgent. Admittedly this has to be the position if one accepts that the pre-service education and training, together with the probationary year, can be no more than a foundation. In this initial period it is impossible to foresee, let alone to provide for all the demands that may fall on the individual members of it during their careers (James Report DES 1972 as cited by Wideen & Andrews, 1987: 189).
Perhaps some of the reasons for respondents expressing themselves in favour of urgent management training could be that they realise that the demands which are made upon the Principals these days are constantly changing. As a result, immediate focus on their training will henceforth bring about better management techniques, planning procedures, organisational and administrative approaches (Theron and Bothma, 199: 18).

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
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<tbody>
<tr>
<td>To be extensively involved</td>
<td>A</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>29</td>
</tr>
<tr>
<td>To be involved to a limited extent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
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<td>10</td>
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<tr>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>52</td>
</tr>
<tr>
<td>Should not be involved at all</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>27</td>
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<tr>
<td></td>
<td>17</td>
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<td></td>
<td>24</td>
<td></td>
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<tr>
<td></td>
<td>85</td>
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<td>100</td>
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</tbody>
</table>
A fairly large number of respondents i.e. 61% indicated that interest groups outside education systems (e.g. private sector agencies) should only be involved in a limited role. The implied message here is that the private agencies should undertake non-directive roles. The Department (K.D.E.C.) and Principals through their structures (e.g. Circuit Inspectorate or Principals' Associations) are seen as being relevant in the field of In-Service training on management (vide supra 6.2.36). Whether they (K.D.E.C. and Teachers Unions) have the financial resources to undertake directive roles, is challengeable. Ngcongo (1987) correctly argues that the impact of these structures (e.g. Principals societies) is minimal because they are limited in their functioning by lack of resources and inadequate opportunities (Ngcongo in Ashley & Mehl, 1987 : 48).

6.2.41 LOCALITY OF YOUR SCHOOL IN THE CIRCUIT

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<tr>
<th>TYPE OF RESPONSE</th>
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<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Urban</td>
<td>10</td>
</tr>
<tr>
<td>Peri-Urban</td>
<td>2</td>
</tr>
<tr>
<td>Rural</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>
This question, although it appears out of sequence, was included merely to elicit information from the respondents as to locality of their schools. This flows from the assumption that schools in the urban and peri-urban are big and have countless problems. Their complexity demand for management skills and techniques which are highly specialised for effectiveness.

From the above table, it emerges that there are more Senior Secondary Schools in rural areas i.e. 58% and in the urban and peri-urban areas there are less i.e. 42%. It is common knowledge that pupils from the latter areas are highly politicised, challenging and militant hence the management skills demanded of a Principals of schools in rural area, are of a different order to that of a Principal of an urban school.

6.2.42 INDICATE THE NUMBER OF YEARS YOUR SCHOOL HAS PRESENTED STANDARD 10 CLASS

This question is related to the previous one in that its objective was to provide background information which would help to assess school’s performance academically. There is an assumption that the more years the school produces Std 10 results, the more experience the Principal acquires in management strategies and techniques
of running a school because his management ability can have a bearing on the students' academic performance.

From this investigation, it emerged that more than half i.e. 53% are schools which have presented Std 10 for more than 5 years. This tends to become a tradition. If a school produces good results under the same Principal, this tends to become a tradition which probably could be linked to good management practices. It is, therefore, reasonable to suggest that the fewer the years the school has presented the Std 10 class, the more likely the Principal could lack in management skills. However, this is an area which is subject to further investigation.
6.2.43 IF YOU HAVE ATTENDED IN-SERVICE COURSES ON MANAGEMENT, HOW WOULD YOU DESCRIBE YOUR SCHOOL'S PERFORMANCE IN TERMS OF STANDARD 10 RESULTS

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Attending has helped me greatly in producing better Std. 10 results</td>
<td>4</td>
</tr>
<tr>
<td>These courses have had no bearing on Std. 10 results at all</td>
<td>3</td>
</tr>
<tr>
<td>Very little improvement on Std. 10 results after attending</td>
<td>5</td>
</tr>
<tr>
<td>Still too early to judge impact on Std. 10 results</td>
<td>5</td>
</tr>
<tr>
<td>No comment - because never attended such courses</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

This question was asked with the aim to discover the effect that the 'INSET' programmes have had on the learning outcome of pupils. Shipman (1979) takes the view that the interpretation of examination results depends on allowing for factors outside actual teaching that might account for changes (Shipman, 1979: 87).
This could obviously refer to the Principal's management ability to create an atmosphere conducive to learning activity which basically results in high success within the school. There is strong emphasis on Principal's practice as school managers which influence the quality of pupils' education. It is indeed proper to conclude that high pupil success and management ability of the Principal are complimentary aspects of effective schools.

The highest percentage of respondents from the above table indicated that it was rather too early to judge the impact and effectiveness of courses on management on Std 10 results i.e. 41%.

This could be attributed to the fact that the In-Service training on management, is an activity of recent nature. It was therefore too early to comment on relationship between Std 10 exam results and 'INSET' effectiveness. Nevertheless there was 27% which said these courses helped them to produce better results in Std. 10 whilst 14% said that these courses did not have a bearing on Std 10 results. The 14% that said some little improvement had taken place after attending such courses, is a source of encouragement because it endorses the idea that
management courses for Principals do help in improving pupils' academic performance.

6.2.44 IF A SCHOOL HAS A REPUTATION FOR EXCELLENCE IN PRODUCING STANDARD 10 RESULTS, ONE CAN ALMOST POINT TO GOOD PRINCIPAL'S MANAGEMENT ABILITY

<table>
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<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
</tr>
<tr>
<td>Agree</td>
<td>7</td>
</tr>
<tr>
<td>Not certain</td>
<td>-</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
</tr>
</tbody>
</table>

This question was included to find out whether school level management does affect student performance. Std 10, is the only class within the education system on which we would reasonably reflect the Principal’s management ability. This assumes that academic achievement is the Principal’s school goal. Academic achievement is, of course, the most practical potential outcome of a well-run school. Hence the standardised measure to assess any Senior Secondary School in KwaZulu, could be Std 10 results.
The data reflected in the above table is clear and unambiguous in that there is an overwhelming agreement from the Principals i.e. 83% of them who agree that the Principal's management ability can affect students' academic performance.

93% of the respondents stated that creating a climate of success in a school has an impact on developing performance standards in a school. Schools producing good Std 10 results tend to inspire and cause all students entering that school to develop a positive self-concept which in turn motivates them to do better. High success rates produce higher motivation which builds positive self-concept for each student entering a Std 10 class. Building a positive self-concept of students is one aspect in which Principals need to develop.
Principals are regarded as key agents in the creation of school settings leading to educational effectiveness. Pederson as cited by Gorton (1976) asked students to describe the behaviour or actions of the Principals who create such settings. These actions take place, they argued, in situations in which the Principal expressed friendship, courtesy, sincerity, consideration, praise, encouragement, interest toward students and support of pupils, faculty and all phases of the school programme (Gorton, 1976 : 71).

WHILST IT IS VITAL THAT PRINCIPALS PROVIDE EFFECTIVE INSTRUCTIONAL LEADERSHIP, THE DAILY DEMANDS OF MANAGEMENT HOWEVER, LEAVE THEM WITH LITTLE TIME TO ATTEND TO TASKS DESIGNED TO IMPROVE TEACHER EFFECTIVENESS AND STUDENT'S PERFORMANCE

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
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<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
</tr>
<tr>
<td>Not certain</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>17</td>
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</tbody>
</table>

The main purpose of this question was to determine the nature of relationship between the perceived degree of
instructional leadership of a Principal and the daily demands of management which seem to take the greater part of his daily activity. It aimed at addressing the question of time spent by Principals on instructional and non-instructional activity.

A considerable high response of 86% clearly indicated that many had little time to attend to instructional programmes like developing and enforcing academic standards. Put more simply, the great dilemma of the Principal is how to attend to the management aspects of the school and also concentrate on being the school's key instructional leader.

Principals in effective schools devote more time to the co-ordination and management of instruction and are more skilled in instructional matters. They observe their teachers at work, discuss instructional problems, support teachers' efforts to improve and develop evaluation procedures that assess teacher and student performance.
### FREQUENCY OF THE MOST TIME-CONSUMING ACTIVITIES OCCUPYING PRINCIPAL'S WORKDAY

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>RANK ORDER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 TOTAL</td>
</tr>
<tr>
<td>Class visits i.e. appraising teachers' performance</td>
<td>13 10 19 5 8 7 3 3 68 80</td>
</tr>
<tr>
<td>Evaluating students work</td>
<td>3 12 14 17 10 5 7 3 71 84</td>
</tr>
<tr>
<td>Solving problems for staff and students and others</td>
<td>13 14 9 10 6 6 6 2 66 78</td>
</tr>
<tr>
<td>Holding meetings e.g. staff, school committees</td>
<td>1 5 8 5 10 19 7 10 65 76</td>
</tr>
<tr>
<td>Teaching full-time because of staff shortage</td>
<td>29 6 7 4 7 4 8 2 67 79</td>
</tr>
<tr>
<td>Doing routine office work e.g. filling forms, etc.</td>
<td>4 14 6 14 9 9 7 4 67 79</td>
</tr>
<tr>
<td>Consulting with outsiders e.g. parents, officials etc.</td>
<td>2 4 6 5 10 9 17 13 66 78</td>
</tr>
<tr>
<td>Leaving school to attend to matters like banking etc.</td>
<td>2 5 2 4 2 7 5 40 67 79</td>
</tr>
</tbody>
</table>

N = 85
As reflected on this table, a high percentage i.e. 84% of respondents regarded the evaluation of students' work as the most time-consuming activity for a Principal. Should this be the case, it means Principals are doing work which constitutes properly, the instructional activity. Cotton and Savard (1980) as cited by Hall and Hord (1987) rightly maintain that the Principals' instructional leadership has a significant influence on student achievement (Hall and Hord, 1987: 43).

Emerging as the second time consuming activity, was class visiting with 80%. This involves the appraising of teachers' performance. This still confirms the important role being played by the Principal in instructional activity.

Coming third with 79% were the following activities:

3.1 Teaching full time classes as Principal.
3.2 Leaving school premises to attend to matters like banking, buying building equipment etc.
3.3 Doing routine office work.

Hegarty (1983) is of the opinion that the Principal must teach. He stressed the pedagogical leadership dimension and scorned the 'top manager' style, which he saw as the trend. His image of the Principal, is the excellent teacher, setting an example to all, and having pedagogical-didactical conceptual tasks as his foremost activity (Hegarty, 1983: 88).
Something else suggested by this table is that the Principal is kept busy with management activities, whereas in actual fact some of these management responsibilities should be exercised on his behalf by the school secretary. This is indeed acceptable because he (the Principal) is, in actual fact, trained to teach. However with the complex situations under which the Principal works in KwaZulu, this idea is unthinkable.

**Leaving school to attend to other matters related to school functioning.** Hall and Hord (1987) contrast two Principals. One is out of school least, preferring to remain at the centre of things with his finger on every pulse and visible at every turn. In spite of extensive delegation, he sees control as centred around his own presence and only takes on outside commitments where these are pressed on him rather than from choice (Hall and Hord, 1987 : 182)

In contrast, the other one is out of school more than the other. His other professional activities are limited to local commitments and also to community activities. The school remains neglected and in this way he is out of touch with problems of his school. There is evidence that suggests in KwaZulu that some
of the activities which tend to take away the Principal from his school are in no way related to his managerial role.

_Routine office work_ involves activities like filling in forms, opening mail etc. These tasks are indeed important for the smooth running of the school but most of the activities include regular clerical duties. The school secretary should be responsible for these activities.

This table clearly confirms the perception that because of the considerable work pressure, the Principal's work is spread far too thinly over too broad a spectrum of activities (Jarvis 1984) and in KwaZulu this is common.

Coming sixth were:
- Solving problems for staff and students
  and
- Consulting with outsiders e.g. Parents and Officials.

Coming eighth (last) was:
- Holding meetings e.g. School Committees, Staff Meetings, and other meetings.
Noticeable from the above table, is the fact that 60% of Senior Secondary Schools in KwaZulu do not have managerial posts like Deputy Principalships and Heads of Departments. Only 31% of the respondents indicated that they had H.O.D. posts whilst 6% only said they had Deputy-Principalship posts.
Clark and Draper (1981) as quoted by Bayat (1991) argue that:

The management structures of the school can be seen as the framework within which the main activity, the teaching and learning process, can be encouraged and supported. The many components of the management structure are made up of the Principal, Deputies and H.O.D.

[Bayat, 1991 : 115]

According to the KwaZulu/Natal Planning Council Report (1986 : 18) a Post-Primary school cannot function efficiently without the services of a Deputy-Principal to relieve the Principal of certain duties so that teaching standards can be improved.

6.2.49 IF ANY OF THE MANAGERIAL POSTS EXIST IN YOUR SCHOOL, INDICATE WHETHER ANY OF THE INCUMBENTS EVER ATTENDED IN-SERVICE TRAINING IN MANAGEMENT

Of the 40% respondents who said they had promotion posts, only 13% said their Deputy Principals or Heads of Department’s had attended courses on management for KwaZulu, the post of deputy-Principal is a fairly recent origin and hence there is no way in which these could have received training in management earlier than 1991.
Their training only took place in April, 1991 when a programme was designed as a joint venture of K.D.E.C. and the Institute of Education and Human Development. Dube, Director of the Institute (1991) confirms this. He said that:

Although the request for developing a pilot 'INSET' programme for Deputy-Principals was made by the K.D.E.C. towards the end of 1990, it was not feasible for the Institute of Education and Human Development to respond to that request earlier.

[Dube, 1990 : 2]

It is however, unfortunate that the Heads of Departments had never been considered for training despite having been there within the management structure of KwaZulu's school system especially in the Senior Secondary Schools.
The most significant point which emerged from this study is that only 8% of respondents indicated that they had organised school-based management training. This should have been a matter of great concern because as Oldrough and Hall (1991) correctly put it "it is clear that 'good practice' originates in institutions where heads and their senior colleagues regard school-based management training as a high priority" (Oldrough and Hall, 1991 : 31).

The Deputy-Principals and Heads of Departments are important members of the management team of any institution. As such they should be seen to be growing in their positions if ever they were to make a positive contribution to the management of the school. The Principal should not wait for the moment where Deputies would use their own initiative to take responsibilities or to create a job description for themselves. As top decision makers in the school, they are to key actors hence they need regular training. Bayat (1991 : 118) clearly supports this perceptive.
He argues that more recent management philosophies and strategies have shown that a team approach is the strongest way to organise management, hence school-based management training is vital. In the words of Ngcongo (1986) school-based In-Service education means training that is initiated, controlled and directed by the school as a response to staff and or school needs (Ngcongo, 1986 : 48).

6.2.51 SCHOOL-BASED DEVELOPMENT PROGRAMME IS VITAL BECAUSE DEPUTIES OR HEADS OF DEPARTMENTS AS MEMBERS OF THE MANAGEMENT TEAM, ARE USUALLY INFORMED BY A GOOD GRASP OF REALITIES, FORCES IN THE SCHOOL SITUATION HENCE LEARN SKILLS MORE QUICKLY

<table>
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<tr>
<th>TYPE OF RESPONSE</th>
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<tr>
<td></td>
<td>A  B  C  D  TOTAL  %</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>10  14  5  7  36  42</td>
</tr>
<tr>
<td>Agree</td>
<td>5   7  6  15  33  39</td>
</tr>
<tr>
<td>Not certain</td>
<td>2   6  6  1  15  18</td>
</tr>
<tr>
<td>Disagree</td>
<td>-   -  -  1  1  1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>-   -  -  -  -  -</td>
</tr>
<tr>
<td>TOTAL RESPONSE</td>
<td>17  27 17 24 85 100</td>
</tr>
</tbody>
</table>

It is clear from this table that a large number of respondents i.e. 81% believe the Deputies and Heads of Department's are key agents in the creation of school settings leading to educational effectiveness. The
Principal may become despondent and be increasingly disinclined to see issues which might spark trouble whereas a Deputy-Principal or Head of Department as a person overseeing specific issues, can quickly detect things likely to cause trouble.

Supporting this point of view, Theron and Bothma (1990) argue convincingly that:

...because they initially know the whole school set-up much better than he does, he (the Principal) should use this source of knowledge to the benefit of everyone concerned. Their knowledge, experience and skills should always be utilized and responsibilities should be delegated to them.

[Theron & Bothma, 1990 : 38]

The Principal who accepts the role of his management team as important, is indeed on the correct path. Help and support given by members of the management team after planning and initial training, are much more crucial for success. The Principal needs to admit that he is not the only key person in school success. Although he is important, there are many other people who could assist him like the Deputy-Principals and Heads of Departments.
6.2.52 *SCHOOL-BASED MANAGEMENT TRAINING SHOULD TAKE THE FORM OF TIME TABLED MANAGEMENT MEETINGS AT WHICH MANAGEMENT STRATEGIES ARE FORMULATED*

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<tr>
<th>TYPE OF RESPONSE</th>
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<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
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<tr>
<td>Not certain</td>
<td>1</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
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</table>

An overwhelming majority i.e. 92% of respondents indicated that the development of a more corporate approach to school management, is more appropriate in Senior Secondary Schools. The Principal, through school-based management training, can develop Deputy-Principals and Heads of Departments by organising time-tabled management meetings.
There is a strong argument to the effect that these meetings offer the Principal an opportunity to give some responsibility and authority in determining the exact means by which they (members of the management team) can address the problems of increasing academic performance, e.g. how to conduct Departmental meetings etc (Oldrough and Hall, (1991 : 32). At such management meetings, the Deputy-Principal and Heads of Departments are able to contribute in the formulation of school policy. Bayat (1991) is probably correct to contend that:

Principals of 'good' or 'effective' schools depend on the management team concept, sharing power to ensure effective organisation and administration. Hence the Deputy Principal and Heads of Departments have important effective management roles with a view to ensuring the reality of an effective school.

[Bayat, 1991 : 45]

Developing a similar point of view, Whitaker (1983) as cited by Bush (1986) contends that:

There is likely to be an improvement in the quality of decisions made by all those involved in the life of the school, if they have the opportunity to participate in solving problems relevant to them ....... decision making can become a positive and dynamic force in the school.

[As cited in Bush, 1986 : 54]
In the light of these arguments, it is clear that team approach to management is vital and obviously regular time-table management meetings should be a common occurrence. This should be possible because the Deputy Principals and Heads of Departments carry managerial duties which are offset, to a degree, by reduced teaching hours.

6.2.53 THE VALUE OF SCHOOL-BASED MANAGEMENT TRAINING IS THAT A NEW SKILL LEARNT COULD BE PUT TO IMMEDIATE AND IMPORTANT USE

A very high response of 97% from respondents feel that a new skill learnt could be put to immediate and important use once learnt during school based management training. Morant (1981) as cited by Ngcongo (1986) supports this view by saying "such training is concerned with the acquisition of skills acquisition and techniques using standardised learning procedures and sequences. For example, it could be learning the mechanics of constructing a school time-table" (Ngcongo, 1986 : 48).

This presupposes that a holder of a post located within the senior management structure is able to give effective access to policy and resource decisions merely because he has learnt a skill in such school-based management training.
Another strong argument comes from Ngubentombi (1985: 94) who maintains that the school based In-Service programmes that emphasize self-instruction, have a strong record of effectiveness.

Since the posts of Deputy or Head of Department carry substantial managerial duties, the skill learnt will enable the holder of a post to put it to immediate and important use.

6.2.54 SCHOOL-BASED MANAGEMENT TRAINING SEEM TO BE DESIRABLE NOT ONLY FOR IMPROVING MANAGERIAL PERFORMANCE BUT ALSO TO PREPARE TEAM MEMBERS FOR FUTURE PROMOTIONS

A very high response (99%) indicated that members of the management team (Deputy Principal and Head of Department) could be prepared for future promotion by school-based management training. It is common experience that Principals get promoted from ranks of Deputies and Heads of Departments. This implies that these posts are a step towards Principalship hence well planned school based management programmes, will do much to prepare a Deputy for promotion.
Obviously this confirms the perception that training is the only one of a number of solutions that can be adopted to equip the Deputy-Principals or the Heads of Departments with the managerial know-how even before promotion.
### Frequency of Areas Needing Urgent Training

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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resource Management</strong></td>
<td>5</td>
<td>10</td>
<td>6</td>
<td>8</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>66</td>
<td>78</td>
</tr>
<tr>
<td><strong>Staff Development</strong></td>
<td>15</td>
<td>20</td>
<td>12</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>75</td>
<td>88</td>
</tr>
<tr>
<td><strong>Crisis Management</strong></td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>11</td>
<td>74</td>
<td>87</td>
</tr>
<tr>
<td><strong>Motivation of Staff and Pupils</strong></td>
<td>24</td>
<td>17</td>
<td>9</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>78</td>
<td>92</td>
</tr>
<tr>
<td><strong>Parent Management</strong></td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>16</td>
<td>14</td>
<td>71</td>
<td>84</td>
</tr>
<tr>
<td><strong>Pupil Management</strong></td>
<td>9</td>
<td>3</td>
<td>4</td>
<td>16</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>3</td>
<td>71</td>
<td>84</td>
</tr>
<tr>
<td><strong>Communication within school</strong></td>
<td>3</td>
<td>9</td>
<td>13</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>70</td>
<td>82</td>
</tr>
<tr>
<td><strong>Appraisal and evaluation of work for staff and pupils</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>23</td>
<td>9</td>
<td>72</td>
<td>85</td>
</tr>
<tr>
<td><strong>Handling of human relations</strong></td>
<td>4</td>
<td>3</td>
<td>11</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>26</td>
<td>71</td>
<td>84</td>
</tr>
</tbody>
</table>

**N = 85**
This question of frequency training needs in school management is directly related to needs assessment. Citing the views of Kaufman (1979), Ashley rightly argues that identifying needs is very important mainly because a needs assessment refers to studies consisting of data collection and summaries aimed at determining the training needs of a group of persons in the terms of units of knowledge, content, skills, behaviour patterns etc (Ashley & Mehl, 1987: 67).

On this question, the respondents were requested to rate a series of training needs. Undoubtedly the results of these ratings can be used as indicators of training priorities. Needs assessment is very vital. Hofmeyr and Pavlich are adamant that every 'INSET' programme should be based on a needs and priorities analysis and directed to a priority target group (Ashley & Mehl, 1987: 86).

As reflected from the above table, the highest rating among all items listed was given to the item motivation of staff and students. This clearly suggests that there is no way in which schools can be successful if staff and students are not properly motivated. Reflecting on his own situation as Principal of a Senior Secondary
School, the writer agrees unequivocally with this rating. A good understanding and employment of motivational techniques usually arouse interest and promote efficient learning and achievement.

In schools, if we try to raise the aspirations of the students in their studies, they can easily be motivated or encouraged to strive towards academic achievement. Similarly, if teachers are well-motivated they will also strive to establish cooperative social relations in school. They will become basically self-directive. They will try to work hard for excellence in everything they do in their schools (Musaazi, 1982: 39).

Ranked number two was "staff development". It is important not to lose sight of the intimate link between staff development and school improvement. They are so inextricably bound together that one cannot happen without the other. School improvement depends on a staff development policy and programme that balances the needs of individual teachers and heads with the school's own development needs (Oldrough and Hall, 1991: 63). This emphasizes the need to provide skills that will help the Principals to develop or enhance the personal and professional growth of his staff.
Crisis management was ranked number three. This is understandable in the light of the highly politicised student population. Today Black schools are inextricably locked in a storm of political turmoil. The education system experiences a spate of student boycotts and unrests which have impaired the quality of learning and teaching in general. Hostility between student and teachers has been the key feature during these unrests. This obviously could be a reason why perhaps this item is ranked amongst the top five.

Other items varied in ratings and a striking feature was that all the remaining items received no less than 60% rating. This suggests that all the areas listed need to be addressed quickly during all training sessions.

Identification of other areas needing urgent training (i.e. those not listed in supra 6.2.55)

A number of respondents who took the opportunity to elaborate and add other items in the space provided on the questionnaire, offered some other views on areas needing urgent training like the following:
- leadership development
- accounting and school fund management
- office management
- supervising skills
- negotiating skills

6.2.57 FREQUENCY OF CAUSES FOR PRESENT DAY CONFLICT AND SCHOOL BOYCOTTS IN BLACK SCHOOLS AS THEY AFFECT PROPER SCHOOL MANAGEMENT

<table>
<thead>
<tr>
<th>CAUSES</th>
<th>RANK ORDER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 TOTAL %</td>
</tr>
<tr>
<td>Political awareness amongst students</td>
<td>25 13 8 9 11 6 72 85</td>
</tr>
<tr>
<td>Lack of student's participation in their affairs</td>
<td>7 5 5 32 15 5 69 81</td>
</tr>
<tr>
<td>Over-rigidness by some Principals</td>
<td>2 2 7 10 19 30 70 82</td>
</tr>
<tr>
<td>Uninspiring learning atmosphere</td>
<td>18 10 20 10 5 6 69 81</td>
</tr>
<tr>
<td>Lack of relevant educational facilities</td>
<td>14 26 15 8 3 4 70 82</td>
</tr>
<tr>
<td>Teachers who do not go to class to teach</td>
<td>10 12 14 5 16 14 71 84</td>
</tr>
</tbody>
</table>

N = 85

The perception of Principals regarding this category is well illustrated by the table above. There is a
very high level of agreement among all Principals i.e. 85% who regard political awareness amongst the students, as the cause for present day conflict and school boycotts in Black schools.

As a result of this awareness, students have now begun to exercise their rights and in so doing they present a showdown with authorities. As an example, during the 1990 spate of school unrests and boycotts in KwaZulu, students were questioning the payment of some funds for teachers salaries. They viewed this as the government's duty to pay teachers hence they refused to contribute to this fund. In schools political affiliations have significantly impeded the running of some when students demand that pupils of certain organisations should not attend a particular school. The skills demanded of a Principal today are indeed of a different order of magnitude. The task of managing the various tensions and making sure the school system as a whole works and is compatible with the present political environment, falls on the Principal's shoulders.
The second item as reflected from this table with 84% was that some teachers do not go to class to teach. This enables pupils to find something to do. When teachers do not go to class, there is bound to be mass failure especially in Matric.

When they fail, many return to schools where they find themselves increasingly taking a role of protest as a means of venting their frustrations and anxiety.

The respondents ranked over-rigidity by Principals as the third cause for present day conflict and school boycotts i.e. 82%. This suggests that Principals of Senior Secondary Schools must make some gesture of recognising the more adult status of the pupils. Whilst there is no gainsaying the fact that discipline and behaviour management is essential for enhancing the school’s learning atmosphere, Principals must attempt to eliminate and avoid over-rigidity.
The table above also ranks the lack of relevant educational facilities as the Third. When one looks at the above table, the point that seems to be interesting is that there is not much difference between items in terms of difference in percentage. This suggests that all the items listed are contributing significantly to the school boycotts and unrests. This immediately suggests that the need for acquisition of managerial skills by Principals is a matter of great urgency.

6.2.58 ADD OTHER CAUSES OF SCHOOL UNRESTS NOT LISTED ABOVE

A number of respondents who took the opportunity to add on the responses in the space provided on the item (vide supra 6.2.57), offered some other views on causes of class boycotts and unrests. As the most open-ended of all the questions, this item patently produced the most widespread replies.

Interestingly enough was that, most of the respondents completed this question in some detail and in doing so, offered some valuable ideas. The following responses present clearly what other causes could be:

- misuse and manipulation of students by political organisations.
- false political teachings.
- adverse working conditions - Teacher-pupil ratio.

- lack of parental co-operation and involvement

- communication breakdown between the Department (K.D.E.C.) and parents.

- inadequate facilities which lead to overcrowding (e.g. classroom shortage)

- distrust between teachers and pupils.

- rebellious pupils and teachers.

- rigidity (not only of Principals) but of the whole education structure.

- Department's unwillingness to listen to grievances.
- students being used by political opportunists and some teachers.

- Poor understanding, analysis and foresight amongst students about education.

- demotivated pupils and staff.

- political intolerance and shortsightedness amongst pupils themselves.

6.3 QUESTIONNAIRE TO DIRECTORS/CO-ORDINATORS OF NON-GOVERNMENTAL ORGANISATIONS WHO ARE INVOLVED 'INSET' ACTIVITY ON EDUCATIONAL MANAGEMENT.

6.3.1 Is it true that your agency/organisation has or is involved in "INSET" activity for school management in KwaZulu?

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>85,7</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>14,3</td>
</tr>
<tr>
<td>TOTAL RESPONSE</td>
<td>7</td>
<td>100</td>
</tr>
</tbody>
</table>

This question was included in order to verify the findings in the Principal's questionnaire (vide
supra 6.2.24) in which the Principals listed a number of agencies or organisations involved in In-Service training programme on management. What emerged clearly from this question was that six i.e. 85.7% of the respondents indicated that their agencies or organisations were indeed involved in 'INSET' activity on management. Only one i.e. 14.3% denied being involved in 'INSET' activity on management but instead it was involved mainly with 'INSET' for primary school teachers on the academic component i.e. upgrading those teachers who had not passed Standard 10.
6.3.2 Where is the main thrust of your organisation's activities located in respect of assisting Principals?

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO OF RESPONSES</td>
</tr>
<tr>
<td>SSA - STD (Junior Primary - LP)</td>
<td>-</td>
</tr>
<tr>
<td>STD 3 - STD 5 (Senior Primary - HP)</td>
<td>1</td>
</tr>
<tr>
<td>STD 6 - STD 8 (Junior Secondary)</td>
<td>-</td>
</tr>
<tr>
<td>STD 9 - STD 10 (Senior Secondary)</td>
<td>-</td>
</tr>
<tr>
<td>SSA - STD 5 (Junior &amp; Senior Primary)</td>
<td>-</td>
</tr>
<tr>
<td>STD 6 - STD 10 (Post-Primary)</td>
<td>4</td>
</tr>
<tr>
<td>SSA - STD 10 (All levels of education)</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>7</td>
</tr>
</tbody>
</table>

This table presents a very clear picture of the pattern of the 'INSET' activity which tend to concentrate on Principals of Post-Primary Schools i.e. (85.7%) made as follows: 57.1% of those courses directed at Principals of Post-Primary schools only, plus 28.6% of those directed at all levels with Post-Primary level. The focus on Principals of Post-Primary Schools was well summed up in the Report of one of the agencies as follows:
School Principals of this level are the main clientele of the educational management programme because the management of these schools seems to pose problems to most Principals, probably because of the particular nature of student and teacher; interest shown by the public (i.e. educational institutions, private sector etc) in secondary schools; and educational diversification at the secondary school level. These pressures and those of the education system itself make great demands on Principals.

[Gumbi as cited in Botha, 1988: 31]

6.3.3 What could have motivated your agency / organisation to select the school level you have indicated above

This question was an open-ended question and respondents were requested to offer their reasons for selecting the level for their In-Service training. A fairly large number of respondents i.e. 57.1% indicated that their courses concentrated on Principals of Post-Primary Schools. Giving reasons for selecting this level, one respondent said, "Post-Primary Schools seem to have more problems than other levels" while another one said, "the political upheavals that came up strongly in schools in 1988 left Principals, in particular of Post-Primary Schools, feeling very inadequate and insecure - they were clearly existing insufficiencies but these got magnified by political unrests". One other respondent referred to financial resources
as making it imperative to select a certain level.

There was at least 28.6% of respondents which indicated that besides focusing on Post-Primary, their agencies also accommodated all phases i.e. from SSA - Std 10. These respondents argued that management was vital and should be designed to help everybody who is a Principal.

6.3.4 Indicate the target population for your Management In-Service courses

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals only</td>
<td></td>
</tr>
<tr>
<td>Principals, Deputy Principals &amp; H.O.Ds</td>
<td></td>
</tr>
<tr>
<td>Others (Specify..................)</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>NO OF RESPONSES</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals only</td>
<td>4</td>
<td>57.1</td>
</tr>
<tr>
<td>Principals, Deputy Principals &amp; H.O.Ds</td>
<td>3</td>
<td>42.9</td>
</tr>
<tr>
<td>Others (Specify..................)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>7</td>
<td>100</td>
</tr>
</tbody>
</table>

What emerges clearly from the above table, is that 57.1% of agencies or organisations targeted
Principals only for In-Service training in management. This group neglected the other important members who constitute the management structure of every school system i.e. Deputies and Heads of Departments. Only 42.9% indicated that they accommodated the latter. Neglecting the Deputies and Heads of Departments, is indeed a very sad state of affairs because help and support given by these people, are much more crucial for the success of the school. The Principal needs to accept that he is not the only key person to school success but there are other people in the management structure who can assist him. The Deputies and Heads of Departments need to develop skills for participatory leadership. This is even more important when one considers that their posts are a step towards Principalship.

6.3.5 Indicate areas in KwaZulu you have targeted for your In-Service training

An examination of the data reflected by the responses on this question, reveals that most organisations, or agencies appeared to have concentrated more on urban areas than on rural areas.
This could perhaps be attributed to the fact that most of the programmes are financed by private-sector agencies whose business interests centre around urban areas. The financial constraints seem to prescribe the extent of this support activity. As an example one respondent wrote, "the large number of schools vastly located makes intervention costly and uncontrollable." The significant difference in the provision of 'INSET' programmes between urban and rural circuits tells us more about the extent to which Principals suffer.

6.3.6

**Indicate the extent of support the K.D.E.C. has given you in the initiation and implementing the In-Service training courses on management.**

Responding to this open-ended question, two of the seven respondents reported that they received no support from K.D.E.C. whilst four said they received minimal support. The type of support listed included the following:

- the Department offer venues for these courses e.g. Siza Centre has often been used for running such courses and also Colleges of Education.
Inspectors of the Department at Circuit level, sometimes attend these courses to give moral support.

Officials of the Department are sometimes used in "award-giving functions" i.e. where the agency issues certificates at the end of the course.

The last respondent of the seven, indicated that the Department was fully involved as per contract. This implies that some courses are run expressly on agreement between the agency and the Department as against voluntary support activity given by many agencies.

What emerges clearly from the response to this question is that the K.D.E.C. does not give the support which is due to the 'INSET' effort on management. There is relatively little expression of interest in 'INSET' activity and this is regrettable because one would expect direct interest especially because it (K.D.E.C.) lacks funds to run such courses.
6.3.7 Indicate what actually motivated your agency to initiate and implement the In-Service programmes on management.

This question appears to be related to the one appearing in 6.3.3. This is not the case in that this one seeks to elicit reasons which prompted the agencies to get involved in 'INSET' activity aimed at Principals of schools. The former sought reasons which motivated the agencies to select certain levels of our school system for management In-Service training.

All agencies or organisations were in agreement that their involvement is primarily a support activity. They felt they had to make some contributions in the educational process in KwaZulu. Giving further reasons, one respondent said that Principals under K.D.E.C. had never been afforded an opportunity to be trained in school management whereas Principals under D.E.T were receiving training through the programme called TOP DOWN.

Giving another reason which motivated participation in management In-Service training, one respondent said "interaction with some Principals at informal discussions revealed lack of insights on management."

The general concern by all agencies lay in the fact that teachers in KwaZulu take up promotion posts not on the basis of their management qualities but merely because they were good in other areas like subject teaching. They (agencies) then felt a need to sensitise the incumbents about responsibilities of principalship.

6.3.8 *Are the activities of your agency/organisation based on any research findings i.e. how did you come to identify the areas for training.*

This open-ended question, elicited a very gratifying response in that all the respondents completed this question in some detail and in doing so offered some valuable ideas. Three i.e. 42.8% of respondents indicated that their 'INSET' activities had been based on research findings of some kind conducted prior to implementation.

A needs assessment survey used to be conducted by these agencies through interviews with Principals or through school visits or Circuit visits to consult with the Principals and Inspectors. One respondent spoke of pre-course meetings summoned specifically for needs assessment and planning.
Another respondent indicated that they were able to identify the training needs of Principals through research findings conducted by some other research councils such as H.S.R.C. and The Urban Foundation. It is pleasing to note this remark from one respondent who said that whilst guided by researched theory, he was however open to redirection by participants during the course.

It became apparent from the responses of the remaining four respondents that they never conducted a needs assessment study but they simply arranged courses on the general assumption that Principals in KwaZulu were lacking in management skills. This more or less tallies with the findings in the Principals’ questionnaire (vide supra 6.2.29) where 56% of Principals claimed that they had never been consulted to identify the training needs. This is indeed a very sad state of affairs because it ignores the very objective of any 'INSET' activity i.e. to assist participants in areas where they lack significantly.
6.3.9 **What form do your courses take?**

In answering the question, the respondents listed a number of methods used during training sessions. They all seem to agree that if the training is to be effective, a variety of methods should be used. These include the following: workshops, lectures, group discussions, case studies, brainstorming, workshops interspersed with theory, testing and evaluation. These methods are the acceptable ones used in successful training courses and if used properly, their courses can safely be regarded as effective.

6.3.10 **What is the average duration of your courses and is such duration sufficiently enough to achieve your desired goals?**

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO OF RESPONSES</td>
</tr>
<tr>
<td>One day to a week</td>
<td>4</td>
</tr>
<tr>
<td>More than a week</td>
<td>-</td>
</tr>
<tr>
<td>Interspersed throughout the year</td>
<td>3</td>
</tr>
<tr>
<td>Other : (Specify.........................)</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL RESPONSES</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>
As the above table indicates, four i.e. 57.1% of the seven agencies or organisations plan courses which take a period ranging from one day to a week. Asked to furnish reasons as to whether this duration was adequate to run courses effectively, they argued that taking away a Principal from the school for a period longer than a week could cause chaos in schools because as a key man, everything depends on him. The remaining 3 respondents i.e. 42.9% indicated that their courses were interspersed throughout the year held at regular intervals. They argued that longer courses with more work should be done by participants in between contact sessions. In other words, the complete course on management should be made up of various contact weeks spread over a year or even more. Preferably, time should be agreed upon over a longer period by both parties i.e. course organisers and Principals as participants.
6.3.11 How would you rate participation at courses by members attending?

A particularly interesting theme that emerged from the responses was the general agreement by all respondents that participation by Principals was, on the average good. It ranged from satisfactory to extremely good. This finding, is indeed likely to influence us into believing that the courses organised are effective and interesting. As an example, one respondent said that the participants freely took part both on a structured and in an informal way. The participants were actively involved and in this way an opportunity was being provided for sharing ideas and experiences.

One respondent reported that there was a high level of participation from the newly appointed Principals. Another one said that participation was extremely good except that it took time always for participants to realise that the approach was developmental rather than prescribing tips to be copied or made available as hand-outs or notes.
6.3.12 How do you go about selecting course facilitators?

In very general terms, all respondents referred to the availability of facilitators as the key issue in the 'INSET' training courses. All respondents indicated that facilitators were usually drawn from the education profession i.e. from institutions of higher learning like Universities, Colleges of Education and other institutions dealing with education.

One respondent reported that his agency had established a committee that would recommend people depending on their prior involvement or on qualifications in the field. Another respondent indicated that his agency had a permanent co-ordinator who had received a two year training on this field. Two of the respondents indicated that facilitators came from interested groups with a common approach to management.
One point that seems to be interesting and also a source of encouragement is that, two of the respondents reported that they made use of successful Principals who had some experience in management. This is in line with the finding in the Principals' questionnaire (vide supra 6.2.32) that Principals themselves prefer having facilitators drawn from their ranks.

What type of evaluation techniques have been used by your agency/organisation to assess effectiveness of your courses?

Evaluating the effectiveness of the In-Service programmes in the context of school improvement is very difficult indeed because of so many problems inherent in school system in KwaZulu, for instance, the lack of facilities and lack of support from K.D.E.C.

Giving responses in the space provided in this open-ended question, respondent listed a variety of techniques of evaluation. The most common method used by almost all of them, is the questionnaire at the end of the course. If the questionnaire is not used, a discussion takes place as a feedback session on the course. Whilst these methods could be good, O'Sullivan et al, (1988) however, question their effectiveness when some course organisers leave insufficient
time to evaluate the activity or make clumsy attempts to generate participants' comments by end of course questionnaire (O'Sullivan et al, 1988 : 161).

Some other techniques listed include the following:

- follow-up reports from the principals when they get back to schools.

- follow-up visits by course organisers to schools

- follow-up meetings when participants report all about problems experienced when implementing skills learnt.

- inviting outside evaluators (e.g. from Faculties of Education in Universities, Officials of K.D.E.C.).

- Principals Associations can sometimes be asked to carry out further evaluation.
The evaluation technique which involves follow-up strategies is most appropriate because it ensures the effective implementation and practical application of knowledge and skills acquired during training. Donoughue (1981) is probably correct to contend that during In-Service training sessions, many ideas may be explored and expounded which Principals choose not to put into operation, they will select the ones they think are most likely to succeed with their own particular school. In this way evaluation becomes a powerful learning experience in itself (Oldrough and Hall, 1991: 164).

In simple terms, course organisers use evaluation to marry theory with practice and they are in a position to plan future In-Service training that is both beneficial and of high quality.

What do you perceive as the most serious problems facing agencies/organisations operating within KwaZulu?

The respondents took their time to answer this open-ended question, giving details of the problems they have encountered whilst operating in KwaZulu. These problems listed include the following:
- lack of enthusiasm and visible support from K.D.E.C.

- some Principals have little time to attend courses with the resultant drop-out during the duration of the course, especially where they have attended through instruction of the Circuit Inspector. In this way programmes are only a concern of serious minded Principals.

- attendance sometimes becomes so low that some courses lose their cost effectiveness.

- large number of schools makes intervention courses costly and less comprehensive.

- too many agencies operate within KwaZulu in an unco-ordinated fashion and this sometimes leads to a great deal of duplication and differing standards.

- socio-political situations sometimes pose problems in some regions.
- lack of co-operation from some officials of the K.D.E.C. (e.g. Circuit Inspectors sometimes become indifferent and unsupportive).

- lack of financial resources and facilities in schools to assist in the implementation of techniques and skills learnt.

- credibility of programmes becomes a problem if the agencies were not fully approved or sanctioned by the Inspectorate of K.D.E.C. etc.

On examining these problems, it may be inferred that K.D.E.C. is clearly doing little in giving support to 'INSET' activity on school management.

Many of the problems listed reflect directly on the Department's inability to address some of the problems. It would be very interesting to know what K.D.E.C's reaction to the findings will be. On the whole, it would appear from these revelations that many of the agencies would wish to play a significant role in management development and training.
6.3.15 Would you advocate for a single-structured 'INSET' initiative?

<table>
<thead>
<tr>
<th>TYPE OF RESPONSE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO OF RESPONSES</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL RESPONSES</td>
<td>7</td>
</tr>
</tbody>
</table>

What is most disturbing from this table, is the 28.6% negative response which should not have existed if one refers to the problem of lack of co-ordination listed in 6.3.14 above. This implies that there are some agencies which reject 'INSET' Policy Initiative.

Giving reasons for rejecting co-ordination one respondent claimed that it could easily become another bureaucracy rather than a need for an informal forum for organisations involved, to indicate what they are doing and where and why?
The other respondent was of the opinion that some agencies are involved in 'INSET' for commercial purposes and as a result those with genuine desire to offer service may not be compatible with those who provide service for gain. As such agencies should be able to justify independent existence so that participants can be free to choose.

These issues raise important questions which in the opinion of the writer can be thrashed in the very same 'INSET' Policy Initiative.
CHAPTER SEVEN

7. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

7.1 INTRODUCTION

The researcher has made an attempt in the preceding chapters to highlight the importance of acquiring managerial skills by Principals in order to improve the quality of education. To achieve this, literature study, questionnaires, and informed interviews were used to investigate and assess management training through 'INSET' so as to arrive at conclusions which could be of significant help, not only to K.D.E.C, but also to other Education Systems in South Africa.

7.2 SUMMARY OF FINDINGS AND GENERAL CONCLUSIONS

The main finding of this study has been the confirmation of the need to provide continuous In-Service training on school management. This has been the most significant theme to emerge from this study, which emphasizes the fact that the success of any school can be attributed in large part to the quality of its management.

This study has made it abundantly clear that there is no adequate management training for Principals in Kwa Zulu, neither before they assume the post nor while they are holding the post.
The K.D.E.C. should not only be seen to be promoting initiatives on Non-Governmental Organisations only but should take the lead in planning and co-ordinating the 'INSET' courses on school management.

Another major finding of this study, was that K.D.E.C. should exercise control and guidance on Non-Governmental Organisations. It emerged that too many of them operate in KwaZulu in an uncoordinated manner and this leads to duplication of the same programmes with varying approaches.

7.2.1 THE TREND IN PROMOTING PRINCIPALS

In this study it emerged that there is no systematic management training for people to be appointed to Principalship. Under KwaZulu Department of Education and Culture, these people are not required to complete an accredited course in school management, as is the case with applicants of incumbents under D.E.T. In KwaZulu they are merely accorded a new status and role without the necessary training to give effect to school effectiveness. It was as a result of this anomaly that the private sector and non-departmental organisations decided to take over the issue of training Principals during the late eighties.
7.2.2 'INSET' CONTRIBUTION TO MANAGEMENT DEVELOPMENT

The study has revealed that 'INSET' contribution to management development of Principals in KwaZulu, has been tremendous. Both the Principals of schools and co-ordinators of agencies have confirmed this in their questionnaires. The new emphasis on the training of Principals through 'INSET' emerged in 1986. A large expansion of In-Service training was urged by agencies and organizations who had come to the realization that training was the only one of a number of solutions that could be adopted to equip school Principals with the managerial know-how.

It was within this frame of reference that great importance was attached to In-Service training for school Principals by the private-sector agencies and organisations.

Here 'INSET' activity emerged as a result of the need. Such a view is supported with even greater conviction by Oldrough and Hall, (1991; 25) who claim that 'INSET' is a major vehicle for delivering educational reform. Indeed Principals of schools need 'INSET' for knowledge skills and performance during this era of socio-political changes. There is need to learn new
skills in response to new situations such as those created by the current socio-political and educational reforms. Therefore, this study has been able to highlight the impact of 'INSET' activity in the development and training of Principals. Throughout the study, 'INSET' emerged as a support activity and hence there is need also in return to support it. This view is expressed clearly in the Masterplan for the provision of suitably qualified teachers in KwaZulu which puts it as follows:

To be able to fulfill its task successfully, the educational policy for the country and the specific region should place 'INSET' in its proper context so that when educational priorities are determined, 'INSET' will receive the attention it deserves.


The finding that 'INSET' activity is vital and needs support, should be seen in the context of genuine desire to assist school Principals because they will in turn assist in improving the quality of education. In turn the Officials of Education systems will be imbued with a sense of complacency, that objectives of the system are being met. Certainly Principals must develop leadership skills which will enable them to lead through a period of intensive socio-political
activity. Only then will the management be said to be effective.

7.3 **RECOMMENDATIONS**

Clearly this study has revealed a number of findings on the issue of management development and training for school principals in Kwa Zulu. This study, now concludes with several recommendations, the most important being the following:

7.3.1 **NECESSITY FOR K.D.E.C. TO BE INVOLVED ON 'INSET' ACTIVITY ON EDUCATIONAL MANAGEMENT**

What has emerged from this study is that there has been relatively little expression of interest by K.D.E.C in the management development and training of school Principals. K.D.E.C. should not only be seen to be promoting initiatives of In-Service education but should be involved in planning and co-ordinating the 'INSET' courses on management.

This can be achieved by establishing a fully-fledged section at Head Office to co-ordinate In-Service training to school Principals rather than leaving ..
The findings of a survey conducted by the Research Unit of the Faculty of Education (University of Natal-Durban) substantiate this view. According to this survey, participants were adamant that the major responsibility to provide 'INSET' courses, lay firmly with the Education Department (Salmon and Woods, 1991: 119).

There is therefore an urgent need for the formulation of a clearly defined policy and model for management development and training by K.D.E.C. It should not simply watch the private-sector agencies and other organizations, taking over this aspect of providing 'INSET' activity on management development of school Principals. One response from another agency which magnifies this problem went as follows "lack of enthusiasm and visible support from K.D.E.C. was evident".
The greater focus, it would seem, for 'INSET' activity has been on helping Principals only to develop their managerial skills. The Deputy-Principals and Heads of Department, were excluded right from the beginning (1986) until very recently (1991) when K.D.E.C. began to accommodate them in 'INSET' programmes on management. The private sector agencies and other organisations involved in 'INSET' have pushed these people into oblivion when organising In-Service training courses on management. This is indeed a very sad state of affairs because these are important members of any management structure for any school. At the school level, the Principal, together with his management team, perform the executive function of running the school.
By virtue of being members of the management team, the Deputy-Principals and Heads of Departments are decision makers hence they also need intensive training in managerial skills. The principal alone, cannot hope to succeed in his management activity, if these people are not involved. Principals of good or effective schools depend on the management team concept. Whitaker (1983) is probably right when he contends that there is likely to be an improvement in the quality of decisions made by all those involved in the life of the school, if they have an opportunity to participate in solving problems relevant to them.

As members of the management team in schools, Deputy-Principals and Heads of Departments also need the skills, knowledge which Principals themselves need. Quality and efficiency would ensure that Deputy-Principals and Heads of Departments fulfil their management functions with greater confidence and new skills. It should also be borne in mind that their posts are, in reality,
a step towards Principalship. Training a Deputy-Principal implies training a future Principal.

7.3.3. NECESSITY TO FOCUS MORE ON POST-PRIMARY LEVEL (JUNIOR AND SENIOR SECONDARY SCHOOL LEVEL)

This study presented a very clear picture of the pattern of the 'INSET' activity which tended to concentrate on Post-Primary School Principals. There was general agreement that the Post-Primary School level is the most difficult level in our system of education. Here, Principals deal with students who are entering the adolescent stage, who are older, physically larger and intellectually more developed. A Principal occupies a particularly vulnerable position. Today he has to perform his job within an increasingly turbulent and politically charged environment. Unprecedented developments in education, especially
in Black Education make the incumbent vulnerable. It is mostly at Post-Primary School level that our system of education experiences problems. The Principal's control function here is more demanding than at other levels of our system of education.

For guidance, therefore, there is need to turn to In-Service training to develop skills of confronting situations. This is actually the major function of In-Service training and without this function, very little contribution would have been made to the solution of the problems of schools or to the improvement of the quality of education.

7.3.4 NECESSITY FOR DIRECT INVOLVEMENT OF PRINCIPALS IN THE 'INSET' ACTIVITY E.G. IDENTIFICATION OF TRAINING NEEDS

The most significant point to emerge from this study was that Principals wish to become involved in planning, organizing and running In-Service training. It was considered highly
desirable that Principals, through their associations (e.g. Principals Associations) should have a significant input in the training of their colleagues.

The majority of Principals, i.e. 92% clearly demonstrated this desire (See 6.2.32 in Chapter six). They firmly believe that shared training might lead to the development of stronger links between Principals themselves, and in this way they would perceive the training initiative as a central feature for their success in school management.

Specifically they mentioned areas like the identification of training needs where they think their participation would help to design a clear brief as to course objectives and content. Before the course organizers can properly plan training and development activities, they must make use of the Principals to ascertain their training needs.
In the past, Principals found themselves confronted with a bewildering array of 'INSET' topics which were sometimes irrelevant to their situations.

Secondly, their involvement as facilitators emerged as also most desirable. Many of the 'INSET' courses were staffed not by practising Principals. Whilst they do not refute the fact that the 'INSET' course cannot be successfully implemented without appropriately trained facilitators but they felt some people from amongst their colleagues can be used. This pattern to rely on the consultants from outside the profession, largely ignores the fact that Principals are often experienced people with as much to contribute as to receive. The researcher, having been once made a facilitator by Shell Science Centre, whilst a principal, confirms this view expressed by Principals in their questionnaire.
7.3.5 NEED FOR CIRCUIT-BASED 'INSET' PROGRAMMES.

Circuit-based management training programmes can thus be a powerful form of management development, if it is co-ordinated by Head Office.

This was one of major findings of this study. At Circuit Level, the potential is greatest. Probably the greatest gain is in terms of morale and the feeling that problems could be tackled collectively. The Circuit-Inspectors should take the lead as regional representatives of K.D.E.C. The reasoning for arguing for locally based 'INSET' programmes could be that they (Principals) wish courses to be provided as close to where they operate. Many of them raised problems of lack of transport and teaching loads which often contribute to their dropping out of such programmes before the end of period prescribed.

7.3.6 NEED FOR INDUCTION PROGRAMMES FOR ALL NEWLY APPOINTED PRINCIPALS

In this study, it came out clearly from Principals that induction programmes are more than necessary for all beginning Principals. They need to undergo a period of
induction if they are to adjust to their new work situations, values and norms. A Principal needs to be initiated successfully into his management career. Singh (1988; 30) questions the practice where a Principal is suddenly accorded a new status and role without the necessary training. This induction period should be taken as forming part of management training which should be continuous. Here the Circuit Inspectors carry the responsibility to perform this task because promotions to Principalship are made by them.

Only 52% of the Principals indicated that they had received induction after appointment whilst the remaining 48% claimed they were never inducted (See 6.2.18 in Chapter six). It would appear that induction activities were only organized in the Circuits where Circuit Inspectors were willing and enthusiastic to help beginning Principals. As a matter of fact, these should be made compulsory by K.D.E.C. for all newly appointed Principals as is the case with D.E.T. Induction is indeed an extremely important developmental effort.
ONE IMPORTANT FIELD OF MANAGEMENT REQUIRING IMMEDIATE ATTENTION IS CONFLICT MANAGEMENT

What emerged explicitly clear from this study was that the present day conflict in schools has a direct bearing on its quality of school management. The skills demanded of a principal today are of a different order of magnitude. The task of managing the various tensions and making sure the school system as a whole works and is compatible with the present political environment, falls on the Principals. From the Principals' questionnaires, the point which came out clearly, was that the political awareness amongst the students is the cause for present day conflict in Black Schools.

As a result of this political awareness, students begin to exercise their rights, and in so doing, they precipitate a showdown with authorities. School boycotts and unrests have become the order of the day and these have impaired the quality of learning and teaching in general. Hostility between student and teachers has become the key feature during these unrests. Crisis situation has not only taken place between students and teachers but it has also arisen
between the Principal and teachers. There seems to be a great mistrust between the Principal and his staff.

It is obviously within such context that Principals find themselves. There is need to acquire skills to handle all the unforeseen and potentially disruptive events. Here K.D.E.C. can take the initiative to arrange 'INSET' courses specifically directed at crisis management. Skills acquired will undoubtedly assist the Principal to know how best he could fulfil his role under crisis situations and at the same time keep the school intact where he is set in authority.

NECESSITY FOR CONSTANT EVALUATION OF ALL 'INSET' PROGRAMMES TO ENSURE RELEVANCE.

There was general agreement from both Principals and co-ordinators that 'INSET' programmes should be subject to a high level of evaluation. There was a strong feeling from the co-ordinators that evaluation must be built into the activity or programme itself. On this point, O'Sullivan et al (1988: 164) confirm the need for an evaluation process which should be 'built in' at all levels as an integral part of all 'INSET' courses and as a feedback mechanism...
for their active review. Those who should be involved in this evaluation must be, trainees and providers; Principals as well as participants and officials of the Department. Their function should be to monitor and evaluate all 'INSET' programmes. In this way, evaluation becomes a powerful learning experience in itself, which helps all those involved in programmes to assess their impact in improving the quality of education.

7.3.9 NECESSITY FOR CO-ORDINATION AND CO-OPERATION AMONGST THE VARIETY OF 'INSET' PROGRAMMES

Another most significant point to emerge from this study was the fact that there was an abundance of 'INSET' courses on management. This has led to an unjustifiable amount of duplication, inefficiency and differing standards. It appears that too many agencies operate in KwaZulu with various motives and in an unco-ordinated fashion. There is, therefore, an urgent need to have them co-ordinated and properly controlled to ensure that K.D.E.C. as a whole benefits.

The research findings in this study also indicated that programmes offered have
varied in duration, content and quality. The Education Research Unit of the University of Natal - Faculty of Education has called on all 'INSET' groups to co-ordinate their work and thrash out a clearer policy for 'INSET'. The formulation and creation of an 'INSET' Policy Initiative, networking all existing agencies and organisations, is probably the most important step to be taken. K.D.E.C. as a recipient can take the lead in formulating a well defined policy addressing this issue. As early as 1986, BOT had advocated for a much expanded and properly co-ordinated programme of 'INSET' vital to the future strength and development of good school management.

NECESSITY FOR THE CREATION OF POSTS OF DEPUTY-PRINCIPALS AND HEADS OF DEPARTMENTS IN KWAZULU SCHOOLS ESPECIALLY FOR THE SENIOR SECONDARY SCHOOLS.

At the time of conducting this research, only 8 Senior Secondary Schools out of a number of 85, had Deputy-Principals. (See 6.2.48 in Chapter 6). However K.D.E.C. had approved in principle the idea of giving certain Senior Secondary Schools these posts. Since all schools have Principals, so must all have Deputy-Principals. The complex
nature of a modern Senior Secondary School imposes heavy demands on the Principal. In order to execute his management duties effectively, the Principal needs the assistance of a Deputy Principal and Head of Department. Probably the late introduction of these posts in KwaZulu could be attributed mainly to the fact that need had been considered to be of lower priority as the Department was battling to find sufficient funds. Nevertheless, the creation of these posts for all schools should be a matter of priority if school management is expected to improve.

The role of a Deputy-Principal in a Senior Secondary School establishment is an important one. He is the Principal’s right-hand man who assumes the duties in his absence, deputizing in every aspect to assure successful functioning of a school. He has to take lead spontaneously in certain situations. The conventional range of activities and responsibilities are, according to Marland (as cited in Bayat 1991) — part of the pastoral role of the Deputy-Principal which include the following: discipline, attendance, welfare,
counselling, educational guidance, vocational guidance, relationship with parents, testimonials and applications (Bayat, 1991: 12).

8. CONCLUSION

What this study has attempted to do, has been to magnify the importance of management development. It is vital in that it is concerned with those activities designed to help a Principal improve his performance in his job. Evidence emerged in abundance that this development depends significantly on 'INSET' activity on the management component. Management development and training should therefore be seen as an activity which has the power to create the conditions in which effective teaching can or cannot take place. Acquisition of managerial skills, is bound to raise the quality of school management which in turn contributes to the success of an education system.
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APPENDIX A

A QUESTIONNAIRE TO PRINCIPALS OF SENIOR SECONDARY SCHOOLS IN KWAZULU

1. DIRECTIONS

Please complete by putting a cross (X) in the appropriate boxes or by providing the information required.

2. CONFIDENTIALITY

Your responses will be treated as confidential and no other person will know your answers to the questions. That is why you are not even required to write down your name or name of your institution.

SECTION A: PERSONAL INFORMATION

1. Sex

   Male 1.

   Female 2.

2. Age range

   20 - 29 years 1.

   30 - 39 years 2.

   40 - 49 years 3.

   50 - 59 years 4.

   60 and above 5.

3. Please indicate your highest academic qualification at the time when you were appointed as Principal.
4. What is your present academic qualification to date. (If there has been a change).

|---------------|---------------|----------------|--------------|-----------|--------------------------|

5. Please, indicate your professional qualification.

|-----------------|----------------------|-----------|-------------|--------------------------|
6. Please, state whether in your academic or professional training, you had any course related to educational management.

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7. Please, indicate teaching experience at the time of appointment as Principal.

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<td>6 - 10 years</td>
<td>2.</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>3.</td>
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<tr>
<td>15 - 20 years</td>
<td>4.</td>
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<tr>
<td>21 and over</td>
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8. Indicate experience as Principal of a Senior Secondary Schools.

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<th>1-5 years</th>
<th>1.</th>
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<td>6 - 10 years</td>
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<tr>
<td>11 - 15 years</td>
<td>3.</td>
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<tr>
<td>15 - 20 years</td>
<td>4.</td>
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<tr>
<td>21 - 25 years</td>
<td>5.</td>
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<tr>
<td>26 and over</td>
<td>6.</td>
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9. Please, state whether you were interviewed for the post you hold.

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<th>Yes</th>
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10. Before appointment, did you ever occupy a promotion or Senior post e.g. H.O.D.

   Yes  [ ]
   No   [ ]

11. If yes, what promotion or Senior post did you occupy?

   Acting Principal [ ]
   Deputy - Principal [ ]
   H.O.D. [ ]
   Vice-Principal [ ]
   Other (Specify ... ) [ ]

12. Please indicate at which level was the above post occupied?

   Senior Sec. School [ ]
   Secondary School [ ]
   Primary School [ ]
   Lower Primary School [ ]
   Other (Specify ... ) [ ]

SECTION B: INDICTION AND FORMAL TRAINING

13. After appointment as Principal, did you serve any probationary period?

   Yes [ ]
   No [ ]

14. If yes, indicate period of probation.

   1 year [ ]
   2 years [ ]
   3 years and over [ ]
   4. not applicable [ ]
16. Who assessed you at the completion of the probationary period?

- Circuit Inspector 1.
- Other official (Specify) 2.
- Never Assessed 3.

17. Were you confirmed immediately after assessment?

- Confirmed immediately 1.
- Not confirmed but served another period 2.
- No response 3.

18. As a newly appointed principal, did you receive any induction from the officials of Department (Inspection).

- Yes 1.
- No 2.

19. If yes, state at what time were you inducted.

- Immediately after appointment—within 3 months 1.
- Between three and six months after appointment 2.
- Within one year of appointment 3.
- No induction whatsoever 4.
- No response 5.

20. After receiving induction, how would you rate its relevance with regard to experiences in the new post.

- Relevant and helped me significantly 1.
- Irrelevant and did not relate to problems encountered 2.
- No response 3.
21. In your opinion, was there any link between what you might have learnt in Management during teacher training and your experience when appointed.

There was link 1.
There was no link 2.
No response 3.

22. In your opinion, should teacher training curriculum include a course on Principalship.

Yes 1.
No 2.

SECTION C: NON-FORMAL TRAINING IN MANAGEMENT

23. Besides formal training in education management, indicate whether you have received any other non-formal training in management.

Yes 1.
No 2.

24. If yes, please indicate by whom was this in-service programme organized and run.
(a) Shell and Maths Resource Centre Education Trust 1.
(b) Teacher Opportunity Programmes (Tops) 2.
(c) Research Institute for Education Planning (RIEP - UOFS) 3.
(d) Institute of Education and Human Development (UNIZUL) 4.
(e) Project Esmik (Technikon Natal) 5.
(f) Northern Natal Resource Centre (Siza Centre) 6.
(g) KwaZulu Enhancement Programme (KEEP) 7.
(h) NATU (PROFESSIONAL SECRETARIAT) 8.
(i) Principals Association 9.
(j) Other (Specify) 10.
25. Indicate the method used to invite you to the In-Service Management course.

(a) Attended by invitation directly from the Organizers

(b) Attended on the instructions of the Dept

(c) Attended upon my own initiative

(d) Other (Specify ............

26. State whether aspects covered were relevant to your institution.

Very relevant

Sometimes relevant

Not relevant

27. Indicate the length of a course

One day

one week

One month

Periodically (more than once at different times per year)

28. Methods used during training.

Plenary sessions

Series of lectures

Group discussions

Combination of all above.

29. Were you ever consulted to identify the aspects or areas treated during the training.
29. Were you ever consulted to identify the aspects or areas treated during the training.

Yes  
No

30. How would you rate participation at courses by members attending.

Excellent  
Good  
Adequate/limited  
Poor  
Very Poor

31. How would you rate quality of facilitators at such courses.

Excellent  
Good  
Not suitable qualified  
Poor

32. In your opinion, would you recommend that some Principals be made facilitators.

Yes  
No

33. Potential participants in these in-service training programmes should have an accurate understanding of its aims first and areas to be covered.
34. A frequent complaint about these management in-service programmes is that, they are too "theoretical" and insufficiently "practical" hence many principals find it hard to reconcile theory with practice and procedure required at their schools.

35. If a Principal is to be helped to perform effectively within a specific school situation, a significant proportion of any training programme needs to be related to his own school and its environment.
36. In your opinion, who should organize these in-service management courses?

(a) Principals themselves through Principal's Association
(b) Local Departmental structures (Circuit Office)
(c) Teachers Association (e.g. NATU)
(d) Private agencies (e.g. Shell)
(e) Other (Specify ........................................

37. How often should these in-service courses be organized?

(a) After new appointments have been made.
(b) Annually at the beginning of the year.
(c) Periodically during the year (quarterly)
(d) Others (Specify ........................................

38. Who should attend these in-service courses?

(a) Newly appointed Principals
(b) All Principals (new and old)
(c) Principals, Deputy Principals and H.O.D's
(d) Others (Specify .........................

39. In your opinion, do you perceive the need for Management Development of Professional skills for Principals of schools in general.

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<td>yes</td>
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<td>NO</td>
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40. Do you think interest groups outside the education system can make a substantial contribution in the field of In-Service Education especially in management.

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41. Locality of your school in the Circuit.

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<td>Urban</td>
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<td>Peri-Urban</td>
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<td>Rural</td>
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42. Number of years your school has presented Std 10 class.

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<td>(a) For the first time</td>
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<td>(b) Once</td>
<td></td>
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<td>(c) More than once</td>
<td></td>
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<tr>
<td>(d) More than 5 years</td>
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<tr>
<td>(e) More than 10 years</td>
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43. If you have attended an in-service course on management, how would you describe your school's performance in terms of Std 10 results.

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<td>(a) Training acquired has helped me to manage school effectively, hence good Std 10 results.</td>
<td></td>
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<td>(b) Training received has had no bearing on the school's performance in Std 10.</td>
<td></td>
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<tr>
<td>(c) Very little improvement has taken place in Std 10 results after receiving training.</td>
<td></td>
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<tr>
<td>(d) Still too early to assess effect and impact on Std 10 results</td>
<td></td>
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<tr>
<td>(e) Other (Specify)</td>
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44. If the school has a reputation for excellence in producing Std 10 results, one can almost point to good Principal's management ability.
45. Creating a good atmosphere where a positive self-concept in students can be nurtured and where pleasant working conditions for the staff can exist, is an issue of chief concern for a Principal who wants to improve Std 10 results.

46. Whilst it is vital that Principals provide effective instructional leadership, the daily demands of management however, leave them with little time to attend to tasks designed to improve teacher effectiveness and student's performance.

47. List the most time-consuming activities that occupy your work day as Principal. (NB.: One which occupies you most must be NO. 1 and the least one that occupies you should be 9.)
47.1 Class visits—appraising teacher's performance.  
47.2 Evaluating students work.  
47.3 Solving problems (Staff and students—trying cases)  
47.4 Holding meetings (Staff, Departmental, School Committee etc)  
47.5 Teaching full-time because of staff shortage.  
47.6 Doing routine office work (opening post, filling forms etc).  
47.7 Consulting with outsiders (parents, officials, visitors etc)  
47.8 Leaving school to attend to other matters (banking, building material).  
47.9 Other not listed above (Specify .............)

---

SECTION E: SCHOOL-BASED MANAGEMENT TRAINING

48. Which of the following managerial posts exist in your school?

- Deputy Principal 1.
- None 3.
- Other (Specify .............) 4.

49. Indicate whether any of them has attended an in-service course on management.

- Yes 1.
- No 2.
- Not applicable 3.

50. Indicate whether you as Principal has ever organized school based management training.

- Yes 1.
- NO 2.
51. School-based development programme is vital because the Deputies and or H.O.D.'s as members of the Management team, are usually informed by a good grasp of realities, forces in the school situation hence learn skills more quickly.

- Strongly agree
- Agree
- Not certain
- Disagree
- Strongly disagree

52. School-based management training should take the form of time-tabled management meetings at which management strategies are formulated.

- Strongly agree
- Agree
- Not certain
- Disagree
- Strongly disagree

53. The value of school-based management training is that a new skill learnt could be put to immediate an important use.

- Strongly agree
- Agree
- Not certain
- Disagree
- Strongly disagree
54. Meetings of Management team seem to be desirable not only for improving managerial performance, but also to prepare team members for future promotions.

| Strongly agree | 1. |
| Agree | 2. |
| Not certain | 3. |
| Disagree | 4. |
| Strongly disagree | 5. |

SECTION F: IDENTIFICATION OF MANAGEMENT AREAS NEEDING URGENT TRAINING

55. The most commonly identified areas of school management in which there is urgent need for training during this era of educational turmoil appear to be the following: (One which needs first attention should be No 1 and the least urgent one should be No 9.

55.1 Resource management
55.2 Staff development
55.3 Crisis management
55.4 Motivation of staff and pupils
55.5 Parent management
55.6 Pupil management
55.7 Communication within the school
55.8 Appraisal and evaluation of work for Staff and students
55.9 Handling of human relations.
56. Add other areas not mentioned above if you so desire.

56.1 .................................................................
56.2 .................................................................
56.3 .................................................................
56.4 .................................................................
56.5 .................................................................
56.6 .................................................................

57. Rate the following causes for the present day conflict and school boycotts in Black schools as they affect Principal's management activity. (NB: One which is mostly the major one should be rated as 1 and the least major one be rated 6.

57.1 Political awareness amongst students
57.2 Lack or student's participation in their affairs
57.3 Over-rigidness by Principals
57.4 Uninspiring learning atmosphere
57.5 Lack of relevant educational facilities
57.6 Teachers who do not go to classroom to teach.

58. Add any other cause not listed above.

58.1 .................................................................
58.2 .................................................................
58.3 .................................................................
58.4 .................................................................
58.5 .................................................................
58.6 .................................................................
58.7 .................................................................

THANK YOU FOR YOUR SUPPORT
A QUESTIONNAIRE TO THE DIRECTORS/CO-ORDINATORS OF ORGANIZATIONS
OR PRIVATE-SECTOR AGENCIES ENGAGED IN "INSET" PROGRAMMES ON
EDUCATIONAL MANAGEMENT IN KWAZULU

SECTION A: GENERAL INFORMATION

1. Recent research conducted in KwaZulu Department of Education and Culture, has identified your Organization/agency as being involved in "Inset" management programmes (In-Service training programmes aimed at assisting Principals). To what extent is this true?

   TRUE

   FALSE

2. If true, where is the main thrust of your Organization's activities located (Tick in the box)

   Junior Primary School Phase (SSA - STD 2)
   Senior Primary School Phase (STD 3 - STD 5)
   Secondary School Phase (STD 6 - STD 8)
   Senior Secondary School Phase (STD 9 - STD 10)
   Junior and Senior Primary (SSA - STD 5)
   Post Primary School (STD 6 - STD 10)
   In all phases (SSA - STD 10)

3. Could there be any specific reasons for selecting the phase(s) mentioned above.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
4. What is the target population for your Management In-Service Courses.

Principals only

Principals, Deputy Principals and H.O.D.'s

All Staff members

Other (Specify)

5. Please indicate areas/Circuits in KwaZulu which were targeted for servicing by your Organization/Agency.


6. To what extent was the Department of Education and Culture involved in the initiation and implementing the In-Service training courses you are running?


SECTION B: NATURE AND COURSE STRUCTURE

7. What motivated your Organization, in particular, to initiate and implement the In-Service management training of Principals for KwaZulu.
8. Are the activities of your Organization based on any research findings, i.e. How did you come to identify the areas for training?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

9. To what extent were the recipients involved in the identification of problem - areas in management which are addressed by your Organization/Agency?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

10. What form do your courses take? (e.g. workshops etc).

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

11. What is the average duration of the courses you are running?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

12. In your opinion, is this duration long enough to achieve your desired goals. If not what would you suggest to overcome this problem.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
13. How would you rate participation at courses by members attending?

14. How do you go about selecting your course facilitators?

SECTION C: EVALUATION OF THE PROGRAMMES

15. What type of evaluation techniques have been used by your Organization / Agency, to assess effectiveness of your courses (e.g. feedback sessions).

16. Are there any follow-up strategies designed to ensure the effective implementation and practical application of the knowledge and skills acquired during training.
17. In your opinion, what do you perceive as the most serious problems facing Organizations/Agencies operating within KwaZulu.

18. To what extent is your Organization/Agency able to resolve some of these problems listed in No. 17 above.

19. In your opinion, would you advocate for a single structured "INSET" initiative i.e. all Organizations/Agency involved are to co-ordinate their activities to avoid possible duplication of services rendered.
20. Please, give any other information which in your opinion, may be of assistance to this research but has not been accommodated by this questionnaire.

THANK YOU VERY MUCH FOR YOUR SUPPORT
Mr L.T. Mbatha

Sir

1. Your submission of 1989-07-12 has reference.

2. The Department of Education and Culture has given positive consideration to your request and permission is granted for you to proceed with the research project provided that:

2.1 All contact with Departmental officials is negotiated through appropriate channels.

2.2 The confidentiality of all participant responses is respected.

2.3 This Department is furnished with a copy of your completed dissertation.

3. The Department wishes you every success in your endeavour.

Yours faithfully

CHIEF EDUCATION PLANNER
WGH/Ann
A Covering letter to Circuit Inspectors

The Circuit Inspector

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR CIRCUIT

1. I am doing research on the "Management Development of Principals in KwaZulu with special reference to Senior Sec Schools". This research is part of a needs assessment investigation of the In-Service management programmes designed to improve the managerial skills of Principals and also the impact these programmes have in maximizing effectiveness and the level of performance in their schools.

2. May I request you to grant me permission to distribute questionnaires for completion by Principals of only Senior Sec Schools in your Circuit.

3. Your Circuit has been selected to form part of my sample simply because preliminary research has revealed that it was once targeted by private agencies which run such non-formal management training. Secondly, it falls in the Region. I have selected two Circuits per region so as to cover the whole of KwaZulu.

4. Attached here is a copy of approval from the Secretary of Education and culture to conduct such research in KwaZulu.

Yours faithfully

L.T. Mbatha
APPENDIX E

A Covering letter to Principals of Senior Sec Schools

The Principal

Dear Sir/Madam,

RE: COMPLETION OF A QUESTIONNAIRE ON "MANAGEMENT DEVELOPMENT OF PRINCIPALS IN KWA-ZULU"

1. I am very much aware that you are indeed a very busy person but may I request you to spare a few minutes to complete the questionnaire attached here.

2. This questionnaire is part of an investigation into the need for In-Service Management programmes designed to improve the managerial skills of Principals in Kwa-Zulu with special reference to Senior Secondary Schools.

In short, this is a needs assessment study into the impact the so-called "inset" programmes have in maximizing effectiveness in the running of schools and also in raising the level of performance in our schools.

Thanking you in anticipation of assistance.

Yours faithfully

L.T. Mbatha
A Covering letter to Inspectors/Inspectress as "contact persons"

The Inspector/Inspectress

Dear Sir/Madam

RE: DISTRIBUTION AND COLLECTION OF QUESTIONS

1. This is a follow up to my verbal request which I made when I visited your Circuit. May I once more request for your help in distributing and collecting of the Questionnaire for my research work.

2. This questionnaire consists basically of simple close-ended questions, hence you need not bother about giving explanation to the Principals. If only you could monitor the distribution and collection of questionnaires, this will suffice. The target of this questionnaire is the Principal of a Senior School in your Circuit which has presented Std 10 for external Examinations.

3. Once more, may I thank you for having agreed to assist me in this manner. I am aware that this entails an extra-work on your presumably tight schedule.

Thanking you in anticipation of help.

L.T. Mbatha
A Covering letter to Directors/Co-ordinators of private sector agencies engaged in "INSET" activities in KwaZulu

The Director/Co-ordinator

Dear Sir/Madam

RE: COMPLETION OF THIS SHORT QUESTIONNAIRE ON "MANAGEMENT DEVELOPMENT OF PRINCIPALS IN KWA-ZULU"

1. The undersigned is engaged in a research work on the topic mentioned above.

2. Two months ago, a questionnaire was sent to Principals of Senior Secondary Schools in nine Circuits spread in four Regions of KwaZulu. There are 85 Principals who have responded out of 115 targeted Principals. Your Organization/Agency has been identified by this research as being one of those engaged in running In-Service training courses on management.

3. It is as a result of these findings that I am sending this questionnaire for completion. I realize that your time is valuable in terms of your daily commitments as prescribed by the position you hold. May I implore you to sacrifice few minutes to complete this very short questionnaire in the interest of research work.

Yours faithfully

L.T. Mbatha