THE ROLE OF THE PRINCIPAL IN MOTIVATING HIS STAFF AND PUPILS

A PSYCHOPEDAGOGIC PERSPECTIVE

FANYANA GILBERT MHLAMBO

B.A. (UNISA) U.E.D. (RHODES UNIVERSITY)

B.ED (UNIVERSITY OF NATAL)

SUBMITTED IN FULFILMENT OF THE

REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

IN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

OF THE

UNIVERSITY OF ZULULAND

SUPERVISOR : PROF. G. URBANI

CO-SUPERVISOR : MR A. VAN DER MERWE

DURBAN

JANUARY 1993

DEDICATION

This work is dedicated to my dear wife, GERTRUDE MINNIE, for her untiring support, unfailing love and interest in educational affairs.

ACKNOWLEDGEMENTS

I wish to express my sincere thanks and appreciation to:

* God my heavenly Father and Christ my Saviour who gave me stamina and power to tackle this study.

* My supervisor, Professor Giovanni Urbani, for his expert scholarly advice and guidance as well as encouragement for the duration of the study.

* Mr André van der Merwe, lecturer in the Department of Educational Psychology, for his motivation and assistance in the preparation of this study.

* My wife, Gertrude Minie for having remained as a constant source of inspiration and a beacon of light throughout this intellectual exercise.

* Mrs G.M. Mhlambo for the time she spent proof-reading the first manuscript.

* Mrs V. van Rooyen who set aside her other pressing duties to type this dissertation.

CONTENTS

CHAPTER		PAGE
1.	ORIENTATION	1
1.1	INTRODUCTION	1
1.2	ANALYSIS OF THE PROBLEM	3
1.3	STATEMENT OF THE PROBLEM	8
1.4	ELUCIDATION OF CONCEPTS	9
1.4.1	Motivation	9
1.4.2	Principal	9
1.4.3	Pupil	10
1.4.4	Role	10
1.4.5	Role of the principal	10
1.4.6	Staff	11
1.5	AIMS AND VALUE OF THE STUDY	11
1.6	METHOD OF RESEARCH	12
1.7	FURTHER COURSE OF THIS STUDY	13
2	LEADERSHIP AND MOTIVATION	14
2.1	INTRODUCTION	14
2.2	ELUCIDATING LEADERSHIP	14
2.3	THEORIES OF LEADERSHIP	20
2.3.1	Situation theory	21
2.3.2	Trait theory	22
2.3.3	Group-function theory	23

CHAPTER		PAGE
2.4	LEADERSHIP TYPES	24
2.4.1	Charismatic leader	25
2.4.2	Symbolic leader	26
2.4.3	Headman	26
2.4.4	Expert or intellectual leader	26
2.4.5	Administrative leader	27
2.4.6	Bureaucratic leader	27
2.4.7	Agitator or reformer	27
2.4.8	Authoritarian leader	28
2.4.9	Nomothetic leader	28
2.4.10	Ideographic leader	29
2.4.11	Transactional leader	29
2.5	LEADERSHIP STYLES	30
2.5.1	Autocratic	31
2.5.2	Democratic	31
2.5.3	Laissez-faire	32
2.6	THE LEADER'S TASK	33
2.6.1	Functions of leadership role	34
2.6.2	Leadership and bossing	36
2.6.3	Orientating people	37
2.6.4	Motivating people	38
2.7	SYNTHESIS	45

CHAPTER		PAGE
3	THE LIFE-WORLD OF THE PRINCIPAL	46
3.1	INTRODUCTION	46
3.2	THE CONCEPT EXPERIENCE	46
3.3	THE LIFE-WORLD OF THE PRINCIPAL	48
3.4	THE PRINCIPAL'S RELATIONSHIP WITH HIMSELF	49
3.5	PRINCIPAL'S RELATIONSHIP WITH OTHERS	55
3.5.1	Inspectors and the department of education.	55
3.5.2	Management council	60
3.5.3	Teachers and administrative assistants	64
3.5.4	The principal and his pupils	70
3.5.5	The principal and the parents	79
3.6	THE PRINCIPAL'S RELATIONSHIP WITH THINGS, OBJECTS AND IDEAS	81
3.7	THE PRINCIPAL'S RELATIONSHIP WITH HIS CREATOR	84
3.8	SYNTHESIS	85
4	THE ROLE OF THE PRINCIPAL IN MOTIVATING HIS STAFF, PUPILS AND PARENTS	86
4.1	INTRODUCTION	86
4.2	MOTIVATING TEACHERS	87
4.2.1	Staff meetings	90

CHAPTER		PAGE
4.2.2	Staff development	100
4.2.3	Classroom visits	106
4.2.4	The progressive or ideal principal	109
4.2.5	Personal qualities desired of a school principal	114
4.2.6	Practical guidelines for the principal in motivating his staff and pupils	119
4.3	MOTIVATING CLERICAL STAFF	121
4.4	MOTIVATING PUPILS	123
4.5	MOTIVATING PARENTS	129
4.6	SYNTHESIS	132
5	SUMMARY AND RECOMMENDATIONS	133
5.1	SUMMARY	133
5.1.1	Statement of the problem	133
5.1.2	Leadership and motivation	133
5.1.3	The life-world of the principal	135
5.1.4	The principal's motivation of his staff, pupils and parents.	136
5.1.5	Objectives of the study	137
5.2	RECOMMENDATIONS	138

CHAPTER		PAGE
5.2.1	Orientation and enrichment programmes for new and serving principals	138
5.2.2	Parental involvement	140
5.2.3	Further Research	144
5.3	FINAL REMARK	145
	LIST OF SOURCES	146

SUMMARY

The aim of the study was to undertake a literature study of the life-world of the principal and to describe how changes in society have effected his motivation of his staff and pupils.

As an introduction a psychopedagogical perspective on the role of the principal on motivating his staff and pupils is given. When the beginner principal or a serving principal enters his school he may find teachers and pupils but he may not be certain of their willingness to be totally involved.

Broadly speaking the principal is a leader and as such it was necessary to look at a few definitions of leadership. The definitions are as many as there are authors on the topic. But it is generally agreed that it be taken as the process of influencing the activities and behaviour of an individual or a group towards goal achievement in a given situation. Leaders are people who have the ability to get others to co-operate with them in doing something. They can be described as people who know the way and go the way. They include the

following: Agitator or reformer; the bureaucrat and nomothet; the ideographic and authoritarian, etc.

Leadership is often linked with motivation which can be defined as the intensity of the involvement in anything that a person does. Many authors have from time to time come out with a variety of apt descriptions all bordering on the influence on the conduct that some person has on others. Indeed leadership is concerned with the implementation of those policies and decisions which succeed in directing the activities of an organisation or school towards its specific goals.

It has been said that the effective running of a school is dependent on the principal as the leader. The school will be what he makes it. He is responsible for everything that takes place in it. He is even responsible for those functions which he has delegated to his sub-ordinates. The leader must be sufficiently motivated in the work of the group. In the school situation the inspiration and drive of the principal must motivate the staff to join forces and become a vibrant body. In the same vein there

must be a relationship of trust, understanding and authority.

It is through the principal's experiences of reality that his own life-world comes into being. Like all human beings he should be able to think about himself. He should be able to take stock of his accomplishments. He should be totally involved with his relationships with others, with things/objects and his Creator. Even the ideas that abound in his area and thus form part of his experience are in some form of relationship with him. The results of the sudden urbanisation and population explosion have affected the principal because of the influx of pupils who come from the informal settlements. Some of these were efforts of using the school buildings as venues for social change. Of course the principal must leave an imprint of the Christian faith everywhere in his school.

The principal should always involve his staff in order to encourage them. Teachers feel motivated by the trust that a principal shows in them. Educational goals are easily accomplished when all the participants feel involved. Consultations even

deliberations at staff meetings or staff development programmes have a tendency of curbing teacher militancy and group bargaining. He should be the moving spirit in the school as he has his finger on the pulse of the establishment. It is also the duty of the principal to encourage the parents of the children at his school.

All pupils feel motivated to know that they belong to a school that has a good track record - and a tradition of excellence. In class an attempt should be made to arouse the enquiring attitude of the pupils. It pays for the principal to set up definite and realistic goals for pupils and give them the results. In a similar manner many parents appreciate being associated with a meaningful school. Besides the trend these days is for the extension of control from the Internal Management Councils to the Management Councils which include parents even on the standing sub-committees. The Education Renewal Strategy document has advocated for an increased say for parents.

The recommendations are that:

* All beginner principals must attend an orientation programme arranged for principals.

* All serving principals must attend regular (twice a year) enrichment programmes (for principals).

* Internal Management Councils (IMC's) must be established in all Black schools. These IMC's will comprise the principal, deputy principal and heads of departments.

* All existing School Committees in Black schools must be replaced by Management Councils (MC's).

OPSOMMING

Die doel met hierdie literatuurstudie was om die leefwêreld van die skoolhoof te beskryf. Daarbenewens is gepoog om aan te toon hoe veranderinge in die samelewing die skoolhoof se motivering van sy personeel en leerlinge beïnvloed het.

Ten aanvang is 'n pedagogiese perspektief op die rol van die skoolhoof as motiveerder van beide personeel en leerlinge in die opvoedingsituasie gegee. Wanneer 'n beginner-skoolhoof diens by 'n skool aanvaar, is hy onseker van sy taak, daarom is sy taak as leier in die konteks van hierdie studie nader ondersoek. Ook vir die gevestigde skoolhoof is dit nodig om gereeld oor sy leierskaprol ingelig te word. Hy moet dus ook gereeld oor nuwe verwikkelinge op die gebied van leierskap ingelig word.

Van die skoolhoof word verwag om leiding aan sy personeel, leerlinge en die ouergemeenskap te gee. Leiers beskik oor die vermoë om ander te oorreed tot samewerking. Definisies van leierskap dui op 'n proses van beïnvloeding van die aktiwiteite van die individu of die groep, ten einde die bereiking van

'n spesifieke doel in die opvoedingsituasie. Leierskap het te make met sowel besluitneming as die implementering van beginsels wat daarop gemik is om die aktiwiteite van 'n organisasie, soos 'n skool, te begelei met die bereiking van doelstellings.

Die suksesvolle funksionering van 'n skool word onder andere deur die leierseienskappe van die skoolhoof bepaal. Hy is uiteindelik verantwoordelik vir alle besluite wat geneem word. In die skool-situasie moet die skoolhoof sy personeel kan motiveer om kragte saam te snoer ten einde 'n lewenskragtige opvoedingsinstansie te word. Om dit moontlik te maak, is 'n verhouding van begrip, vertroue en gesag tussen die skoolhoof, personeel, leerlinge en die ouergemeenskap noodsaaklik.

Dit is deur die skoolhoof se belewing van die lewenswerklikheid dat hy aan sy leefwêreld betekenis gee. Sy lewenswerklikheid sluit onder andere die opvoedingswerklikheid in. Hy bevind hom in ver-houdinge met homself, ander, dinge en God. Die proses van snelle verstedeliking, die bevolkings-ontploffing en die voorkoms van geweld het 'n skadelike invloed op hierdie verhoudinge gehad.

Dit is ook die taak van die skoolhoof om sy personeel tot verantwoordelike optrede te motiveer. Opvoedingsdoelwitte word makliker bereik wanneer alle belanghebbendes (ouers, onderwysers en leerlinge) daarby betrek word. Die sukses daarvan word tot 'n groot mate bepaal deur die vertroue wat die skoolhoof in sy personeel stel. Die skoolhoof bly egter steeds finaal verantwoordelik vir alle besluite wat geneem word.

Leerlinge voel geborge in 'n skool wat aan hulle sekuriteit bied. Omdat leerlinge 'n sinvolle bydrae kan lewer tot die daarstelling van 'n geborge opvoedingsmilieu, is dit nodig dat die skoolhoof hulle tot 'n positiewe houding aanspoor. Dit is moontlik deur aan leerlinge realistiese doelstellings te stel. Op dieselfde wyse kan die ouergemeenskap ook tot sinvolle bydraes gemotiveer word. In sy daarstelling van 'n geborge opvoedingsmilieu, word die skoolhoof se hand gesterk deur beide 'n verantwoordelike interne Skoolbestuur en verantwoordelike 'n Bestuursliggaam.

Na aanleiding van die bevindings van die studie is die volgende aanbevelinge gemaak:

* Alle beginner-skoolhoofde moet 'n oriënterings-kursus vir skoolhoofde deurloop.

* Alle skoolhoofde moet gereeld (twee keer per jaar) verrykingskursusse bywoon.

* Interne bestuursrade moet in alle Swart skole daargestel word. Dié rade moet bestaan uit die skoolhoof, adjunkhoofde en departementshoofde.

* Alle besturende skoolkomitees in Swart skole moet met bestuursliggame vervang word.

CHAPTER I

THE ROLE OF THE PRINCIPAL IN MOTIVATING HIS STAFF AND STUDENTS

ORIENTATION

1. INTRODUCTION

A great deal has been written and said about the South African crisis in education, the daunting legacy of Verwoerdian policy, and the effects of irresponsible politically motivated disruptions. Nationally, the quality of most of the education for Blacks is so poor and the facilities so shockingly inadequate, that it is increasingly difficult to produce the levels of skilled manpower that the Republic of South Africa must have, if it is to thrive (E.R.S. 1992:6-20; Putero, 1991:3). The architects of Bantu Education believed that an education system steeped in the sea of ethnicity would solve the problems of a multi-racial and multi-cultural South Africa. They prepared for the past and not for the future. The past 39 years have led to a "lost generation" which will be difficult to ever educate (Behr, 1978:69). There is some hope for the future as the "new" South Africa moves

towards an up-graded and non-racial education system, but the enormity of the backlog rules out any quick remedies: "It is probably correct to strive towards eventual commonality; but let us accept that Utopias are rarely created overnight" (Retief, 1990:2).

Due to the abovementioned rapid changes that have and are still taking place in South Africa, the principals of our schools have been faced with daunting new challenges and unending threats. One may even go so far as to say that the principal has borne the brunt of the period of transition. Often branded as "a sell-out" or "a stooge of the regime" he needs tremendous courage, dedication and vision to perform his task effectively. In any organisation or establishment the importance of the role played by the manager or leader cannot be gain said. He is the "live wire" or "moving spirit" that initiates or guides almost all the processes that take place in the establishment (Christie, 1990:32; Hansen, 1985:6). The school, like any organisation has a principal to guide and determine the many programmes that take place from day to day for the achievement of its goals. At the same time he has a

major role to play in motivating his staff and pupils.

1.2 ANALYSIS OF THE PROBLEM

The writer regards the principal as a Christian educational leader whose leadership is rooted in the basic Christian motive of creation, the fall of man, and salvation, which exercise a radical influence on the ultimate goal of education, namely the upbringing of the child with the objective of fully preparing and equipping him for good work and service to God and his country (Theron & Bothma, 1990:3).

In the rapidly changing South African scenario the task of the principal has become even more difficult than ever before. Not only has his life-world been changed, but his role as a leader has been challenged by people from every quarter (Hlatshwayo, 1992:57-72; Phewa, 1992:60-64). In the past the principal was regarded as an important and respected leader in the school and community. He has to set an impeccable example and display the tact of a diplomat in his dealings with his pupils, staff and

parents (Theron & Bothma, 1990:3). But almost overnight he has been deprived of all these securities. His one time safe position has been threatened and his life-world changed.

When one considers all the abovementioned changes that are taking place, it becomes clear that the principal's task in motivating his staff and pupils has been influenced. Today he experiences a hostile environment when insults are hurled at him and stones are thrown at his school buildings. At times he is threatened by his own school pupils. Often his own pupils send a group of unknown pupils, clad in school uniform to assault the principal and disorganise the school. There are known instances where teachers and principals have been killed by pupils. Pupils have suddenly assumed authority from some mysterious source and they have disrupted schools or boycotted classes. Even teachers who have been known to be disciplinarians or serious with their work, have been victimised. At this late stage even professional people like teachers, nurses, doctors, lawyers, etc. have called unconstitutional meetings, staged demonstrations and 'chalk-down campaigns' with teachers (Sadtu, 1992).

In South Africa it has been turned into a political tool. Activists have enforced school boycotts as a weapon to beat the government. Instead the loser was an entire generation of uneducated Black children (Christie, 1990:79; Hartshorne, 1988:7-9). In addition while many schools and colleges in Black education are dangerously overcrowded, others are closing for lack of students. And while tens of thousands of Black children lack schooling, hundreds of White teachers are being laid off because there is no one for them to teach.

According to the K.Z.E.D. (1980:16-26) the principal is formally responsible to an Education Department or Governing Council of some kind. As head of the school he must be familiar with various statutory or Government instructions as well as policy directives. By virtue of his appointment the principal is placed at the head of the school. This is due to the confidence placed in him as a result of his work as a teacher. He has been appointed because of the zeal, devotion and competence with which he performed his duties as a teacher. He holds the key position in his school. He is the principal and as such "the first among equals". He

bears the full responsibility for everything that occurs at the school. He is first and foremost an educationist and therefore he must look after the educational, physical and spiritual well being of all his scholars (Musaazi, 1982:66; Hansen, 1985:1).

All the endeavours of the principal are designed to guide his pupils' humanization on a determined course. He needs the co-operation of the pupils (educands) and their full acceptance of his guidance. In his motivation of the pupils, with the specific purpose of effecting changes of significant value, he needs the assistance of all his staff. The acceptance of the unique challenge to motivate his staff will result in a concerted effort to bring about a conscious, purposive intervention in the life-world of the pupils, and by so doing assist them towards independence (Van Rensburg & Landman, 1986:307).

If we accept that motivation may be described as the intensity of involvement, then the principal's task as motivator of his staff and pupils is directed mainly at increasing their involvement (Vrey, 1990:35-39; Hansen, 1985:2). The smooth and

effective functioning of a school is dependent essentially upon the principal and those responsible for helping him. The kind of inspired leadership and guidance provided by those who are in charge, in the final analysis, determine the effectiveness of that organisation. The volition of the staff and pupils must moreover be activated - to which end psychic - vitality is essential. The psychic-vitality that prompts action derives from the meaning attributed to the situation in hand, which in turn coincides with the person's total meaning. This relationship of meaning appeals to the individual to act appropriately and responsibly (Vrey, 1990:230-232; Hansen, 1985:4-6).

Due to, *inter alia*: political changes and violence, industrialisation and urbanisation, the norm crisis, the population explosion and rapid scientific and technical developments Black teachers and pupils find themselves in "a society in transition" when they are experiencing difficulty in orientating themselves to the modern and complex society in which they find themselves. The principal as motivator is faced with children who regard the education they are receiving from unqualified and

under-qualified teachers as inferior and this hampers the intensity of their involvement. Many Black teachers, especially in the high schools, are aware that they are not suitably qualified to handle senior studies (Pienaar, 1980:16-22). The principal as motivator of his staff and pupils finds himself in a problematic situation. He knows that his pupils will only become totally involved in learning if they are convinced that the staff is both dedicated and capable of assisting them.

1.3 STATEMENT OF THE PROBLEM

The problem that will be investigated in this study concerns the role of the principal in motivating his staff and pupils as viewed from a psychopedagogic perspective. In essence this study investigates the following problem:

* The life-world of the principal as it reveals itself in his relations with the staff and pupils has been detrimentally effected by certain changes in society.

1.4 ELUCIDATION OF CONCEPTS

For the sake of clarify it is essential that certain pertinent concepts be properly defined:

1.4.1 Motivation

The concept "motivation" is derived from motive which is defined as tending to initiate movement (Sykes, 1982:660). Motivation implies involvement (Vrey, 1990:88). It is the arousal of behaviour orientated towards a particular goal. It is associated with the enthusiasm that impels a person to move on and strive for until the goal is reached - the inspiration that sets things happening (Maslow, 1979:166-175).

1.4.2 Principal

Principal means first in rank or importance, chief or seniority. The word may be used for objects and places as well. When used for persons it means main, leading, a head, ruler, superior, head of a school, a person for whom another acts as an agent (Sykes, 1982:817). The principal in the teaching

situation means the person who is first in rank at the school (Sykes, 1982:817).

1.4.3 Pupils

According to Sykes (1982:836) a pupil is taught by another person, not a school child. Pupils are learners or educands who are taught at a school. In fact they are students who spend most of their time learning under the supervision of a teacher (Morris, 1973:103).

1.4.4 Role

Role means an actor's part; one's function, what a person is appointed to do - the part played by the actor on the stage. In such a case it explains the part played by the principal or subordinate actor (Sykes, 1982:903).

1.4.5 Role of the principal

The role of the principal is the equivalent to the part or portion acted by the principal - behaving in accordance with specified functions of the principal.

1.4.6 Staff

Staff means the personnel, that is, the body of functionaries assisting a principal. People who are in authority over pupils in a school are known as the staff (Sykes, 1982:1032).

1.5 AIMS AND VALUES OF THE STUDY

The aim of this study stems from the statement of the problem and can be expounded as follows:

* To undertake a literature study relevant to the life-world of the principal as it reveals itself in his relations with his staff and pupils.

* To describe certain changes in society which hamper or impede the principal in motivating his staff and pupils.

* In the light of the findings obtained from this study establish certain guidelines according to which the principal's motivation of his staff and pupils may be enhanced.

This study has the following value:

* It provides an overview of some of the difficulties the principal of a school is confronted with in the execution of his duties.

* This information may be utilised by various Departments of Education for the purpose of training and guiding both principals and teachers.

* The most lasting value of this study is that it delves into the life-world of the principal, identifies changes in society that have modified his role or vitality and indicates measures to assist him in his task.

1.6 METHOD OF RESEARCH

Research with regard to this study will be conducted by means of a literature study of available relevant material. As an Inspector of Education under the KwaZulu Department of Education and Culture writer has had an opportunity of talking to principals at their meetings and at Inspectors' seminars and

conferences in Natal and KwaZulu as well as in the Republic of South Africa.

1.7 FURTHER COURSE OF THIS STUDY

In chapter 2 leadership and motivation will receive attention.

Chapter 3 deals with the life-world of the *principal*.

Chapter 4 discusses the role of the principal in motivating his staff and pupils.

Chapter 5 contains a short summary and a number of recommendations.

CHAPTER 2

LEADERSHIP AND MOTIVATION

2.1 INTRODUCTION

In this chapter, attention will be given to the theories of leadership, leadership types, leadership styles and motivation. The terms leadership, educational leadership and instructional leadership or supervision of instruction are problematic terms because various writers, researchers and training institutions attach different meanings to the concepts. The term instructional leadership or supervision of instruction is not widely used or generally accepted in the RSA. This may even be due to the fact that the specific function appears to be the Cinderella of educational leadership functions (N.E.D., 1982:47)

2.2 ELUCIDATING LEADERSHIP

Leadership and motivation are familiar topics which have enjoyed the attention of great thinkers for a very long time. The topics have been tossed up and

down, defined, redefined and refined (Theron & Bothma, 1990:12). It is important to note that a scientific study about leadership has only recently been made possibly because of our present age which is different from other epochs in that it is an era full of adventure, quite stimulating and challenging. Indeed the present period stresses the need for true leaders, pioneers and trail blazers, in fact, leaders in all spheres of occupation (Joubert & Steyn, 1971:81). Yet although much has been written about leadership, it is still surprising that people do not seem to know much about it. It is a difficult concept to define. Attempts to do so reflect a variety of view points. The following writers on the topic of leaders and leadership have been quoted by Fielder (1967:7-8):

* Sanford: The leader is that type of person who has been accepted as such by his followers.

* Stodgill: Leadership is the process of influencing group activities toward goal setting and goal achievement.

* Dubin: Leadership is the exercise of authority and the making of decisions.

* Babs and Stroodtbeck: The leader is one who initiates and facilitates member interaction.

* Serfontein: Leadership is any attempt at any time to impact the behaviour of an individual or group, regardless of the reason.

It should be noted that the majority of these writers or supporters of the group function theory of leadership state that leadership is the function of a group and not the exclusive trait of one person in a group. On the general plane, however, researchers from many disciplines have been engaged in screening man with a view to unearthing the sparkle of true leadership (Schoeman, 1984:14; Silver, 1983:123-148; Alfonso, Firth & Neville, 1981:1).

Boles and Davenport (1975:118) see leadership as the process in which an individual takes the initiative to assist a group move towards production goals that are acceptable, and to dispose of those needs of the

individuals with the group which impelled them to join it. Indeed leadership is the process of influencing the activities and behaviour of an individual or a group in efforts towards goal achievement in a given situation. The nature of leadership is largely determined by the type of followers and that of the society or situation in which the leader is operating (Musaazi, 1982:53).

According to Hollander (1978:1), leadership involves a process of influencing the activities of an organised group toward achievement. Yet according to Albanese (1981:366), although effective managing requires leadership, the two are not the same. Leading may be regarded as a subset of managing, that is, managing is the work of creating and maintaining an environment in which people can accomplish goals efficiently and effectively. Managing involves the co-ordinated use of technical, financial and human resources. In managing, managers perform various functions, such as goal setting, planning, organising and controlling. In this context, leading is one type of managing. Leading is the behaviour that involves the manager in interpersonal actions with people.

Leadership occurs in a variety of ways (Alfonso, Firth and Neville, 1981:6-1). Leadership can be taken as an influence directed at shaping the behaviour of others: "When Don Shule of the Miami Dolphins Club exhorts his members to play harder, he is leading; when Jack Welch, of General Electric, encourages his managers to work harder, he is leading" (Musaazi, 1982:79). When the Circuit Inspector motivates his principals to strive for better symbols in Mathematics, Biology and Science, he is leading. When writer's friend convinces him to try a new restaurant he has been avoiding, he is also leading. Leadership occurs in a variety of ways indeed!

Traditionally, leadership was defined as some sort of dominance or control over subordinates which caused them to accept orders from, and control by another person more or less voluntarily. In the words of Van Niekerk (1982:153), leadership is an influencing process, the dynamics of which are a function of the personal characteristics of the leader, of his followers and the nature of the specific circumstances or situation.

According to Sargent and Williamson (1958:385), leadership is a form of social interaction between an individual and the members of his group. It might more properly be referred to as a "leader" - follower role.

For the purpose of this study leadership is defined as a process in which group members are instructed and influenced to achieve task related goals in the most effective manner. In the argument of Van Niekerk (1982:154), this definition implies:

* The inclusion of other people - subordinates or followers.

* That there is an uneven distribution of power between leaders and subordinates.

* That there is a possession of legitimate authority to give commands as to what must be done.

Finally, writer cannot but agree with Musaazi (1982:53) when he says: "One common element implicit and explicit is that leadership is

concerned with the implementation of those policies and decisions which assist in directing the activities of an organisation towards its specific goals."

2.3 THEORIES OF LEADERSHIP

Leadership and authority go hand in hand with respect and tolerance. One of the factors contributing to the unrest in the South African society is the breakdown of authority and respect (Harris, 1976:2; John, 1980:8-16; King, 1973:10-21). Authorities are being challenged in all spheres of human life. Institutions are no longer respected just because of their fame and traditions. The church, the school, the family and the state - these traditional bastions of authority have all lost a large amount of the respect that was formerly automatically accorded them. In almost every country of the world, the young people question the views of their elders to a degree never experienced before (Harris, 1976:31).

According to N.E.D. (1982:51) three classic leadership theories are universally accepted, namely:

* The situation theory.

* The trait theory.

* The group-function theory.

2.3.1 Situation theory

The leader must be a product of the functional and/or situational relation to specific individuals in a specific situation, and if he is placed in a different one, it is unlikely that he will be a leader. This suggests that the best leader is someone who knows the group best or fits into the group best. He is also one who understands and appreciates the culture, traditions and the socio-political patterns of the people he is leading. He must be part and parcel of the situation. The sergeant-major who is putting a group of raw recruits through their paces, can in his situation be a true leader. The missionary working amongst the heathens can also in his peculiar situation be a true leader. The types of leaders in this category include the following (N.E.D., 1982:52; Musaazi, 1982:69-79):

* The hero leader, becomes a leader because his people wish to honour him.

* The expert leader, becomes a leader because he knows best; because of his superior knowledge.

* The hard worker-leader becomes a leader because of his capacity for hard work - for getting things done.

2.3.2 Trait theory

According to this theory the leader is a particular kind of person blessed with a personality and a set of character traits to which his capability as a leader can be ascribed. Initially leadership research was guided by this theory but the situation has changed. It is true that to be capable of real leadership a leader has to meet the basic requirements such as the following: the person must be a sincere, responsible, involved and self controlled individual. He must have ability factors or characteristics such as intelligence, fluency of speech, scholarship knowledge and other similar features (Musaazi, 1982:72; N.E.D., 1982:52-54).

2.3.3 Group-function theory

The group-function theory emphasises group information and group dynamics and hence the way the leader helps the group to function efficiently as a team. The protagonists of this theory maintain that leadership is what happens in a group that is working well. According to N.E.D. (1982:52), the leader's role, duties and responsibilities can be shared; this fact implies that the inter-personal relationships in a group and the interaction between members of a group are important factors in any attempt to understand the nature of leadership.

In addition to the classic theories of leadership Musaazi (1982:73-76) and Badenhorst (1989:420), have added the following:

* Typology: according to this view leaders must reveal a specific personality or tendency which places them in a class of their own.

* Psychiatric: according to this approach, leaders enjoy their rise to power because of neurotic needs and background of infancy and

childhood experiences. As a result leadership develops from a maladjustment of an individual in the social environment, e.g. Shaka, the Zulu King, who suffered as a youth and became a tyrant as an adult.

* Historical: It has been said time and again that some people are "born leaders" or that they have the "spark of the divine". It is true that some teachers like Jesus Christ, Mohammed of Islamic Faith, Joan of Arc, do belong to this class. Some leaders in the past have assumed mythical significance.

2.4 LEADERSHIP TYPES

Leaders at schools, in the army, in politics or in the community, are expected to show specific qualities which mark them out from other people. They are people who have the ability to get others to co-operate with them in "doing something". They are people with a purpose and a vision, of possible accomplishments which give them the inspiration for real success. They are not drifters, going along without seeing where they are going; rather they

must appear confident and act as if it were impossible to fail. Indeed a leader can be described as one who "knows the way and goes the way". It is essential to look at certain types of leadership (Sargent & Williamson, 1958:370-376; Bryman, 1986:18-19; Gorton, 1972:270; Musaazi, 1982:68; N.E.D., 1982:49-54; Theron & Bothma, 1990:83-97):

* Charismatic leader
* Symbolic leader
* Headman
* Expert or intellectual leader
* Administrative leader
* Bureaucratic leader
* Nomothetic leader
* Idiographic leader
* Traditional leader

2.4.1 Charismatic leader

According to the sociologist, Max Weber (Timacheff, 1961:176), this type of leadership is based on divine and/or supernatural power. Such leaders are like "Messiahs" who emerge from events or movements

that have taken on religious or even mystic significance.

2.4.2 Symbolic leader

A symbolic leader may have prestige but he wields little power. Most of the remaining sovereigns in Europe and elsewhere especially belong to this category.

2.4.3 Headman

This is an institutional leader who occupies a traditional position. Usually the authority of a headman is based on hereditary arrangement, but from time to time elections or appointments could be conducted.

2.4.4 Expert or intellectual leader

These two figures really belong to the same class. The leadership is based on excellence in the arts, science, politics, medicine, etc. We can freely assemble geniuses like Madame Curie, Einstein, Hofmeyr, Darwin and many others.

2.4.5 Administrative leader

This type of leader is found in many societies and communities. He functions in schools, the business world, government, agriculture, etc. This leader must be a person who has the ability to manage or to get things done. In fact he is the man who gets people to work together to achieve a group purpose.

2.4.6 Bureaucratic leader

The bureaucrat is like the nomothetic type of leader who is basically only interested in the rules and regulations of the institution. He expects his staff to be effective at all times and to conform rigidly to the rules. Broadly speaking a bureaucracy implies the division of tasks, services and rules implementing production or the completion of the goal.

2.4.7 Agitator or reformer

The agitator rules by propaganda and loud talking, and the reformer depends on persuasion. Both these leaders end up having followers who accept their

"often-twisted" and/or persuasive skills.

2.4.8 Authoritarian leader

This type of leader is very similar to the coercive type. He uses force in most of his dealings. He is rigid all the time, and his rigidity is similar to that found only in totalitarian states.

2.4.9 Nomothetic leader

The nomothetic type of leader stresses the requirements of the institution. He also emphasises that the behaviour of the individual members of the institution must reflect what is expected of the institution. This leader has no regard for individual personality and individual needs. In a school one often finds a principal who only emphasises the needs of the school. He wants to see the school perform best in the examinations. Thus he will check teachers' preparation books and see to it that students study and obey school rules. This is the kind of principal who emphasises authority.

2.4.10 Ideographic leader

The organisational demands on the individual are minimised or considered to be less important for this type of leader. Indeed the ideographic principal spends most of his time trying to meet his own needs and those of his followers, that is, staff and pupils. He wants to ensure that his staff members have good facilities. He also assures them that if they have any personal problems, even money problems, they should come to him for assistance. This type of leader also wants his pupils to have as many outings as possible. He is less concerned about the institutional demands. For example, he does not care whether the pupils pass or fail their examinations. He also does not show keen interest in authority and school rules. In fact, he is preoccupied with personal issues and problems.

2.4.11 Transactional leader

This type of leader represents a compromise between the nomothetic, that is, stressing organisational demands, and the ideographic, that is, emphasising individual demands. In this case the leader

appreciates the need to achieve organisational goals but at the same time makes sure that individual members' needs are not ignored as they strive towards institutional goals. He recognises the importance of institutional rules and expectations; but he also knows that pursuing those goals can result in the fulfilment of individual members' ambitions. This type of leader at one time stresses the nomothetic type and at another the ideographic dimension. Where leadership is ineffective, then both these dimensions must be lacking. Thus effective leadership comprises some measure of the two dimensions.

2.5 LEADERSHIP STYLES

When leader-action is analysed according to N.E.D. (1982:53), various leadership styles or approaches to leadership can be identified:

* Autocratic style of leadership
* Democratic style of leadership
* Laissez-faire style of leadership

2.5.1 Autocratic

The autocratic style of leadership is leader-centred in that the leader dominates the scene (N.E.D., 1982:53). The leader determines and assigns tasks without consulting with the followers. They have to carry out his instructions without question. Any grumbling about the leader's actions or orders is met with force. Autocratic leadership does not allow any group inspired decisions. The leader decrees what shall be done and those being led have no choice but to accept it. The leader is always aloof from the group. Even today many organisations in our society are still being administered in such coercive approach. Of course this is a poor and dangerous way of leading people (Musaazi, 1982:73-74; N.E.D., 1982:53).

2.5.2 Democratic

The democratic leadership style is group-centred, that is to say, it lays the emphasis on what happens in the group, on the group's solidarity and on the way the members of the group co-operate. Indeed the style rests on the assumption that members of the

group or their representatives must be involved in the making of policies (N.E.D., 1982:53; Musaazi, 1982:61). Decisions about organisational matters are arrived at after consultation and communication with various people in the organisation. The leader derives his power and authority from the followers and also delegates responsibilities to his staff. It must be remembered that the final decision remains in the hands of the leader, although the ground work leading to the decision might have been done by a team rather than a single person. He tries to influence the group but does not attempt to dominate its thinking or behaviour (Musaazi, 1988:65; Gorton, 1972:265).

2.5.3 Laissez-faire

The Laissez-faire style of leadership is aptly called the free-reign approach. It is individually centred, that is, it emphasises the action and reaction of the individual members of the group. N.E.D. (1982:53) argue that in a certain sense it is a super-democratic leader-style where the actual leader virtually disappears from the scene and leads by acting on good faith, by trusting and relying on

the individual follower's loyalty and devotion to the cause. In fact the leader's role is very limited. He does not participate in group activities and he does not offer to assist the group in any way to achieve its goals, unless requested. He makes no attempt to evaluate or regulate the members of the group or their progress towards achieving their objectives. Under this leadership style the group members are given complete freedom to decide what they are going to do and how they are going to do it. The leader's behaviour is pressurised in the belief that the members of the group have the ability to solve their problems and to determine their own goals, and that attempts by the leader to influence or to guide their thinking would only restrict their effectiveness (Gorton, 1972:265).

2.6 THE LEADER'S TASK

Leadership and aim-directedness are closely related, argues N.E.D. (1982:53). The true leader knows clearly where to lead or to which destination to lead his followers. This dimension of leadership can be referred to as his task or goal dimension.

In addition the author also mentions the dimension of the people. People who are leaders are normally privileged and honoured. The leadership position never-the-less poses a challenge and test all the time. Field Marshall Montgomery of World War II fame has been quoted in N.E.D. (1982:54) as having said: "The beginning of leadership is a battle for the hearts and minds of the people." The leader's position should always be creative in that he seeks power with people rather than power over people and in doing this he succeeds to bring out the best in his followers.

2.6.1 Functions of leadership role

The role of the leader of a group is an interaction relationship according to Sargent and Williamson (1958:385) which depends on his own personality and the needs, attitudes and interests of his followers (Musaazi, 1982:49; King, 1973:162-183):

* The leader must be an esteemed person who knows and understands the character of the group. He must understand his followers.

* The leader must have prestige and a record of some achievement in the affairs of the group. He must be a symbol of the ideas for which the group stands. The members must be able to identify with the leader.

* The leader must understand his followers - their fears, values, attitudes, frustrations, ideals and goals. He can only reach this stage by being in contact with a group.

* The leader must be a person who is able to organise and serve as an administrator. There must be a way to enable the management to carry out the decisions and plans.

* The leader must be adaptable so as to accommodate the changing barometer of human relationships. This factor is inevitable in human societies.

* The leader must strive for the upliftment of the group's morale. This endeavour will enable him to keep the members together especially if

the aims of the involvement imply a goal to be realised.

2.6.2 Leadership and bossing

There is a vast difference between a person who is a leader and the one who is a "boss". The arrangement which follows has been adapted from N.E.D. (1982:54-55):

BOSSING	LEADING
Bosses are abundant and have subordinates	Leaders are hard to find and they have followers
All bosses want to be served and expect excellence from others	All leaders want to serve and try to excel in that way
A boss's position can be obtained by unfair means like buying, bribing, nepotism.	Leaders are only born or trained but not bought.
A boss can be sold out	A true leader cannot be sold out
A boss's head can be bigger than his heart	A true leader's head is never bigger than his heart.
The boss often acts without consideration or feeling	A true leader is always considerate.

BOSSING	LEADING
A boss is a self-centred man - the 'I', 'I' individual and often stands above the rest of his exalted position	A leader works with the people and all achievements are placed on the shoulders of the people.
A boss is an owner and a ruler or instructor	A leader is sure of his prowess and strives to co-operate with the people.
A boss needs power over people and can compel respect	A leader has power with the followers and usually earns respect.

2.6.3 Orientating people

The words of the famous Chinese leader, Lao-Tse (N.E.D., 1982:55)) on the task of a leader have been summed up in this fashion: Of a good leader when his task has been finished and his goal achieved his followers will say: We did it ourselves!

Sergiovanni (1987:88) have summarised the characteristics of the ideal leader as follows:

* He believes in teamwork. A task is only done properly when there has been group co-operation.

* He builds a high morale in his followers by making use of their talents.

* He leads his group to be interested and involved in the extension of the aims of the followers.

* He does not take decisions alone and at the same time he does not like to take all the praise.

* He works hard and encourages his group to do the same. He gives recognition where and when necessary.

All this boils down to the fact that the person who is leader has to be sufficiently motivated in the work of the group so as to set the proper pace and show hard work, dedication and involvement.

2.6.4 Motivating people

(1) Elucidating motivation

According to Van Aardweg and Van Aardweg (1987:164) a motive is the reason behind certain behaviour. It

* He builds a high morale in his followers by making use of their talents.

* He leads his group to be interested and involved in the extension of the aims of the followers.

* He does not take decisions alone and at the same time he does not like to take all the praise.

* He works hard and encourages his group to do the same. He gives recognition where and when necessary.

All this boils down to the fact that the person who is leader has to be sufficiently motivated in the work of the group so as to set the proper pace and show hard work, dedication and involvement.

2.6.4 Motivating people

(1) Elucidating motivation

According to Van Aardweg and Van Aardweg (1987:164) a motive is the reason behind certain behaviour. It

is the "something" which makes a person behave or act in a certain way. In fact all wants, desires, wishes, needs, aspirations, drives and interests are regarded as motives. They arouse and activate or spur on toward the attainment of a goal. The stronger the motive the more or sooner people act. Motives can be of different types, namely:

* Physiological, that is, pertaining to eating, drinking, etc.

* Social, that is, associated with human relationships and friendships.

* Aesthetic, associated with taste, even cleanliness or tidiness.

Theron and Bothma (1990:89) maintain that the leader must always be in a position to encourage and stimulate his staff. The principal in a school situation must provide the fuel which results in effort. Praise and encouragement are essential factors in work situations. (Theron & Bothma, 1990:90).

Vrey (1990:225) argues that when a child learns, there is always some goal or intention, something that the learner does not know or cannot do. It is the child's involvement in the learning act which will determine his success. Involvement is always graded or arranged in degrees - it may be lukewarm or intense. "The intensity of involvement is also known as motivation" (Vrey, 1990:225). Of course involvement implies a goal to be realised.

Motivation has also been described by Sykes (1982:66) as consisting of factors that impel an individual to behave in a certain way. It is the force that emphasises, leads, enables, etc. Motivation, in fact, refers to the arousal of behaviour orientated toward a particular goal and the direction that it will take in order to attain that goal (Roger & Feldman, 1984:36). When studying motivation, educational psychologists are mostly concerned with factors associated with students' desire to learn academic skills or the factors that inhibit such learning. But academic skills are just one set of goals that staff and students can be motivated to attain. Others include the goals of self-fulfilment, self-awareness, affiliation and

physical achievement. The concept of behaviour is used to explain how it is directed and sustained to reach a particular goal.

According to Lindgren (1980:36) motivation is associated with a striving toward competence which he calls effectance - an activity which results in a feeling of efficiency or effectiveness. It is this need for effectiveness that results in most of the learning we accomplish, inside or outside the classroom.

The idea of motivation is at the core of the concept of leadership. Motivational strategies refer to the techniques and principles that supervisors employ to provide the conditions for the motivation of subordinates who may be workers, staff or pupils. The idea of motivation is calculated to mould the correct or appropriate organisational condition which will enhance it.

(2) **Motivating pupils**

There must be a relationship of trust between the principal and his pupils. If there is disharmony

between these twain true education cannot take place, because true education is the delicate collaboration of the mature principal and the pupils. According to Theron and Bothma (1990:142), the principal must communicate with his pupils during formal occasions and of course, informal channels of communication must be opened and retained. The principal should step into the hearts of his pupils - "the most effective launching pad for any form of education".

On the basis of work on "Individually Guided Motivation" Klansmeier (1975:169) has suggested the following formulation of general principles for teacher behaviour that leads to higher motivation:

* Develop specific objectives for students and focus their attention. By providing appropriate materials student interest is aroused. The physical environment can be altered or new materials can be brought into the classroom.

* Use of the students' inherent need for achievement, most students have some desire to

do well at school, and the principal should try to arouse that need by decreasing fear or failure and increasing self confidence. This can be done by providing tasks that can be accomplished and minimising the penalties for unsuccessful attempts.

* Help students and teachers to set realistic goals and to attain them.

* Provide models for student behaviour. Teachers who show that they enjoy a particular subject can serve as a model for students to emulate.

* Provide students with the opportunity to discuss.

* Use position to re-enforce desirable behaviour. Teachers should reward displays of achievement.

* Stress should be avoided. Arousal of anxiety can be detrimental to performance and motivation. Thus procedures that increase stress are harmful and should not be employed.

According to Vrey (1990:236), there are a number of factors that determine and influence the students' motivational state. Some are wholly intrinsic and others are extrinsic; but the latter are effective only when the student accepts them and makes them intrinsic. In the same vein Theron and Bothma (1990:147-148) have stressed that the principal must find time to persuade the pupils to pay attention and exert themselves, and this exertion should finally lead to intrinsic motivation. In this way "... the principal is the motivational yeast; how high the students and teachers rise to their challenge is the principal's responsibility" (Weldy, 1974:9-10).

(3) **Motivating teachers**

Theron and Bothma (1990:113) maintain that sound human relations are essential in the school set-up because the principal is working with people and the goals and objectives of the school or organisation affect different groups of people, and must be realised in people. Further the inspiration and drive of the principal must motivate the staff to join forces and become a vibrant body. The

principal has to set the pace of progress and advancement at his school. In fact the teachers must feel ashamed of themselves if they are unable to emulate him.

2.7 SYNTHESIS

Leadership includes styles like autocratic, democratic and laissez-faire; and the styles go hand in hand with types which extend from the charismatic type through to the ideographic type. At the same time leadership is always associated with motivation and the two terms are often used as if they are synonyms in that both have a bearing on the intensity of engagement of an individual in anything to which he finds himself committed. Many attempts have been made to define leadership in so far as that at present there are as many definitions as there are researchers on the subject. The next chapter will place emphasis on the actual life-world of the principal of a school.

CHAPTER 3

THE LIFE-WORLD OF THE PRINCIPAL

3.1 INTRODUCTION

In a school the principal is the leader and supervisor. All that is done must be monitored by him as he is personally responsible for the effective running of the school. Before attention may be given to a discussion of the life-world of the principal it is first necessary to explain the concept "experience".

3.2 THE CONCEPT EXPERIENCE

According to Urbani (1982:38) the important point about experience is that all consciousness, in fact, all psychic life can be traced back to two basic forms, namely feelings and thoughts. These ideas are ways of expressing the experience of reality.

In studying the experience of the principal the focus will be on looking precisely for the state of this person's affective world of experience, his

cognitive world of experience and how he gives meaning to his experience. In other words we are concerned here with the relation between his affective and cognitive experiences or the stability, order and control in his cognitive and affective experiences.

Giving meaning to the world around us is part of experience and this can be effected at three different levels (affective, cognitive and normative). When describing experience in the life-world of the principals the following is meant (Urbani, 1982:34): "Experiencing things is a way of expressing oneself through which something essential, that is, one's life-world becomes manifest. In other words, without experiencing, one's life-world cannot be built up. It can not be comprehended or understood at all. It is through the (principal's) numerous experiences of reality that his own unique life-world comes into being."

Bacon (1982:76) has stated that man is a gregarious animal who hates being left alone. He likes to be with other human beings. In order to understand his experience man has to be studied in his relationship with himself, others, things/ideas and God.

3.3 THE LIFE-WORLD OF THE PRINCIPAL

Steyn, Bischoff, Behr and Vos (1984:166) have aptly said that man is the initiator of relationships. It is important to bear in mind that all of man's experiences, that is his life-world, and therefore those of the principal take place within relationships. According to Urbani (1982:34) a distinction should be made between the following:

* Experience that takes place in his relationship with himself.

* Experiences in his relationships with other people.

* Experiences in his relationships with things/ideas.

* Experiences in his relationships with God.

Sound human relationships in the school situation are of the utmost importance for the principal, because he is working with various kinds of people. He has at all times to be in constant communication

with his staff, his pupils, his immediate surroundings and factors in it, his ideas and of course his Creator. This means that the ideals that the principal has for his school have to be shared with his associates. The goals for which he is striving affect different groups of people and must in actual fact be realised in and through other people (Theron & Bothma 1990:113; K.Z.E.D. 1980:1; N.E.D., 1982:44-47).

Of course it is a fact that the principal should always be able to transcend his own limitations. According to Steyn *et al.* (1984:167) he should be able to conduct an introspection. He should as an individual come to know himself, accept himself, and be able to decide for himself (K.Z.E.D., 1980:1).

3.4 THE PRINCIPAL'S RELATIONSHIP WITH HIMSELF

By virtue of his appointment, the principal is placed at the head of his school. This is due to the confidence placed in him because of his work as a teacher. His appointment has been on account of his zeal, devotion and competence that he exercised as a teacher. He occupies the highest position in

the school - he is the principal and ranks first. On behalf of the school, he has the right to demand the regard, respect and loyalty of all the staff (K.Z.E.D., 1980:16; Musaazi, 1982:64; Steyn, *et al.* 1984:166-167).

According to Theron and Bothma (1990:83), Alfonso, Firth and Neville (1981:8-20) and Sergiovanni (1987:3-15) the principal acts as the teaching, educational and instructional leader. This is a key post which "stands above all other educational leadership posts". He has to see to policy matters and implement schemes and by so doing define the goals of the establishment. The principal is responsible for initiating the culture and climate of the school.

The principal is in a singular position, for his appointment by the education authority has been considered very carefully. He has been selected from a group of candidates as the most competent person for the post as a result of certain attributes, qualifications, qualities and accomplishments that are regarded as necessary for the position. The principal is expected at all

times to be worthy of the trust that has been placed in him.

Theron and Bothma (1990:83) maintain that the principal is the main link between the school and the community, and the manner in which he goes about his work influences the attitudes of students and parents about the school. The school should be lively and child-centred, and have a reputation for excellence in teaching. If all these items obtain, then the principal's leadership will be praised. Indeed the principal is the person who gives guidance and who decides on policy matters in his school (K.Z.E.D., 1980:23-30; Sergiovanni, 1987:61-65). It is therefore necessary that he should be a leader who has clearly defined ideals and aims. He must know what he wants, and in order to attain it he requires the co-operation of the staff, the pupils, the parents and the authorities.

Goldhammer (1986:53-58) and his associates investigated over 300 schools and were able to conclude as follows: "In those schools that were extremely good we inevitably found an aggressive, professionally alert, dynamic principal determined

to provide the kind of educational programme he deemed necessary, no matter what" (Goldhammer, 1986:58).

In the same study good schools were labelled "beacons of brilliance"; those which were extremely bad were called "pot holes of pestilence". The "pot holes" always suffered because of weak principals. Typically, student and teacher morale was low and fear was the main control mechanism. In fact, the "schools were characterised by lack of zeal, squalor and ineffectiveness." The principals just serving out their time (Ubben & Hughes, 1987:18-23).

A good principal is also a good manager. The school must be run in an efficient manner if the needs of the staff, and community are to be adequately addressed. Personnel must be recruited, deployed and assisted to develop; good records must be kept; budgets have to be arranged and implemented, and further systematic ways have to be employed to communicate with the outside world on both internal and external fronts (K.Z.E.D., 1980:32-44; Sergiovanni, 1987:15-20; Alfonso, Firth & Neville, 1981:26-28).

Indeed watching a dedicated principal at work is a beautiful sight to behold. Looking at him as he tours the buildings and the entire establishment is a striking spectacle (Ubben & Hughes, 1987:26-36). Many observers may be impressed by two things: One is that the principal shows a capable hand in his dealings with his staff and pupils - that is inmates of his school. The other is that he stalks his teachers and pupils in the manner of some church men who go visiting or touring among their flocks. The principal shows the dignity of bearing combined with a beaming composure which creates an almost numinous sense of leadership (Ubben & Hughes, 1987:34-42; Musaazi, 1982:53-59; John, 1980:8-12).

Further, it should be noted at all times that the principal is the person who gives guidance and decides on policy matters in the school. It is therefore necessary that he should be a leader who has clearly defined ideals and aims. He must know what he wants but, in order to attain it, he requires the co-operation of the staff, the pupils, the parents and the authorities. Apart from the appointment, the principal is assumed by many people, rightly or wrongly, to be credited with

extensions of normal abilities, but also he is given extra-ordinary power by a "god" or some supernatural power (K.Z.E.D., 1980:1; Musaazi, 1982:57).

According to Theron and Bothma (1990:195-196) the principal must create in the school a milieu within which the hierarchy, that is principal's co-ordinating management, can function. The climate of a school must be conducive to learning. A disorganised school is unruly and uncultured and cannot produce scholars of high calibre, because the principal has not settled down, the teachers are still in space and the pupils are confused and not ready for the learning exercise. In the words of Van der Westhuizen (1986:492) a conducive climate "comprises the internal attempts, the types of people in the organisation, the working procedures, physical layout, forms of communication, attitudes and loyalty of the inhabitants of the organisation". Then Theron and Bothma (1990:196) sum it up by saying: "The principal's office is the power plant which must set the wheels rolling, and he alone bears the final responsibility".

Musaazi (1982:59) maintains that a principal is also viewed as a leader, and so too is a chief

educational officer in the ministry of education. Mere occupancy of a position is no guarantee that its inhabitant is an effective leader in the sense that he does things, initiates new programmes and actually leads his staff or followers. Then it is true that the principal or leader is charged with the responsibility of seeing that decisions made in the school or organisation for that matter, are within the confines of the policies of the school. When policies have been made, they have to be put into action without deviating from the overall policy.

3.5 PRINCIPAL'S RELATIONSHIP WITH OTHERS

3.5.1 Inspectors and the Department of Education

The principal has also to be in a relationship with the Inspectors at the area or circuit office which is the local base of the Department of Education. It is necessary that the area manager or circuit inspector should at all times be well informed because it is he who must handle decisions in terms of crises in the interest of the school, in

accordance with the departmental rules and instructions (K.Z.E.D., 1980:40-47).

In a school situation the principal is the leader and supervisor working under the umbrella of the Department of Education and its officials. In fact he has been selected from a group of candidates and given his position by the Education Department because he possesses certain attributes, qualifications, qualities and accomplishments that are considered to be necessary for the position. "The principal is expected at all times to be worthy of the trust that has been placed in him" (K.Z.E.D., 1980:1).

In the eyes of the Department of Education the principal is considered an executive responsible for the organisation and operation of a school. His functions cover the actual oversight of the programme of the school and includes the authority given "by law, by regulation, by policy and by tradition" (Drachler & Kaplan, 1976:98).

(1) <u>The principal's place in the hierarchy of educational leaders</u>

According to Ubben and Hughes (1987:54) the following hierarchy of educational leaders is applicable:

* The Secretary of Education is helped by three deputies, five chief inspectors, 25 circuit inspectors, 90 assistant inspectors, 20 inspectors for psychological services, 4 ubuntu-botho inspectors, 4 subject advisors, a planning section, and a full section of clerical assistants. The secretary works under a Minister of Education who is a political figure.

* The circuit inspector is the chief officer in each of the 25 circuits. He appoints all teachers in his circuit. With the help of the chief inspector of the region he also appoints principals of post-primary schools. But rectors or principals of training colleges are appointed by a panel that comprises the chief

inspector, circuit inspector and educational advisor who is a seconded official.

* The principal is the link in the instructional situation and is responsible to the department.

The school's academic excellence must be the main aim of proficient educational leadership. The principal must indicate the course, exploit the sources and provide support in order to improve instruction in his school. "Excellent schools need principals who plan carefully and completely" (Keefe & Jenkins, 1984:2). He must supervise the education of his pupils and update "all activities leading to the improvement of instruction, morale, improvement of human relationships, in-service education and curriculum development" (Cawood, 1973:120).

It is clear that the work covered in the duty load of a school principal is quite extensive. His instructional functions according to Heyns, (1986:126) include the following: curriculum development, instructional organisation, provision of staff, provision of facilities, instructional

aids, in-service training, orientation of staff, provision of pupil aid services, development of community relations and instructional evaluation.

It is worthy of note that the training of principals does not receive any systematic attention during the training of teachers. The principals are self-made men and women who have moved forward mainly by emulation and self-tuition. Yet times have changed and changed drastically. "Too many heads of schools have had only sketchy training for work, have insufficient time to do the work and "show a sadly inadequate conception of their work" (Bassett, Crane & Walker, 1969:03).

According to Theron and Bothma (1990) the school principalship is a professional position which requires specific preparation on the part of the individual to fill in successfully. South Africa, since 1976 has moved into a faster and chaotic lane in the school situation. Society is confronted with local, national and global problems. Educational leadership has always been needed - but never as critically and as urgently as today and in the coming decades.

3.5.2 Management council

A relationship is bound to develop between the principal of a school and his school committee, a school board, a governing board or board of governors, etc. These bodies see to the running of the school by being supportive to the principal all the time. Indeed the principal administers the school in the name of these bodies (Van der Westhuizen, 1986:50-56).

According to Theron and Bothma (1990:180-184) the spheres of management performed by the principal include the following: staff matters, pupil matters, physical facilities, provision of information, financial matters, school and community relations, and classroom management. The administrative forces of the school must be so utilised as to facilitate the educational programme of the school and lead to the realisation of the objectives.

In Black education governing bodies operate as "owners" of the schools and they may be found on farms, hospitals, mines, factories, where there are

schools for the children of the employees. It is the governing body who nominates the principal, that is, the person who acts as the liaison between the school and the educational authority. The principal has to try in a tactful way to lessen the load of the governing body in the professional work of the school (K.Z.E.D. 1980:3).

On the issue of School Committees and School Boards K.Z.E.D. (1980:3) maintain that these two bodies are to establish, maintain and control community schools and to serve as a link between the parents and the school. School committees are subordinate to a school board and promote the wishes and directives of school boards. As a result school boards have more authority and power than school committees. The school principal has to learn to work with both bodies and the Department of Education. School-boards have a most important role in the promotion, transfer and even dismissal of teachers. As a result it is of great importance that the principal, if he is consulted, will serve these boards with sound and impartial advice.

The usual channel through which the principal works is the school committee of his school. The school committee in turn works with the school board. The school board work with the area or circuit office, the circuit office with the regional office and the regional office with the Head Office. Only in exceptional cases may intermediate authorities be by-passed (K.Z.E.D., 1980:4).

(1) The deputy principal

He is a member of the senior management team and is responsible to the principal for the direction, control and evaluation of the curriculum. This includes an oversight of the work of each head of department, the co-ordination of syllabuses in relation to the aims of the school, the policy and arrangements for internal and external examinations, and school policy over homework. He arranges the curriculum plan and prepares the time-table. All new staff members are placed in his hands for induction purposes. Programmes pertaining to staff development and in-service of teachers and clerks are handled by the deputy principal (Adams, 1987:138-139).

The deputy principal is the next in command after the principal. It is his task to run the school to the best of his abilities, so that its goals and objectives are realised to the satisfaction of the Management Council, the parents and the Education Department. The deputy principal further plays under-study to the principal in the following areas of responsibility: as supervisor, planner and creator of the school's spirit. He has to do his best to keep up the work and the name of the school. Both the principal and his deputy can exercise a favourable influence on pupils and teachers by their interest and presence (Theron & Bothma, 1990:210).

(2) <u>The heads of departments</u>

These are teachers who serve as heads of "streams or departments" in a school situation, namely: department of humanities, department of mathematics and science, department of languages, department of commerce, etc. The Heads of Departments are lower in rank and post level when compared with the deputy principal, who like the principal is both an administrative and a professional officer, yet the heads of departments are primarily professionals.

Most post primary schools are divided into "streams". Each "stream" can be likened to a faculty with two or three courses. The Head of Department has a number of teachers under him who therefore constitute his faculty (K.Z.E.D., 1980:1-4).

3.5.3 Teachers and administrative assistants

(1) The teachers or staff members

Because of his duties in a school situation, the principal finds himself in relationships of an ever increasing number. He has to be in contact with his staff (academic and administrative), with the boarding matrons and maintenance force if he has hostels attached to his school. In addition there is a school nurse and the school psychologist or counsellor.

The relationships between the principal and his staff are influenced by many factors. A principal who is selective as far as the staff is concerned, will behave differently towards them than will a principal who is only "too glad to get anyone who is

willing to help him". Of course the principal should see that the best use is made of each teacher in accordance with his abilities and interests. According to Vrey (1990:165-169) education has a way of bringing people to the point where they can feel the sorrows, hardships, joy and successes of others. Mitchell (1990:63) states that one of the fundamental conclusions drawn from a phenomenological analysis of educational leadership is that "what happens inside a leader cannot be separated from how a leader relates to the learners or followers".

It is hard to imagine a school functioning properly without the strong presence of this human force of leadership. According to Sergiovanni (1987:53) schools are, after all, human intensive, and the inter-personal needs of students and teachers are of sufficient importance that should they be neglected, schooling problems are likely to follow. "High student motivation to learn, and high teacher motivation to learn are pre-requisite for quality schooling and must be effectively addressed by principals" (Sergiovanni, 1987:53-54).

The teachers should be inspired to work to the best of their ability. They must view their school duty as part of a national duty. If this is done or attempted then each and every teacher can rightly be expected to make a success of his work and then the staff can be expected to pull together as a team (K.Z.E.D., 1980:1).

According to Theron and Bothma (1990:115-117) the principal must try to develop the ability to gauge or measure the teacher's inner depth, philosophy of life, feeling for what is right, ability to make human contact when dealing with teachers. With such an ability the principal will be able to determine whether the teacher will be in a position to adapt to the school, will be loyal and honest and whether or not he regards the teaching profession as a service.

The principal should not undermine the importance of the individual teacher's relationship to his colleagues. Even though it is largely the school's management team that creates the climate of the school, the teacher has still an important role to play since a healthy staff spirit begins with the

contribution made by the individual teacher (De Witt, 1982:77). Because we live in an imperfect world, conflicts between individuals are inevitable. Those with strong achievement or self-assertion drives are particularly likely to clash with others (Badenhorst, 1987:23).

The staff members are led by the principal and management team, but the staff are in turn required to lead the pupils. The same theories of leadership apply to the staff as leaders as those that apply to leaders in general. Even in the ranks of ordinary teachers there are those who are natural leaders who have the "necessary qualities of intelligence, charisma, sympathy for others and communicative skills" that make them born leaders. (Bone, 1983:84) Even those staff who are not natural leaders can be successful teachers because they have gone through professional training where teachers to-be are equipped to act as educational leaders.

Ability is one of the pre-requisites for someone who has to act as a leader. When the ability of a staff member is mentioned, this is usually a reference to his didactic ability. He should be an expert on the

subject that he teaches, and should possess the didactic skill to convey this subject matter to his pupils. Here proficiency in a subject, however, is not the only requirement for a good teacher. The teacher should also be able to lead his pupils, to meet them, to understand their personal needs, and to make it clear through his behaviour that he respects them as individuals (Bone, 1983:84).

According to Bone (1983:84-86) for a staff member to lead his pupils well he must be able to motivate them correctly. Bone (1983:85) points out that external examinations serve as an extrinsic reason for a pupil to learn, it should be remembered that this motivation will only succeed if the pupil feels that he can pass the examination. Although a pupil can be motivated to learn by an external examination, he still needs the necessary guidance from his teacher, in order to pass.

Each member of staff is in a natural leadership position thanks to the age gap between him and his pupils. He is already mature to the extent that he can be an example to his pupils. The staff member who tries to cultivate cheap popularity by making

friends with his pupils will eventually discover that his pupils no longer accept him as a leader.

(2) The administrative staff

This staff includes the non-professional officers like secretaries, clerical assistants, typists, stock registers' keepers, etc. who play an important part in the affairs of a school. The first people who meet visitors are usually at the general office of the school, that is, the principal's secretary or even the receptionist. The manner in which people are received at the school or addressed over the telephone mean a lot to strangers. Indeed the administrative staff members are as important as the teaching corps. "The principal must always keep in mind that the first and lasting impression outsiders have of the school are determined by the administrative staff" (Theron & Bothma, 1990:114). Indeed the administrative staff must be trained into a useful and meaningful force in the administration of the school. If the administrative staff continue to supply the supportive role then the teaching staff will also give of their best in the instructional and educational fronts.

The importance of the principal's professional and administrative codes cannot be gainsaid. He must be able to motivate and drive his entire work force of staff members - (professional and administrative) and pupils. He must endeavour to develop the co-operation of all staff involved if he is to inspire, educate or stimulate pupils. "Teacher satisfaction is of utmost importance to the accomplishment of educational goals" (Kraft, 1971:214). Indeed satisfaction will ensure co-operation, loyalty, trust and the accomplishment of goals (Theron & Bothma, 1990:113).

3.5.4 The principal and his pupils

According to Oberholzer (1968:56) children are beings who encounter and are being encountered, that is, children or pupils are always in a relationship with others. Parents entrust their children to the care of the principal. As long as the children are in his charge, he takes the place of the parents. The principal must, consequently endeavour to carry over a great deal of the child-parent relationship into the pupil-principal relationship. The principal must always note that his type of

relationship with pupils is one of trust; without this the ultimate goal will be only an illusion (Van Loggerenberg & Jooste, 1980:458-459).

Theron and Bothma (1990:143) have pointed out that the principal should always be with his pupils, but not one of them. A relationship of trust between the principal and his pupils is essential in that if disharmony is allowed to set in true education will not be easily and readily obtained. "It is not what he says, but what he is and does, that is important (Boshoff, 1981:32). It is the obligation of the principal to lead the youth to make the right decisions, decisions which will not lead to crises in the lives of the pupils.

In the view of Steyn *et al.* (1984:168-169) in order that people may get to know and perhaps understand one another, they should be brought together in a relaxed atmosphere, a sports field would be an ideal place. The play grounds and sports fields help teachers and the principal to get to know the pupils and help them get to know one another. In the same manner members of the family, society and country will be able to get to know and understand one

another if they can be brought into a relaxed atmosphere.

It is the obligation of the principal to guide his pupils to respect other pupils and members of society in general without any regard to status, wealth, race or religion. Man is a gregarious animal. He is always in need of others. "Education should bring pupils to the point where they can feel the sorrows, hardships, joy and successes of others" (Steyn, *et al.* 1984:169). The principal, according to Theron and Bothma (1990:143) must be a living example at all times of the type of life that he wants to instil in his pupils, and as a Christian he has to foster Christian principles of living.

Vrey (1990:169-171) has aptly said that education implies the guiding of pupils in sharing responsibilities with others and all this means co-responsibility. At the same time pupils should be regarded as clients in a business concern. By subscribing to the notion that "customer satisfaction" is crucial to the success of the enterprise the principal should do everything in his power to streamline his establishment. In many societies

where people are ego-centric they tend to be responsible for their own decisions and actions only. By accepting co-responsibility for the poor and for the proper behaviour of others, man finds meaning, purpose and direction in life.

When it comes to national ideals the principal must make use of those members of staff who show love for cultural and traditional items and whose objects blend with these ideals without neglecting the educational subjective (Theron & Bothma, 1990:144). In an area where there are other nationals with their ideals it is not proper to criticise or cast aspersions. Respect for what is inherent in the other person, according to Theron and Bothma (1990:144), is also essential to instil in one a greater appreciation for one's own.

According to Act 39 of 1967 education in South Africa must have "a broad national character" and must receive substance (Theron & Bothma, 1990:243-244):

* In the purposeful extension of every pupil's knowledge of the fatherland, which comprises

language or cultural heritage, history and traditions, natural symbols, the diversity of the population, social and economic conditions, geographic diversity and national achievements.

* In developing this knowledge into an understanding and appreciation in every pupil by means of the meaningful presentation thereof in appropriate facets of the instruction of the two official languages, national history, civics and geography in school instruction and also by the participation of pupils in national festivals and their constant homage to the national symbols, so that:

* an attitude of patriotism which is based on loyalty and responsibility to the fatherland, its native soil and natural resources, is established.

* every pupil reaches a balanced perspective as a result.

* a feeling of harmony and creation is created.

A nation's education to a great extent determines that nation's character and integrity. It is for this reason that the education has to be meaningful and functional. The principal who is the head of a Christian school or a community school that has leanings on Christian teachings must be equipped, together with his staff, to be spiritual pioneers (Theron & Bothma, 1990:145).

It has been pointed out in an earlier paragraph that when parents send their children to a school they are actually handing them over to the principal. The principal has to supervise the moulding of the child until he becomes intellectually mature. He has "to follow the progress of each pupil in his school, step by step, test after test and examination after examination" (Theron & Bothma, 1990:148). The principal has, further (K.Z.E.D., 1980:10-11):

* To monitor in a general way the pupils at the school and in the hostel, if his school has a boarding department.

* To check whether the duties he has delegated to his teachers have been properly carried out.

* To teach so that he can remain in contact with the pupils, in order that he will always know how they are progressing, what study problems they are experiencing and what methods and approach will give the best results for his school. The pupils are benefited by the principal's professional ability and the principal gains first hand knowledge of the views of his scholars.

According to the K.Z.E.D. (1980:12) the minimum number of teaching periods that the principal of a post-primary school must take is as follows:

PUPIL ENROLMENT	NUMBER OF TEACHING PERIODS PER WEEK
Up to 99	14
100 to 199	12
200 to 299	10
300 +	8

In the primary school the arrangement is as follows: With a total of up to eight teachers, including the

principal, the principal is also a class teacher with his own classroom and a class register. There is a change if the number of teachers is nine (K.Z.E.D., 1980:12-14).

NUMBER OF TEACHERS	TIME FOR TEACHING BY THE PRINCIPAL
9	80% of the weekly teaching time
10	75% of the weekly teaching time
11	70% of the weekly teaching time
12	65% of the weekly teaching time

(5% should be subtracted for each additional teacher)

Pupils are also in a relationship with objects in their environment. According to Steyn, *et al.* (1984:170-171) when the pupil's relationship with the world of objects is considered, educative teaching implies the following:

* Guiding children in conserving and pressuring the world of objects.

* Supporting children in utilising and reigning over the world of objects.

* Assisting children in getting to know and understand the object world (Vrey, 1990:24-25).

Theron and Bothma (1990:148) say education should cover the child or educand in total, mentally and physically: "No true education is possible if the pupil's physical education is neglected." Pupils often do well in their class work if they are also given time to take part in sports. Stephan Ferreira, the top matriculant in 1992 did well in his end of year examination because his principal and teachers encouraged him to train his body as well. "Although I am not fantastically good at sport, I played rugby, swam and went running in order to relax. It helped to balance out all the time spent studying; it taught me to relax" (Khan, 1992:3).

The principal must make sure that the facilities are available even before the pupils arrive at the beginning of the year. When the school opens in January he must monitor the sport programme of the school to make sure that the pupils make use of the facilities. He must also show an interest in the sports programme as a whole. "His enthusiasm for

physical conditioning, expressed by his own example, empathy and interest, will be a strong stimulus for his pupils" (Theron & Bothma, 1990:149).

According to Hanekom (1973:20) the principal must cover a number of portfolios in a school situation. He must be a spiritual leader, an educationist, an initiator of sports programmes, etc.

3.5.5 The principal and the parents

It has been said that children get to know themselves in the presence of others, and that it is only in the relationship with others that full humanity can be realised (Steyn, *et al.* 1984:168). Children who attend a school do so with their parents in the sense that the principal has to accept them into his fold as parents of his pupils. In fact parental involvement in education is a well-known practice (Van Loggerenberg, 1985:1). The principal has to encourage all the parents of his pupils to participate in the programmes of the school. It is also the policy of the Education Department that the parent community be given a place in the education system through parent-

teachers associations, school committees, boards of control or school boards or in any other manner.

The principal has to see to it that the relationship between the school, that is, teachers and pupils and the parents is built on solid ground. He should remain the point of contact between the home and the school. The foundation that is laid by the parents at home is necessary for the success of the school. The school and home have to provide a protective cover for the youth against the many forces that afflict the youth these days. If the parents and the school do not help this shield or cover then other people will step in and provide their own programme (Theron & Bothma, 1990:165).

Trust and honesty which were mentioned with regard to the pupil-principal relationship should also pervade the parent-principal relationship. Without trust on the part of the principal the education process will falter. According to Vrey (1990:97) trust is a basic pre-requisite for sound and satisfactory inter-personal relations. Even love does not thrive without trust. The latter is the pillar that supports love.

The parents' association is a worthwhile body which can champion some of the work pertaining to the programme of the school. Its advantage is that teachers are not members. They may be invited for specific functions. Theron and Bothma (1990:169) have advocated the establishment of the parent-teacher association and have hastened to point out that the body should not be degraded to an instrument which has simply to collect money.

3.6 THE PRINCIPAL'S RELATIONSHIPS WITH THINGS, OBJECTS AND IDEAS

According to Steyn, *et al.* (1984:167-174) the principal also has relationships with things, objects and ideas in the environment. It would be impossible to mention all the aspects encountered in this field. The following are but a few of these aspects: the vegetable world, the animal world, the physical world, the water world, the mineral world, the agricultural world, the financial world, the world of literature, the media world, the transport world, etc. The principal encounters these aspects continuously throughout his life.

The political violence has had a retarding influence in the field of education in that it has disrupted normal living and put a number of people, at times entire communities, on the run. Schools and homes have been destroyed and many businesses looted and burnt down. Very few items of the old order have remained untarnished. Even the principal has often found himself thrown at the centre of the feuding. He has often been labelled "a sell out", "a stooge" and "a supporter of the regime" (Christie, 1984:58-70; Le Roux (ed.), 1992:84-94).

Urbanisation and the population explosion have caused extra hardships to people in the communities and townships. Black people have flocked to the urban areas in incredible numbers to find little or no employment, let alone accommodation. Be that as it may, the number of children at the local schools has doubled and even trebled.

These changes have given birth to new ideas. Some of the radical political organisations have advocated for civil disobedience and open defiance. The schools have been targeted and the principals have been forced time and again to move out. The

extremists on the left and right have prevailed on teachers and pupils to boycott classes and disorganise education. Those to the extreme left have gone out of their way to encourage the pupils to clamour for liberation first before education (Christie, 1984:71-83). All these occurrences and ideas have made the task of the principal both taxing and tiring. He has quite a mammoth task to try and motivate his staff and pupils in such a political climate (West, 1990:200-204).

Further, it is the duty of the principal to assist the pupils to get to know and understand the world of objects. The horizons of the pupils understanding are always explained and widened, by teachers when they supply them with information on the different subjects that make up their curriculum. Most of the subjects are actually extracts of the many parts of reality, for instance pupils get to know and understand about plants and animals through the subject, biology (Steyn, *et al.* 1984:170).

3.7 THE PRINCIPAL'S RELATIONSHIP WITH HIS CREATOR

According to Steyn *et al.* (1984:171) man always finds himself in an all-embracing relationship with his Creator, whoever or whatever he may regard as his Creator/creator/origin. It is, of course, a known fact that when man is confronted by problems that he cannot fathom he often turns to religion or magic. The principal who has been described as a Christian in the earlier part of this chapter will continue to glow in the service of the Lord and will at the same time continue to attract his pupils and bring them into a relationship with the Lord. The Christian principal realises that God can only be known and understood through Scripture and the working of the Holy Spirit.

It is the obligation of the principal to help spread the Word of God in his school and to win the support of his staff in this mission. Pupils should be assisted to accept the Lord as the final origin, meaning and destiny of life. When children are brought up in Christian homes they tend to accept the doctrines laid down by their parents. For this reason there must always be a link between the

school and the family. "At a certain stage in their lives children must decide for themselves" (Steyn, *et al.* 1984:171).

The principal as a Christian conveys the teachings of the Bible to his pupils. Gradually the latter learn to emulate their principal and their parents and accept the Creator as their personal Saviour.

3.8 SYNTHESIS

In the previous chapter an attempt was made to establish the qualities needed by a person who plays a leadership role like a principal. In this chapter the essential relations or relationships contained in the life-world of a principal have been discerned. The principal as a leader has to thrust his relationships in a number of ways, namely: himself, others, pupils, objects, his God, etc. The next chapter will take us to the actual role of the principal when he motivates his staff and pupils and parents.

CHAPTER 4

THE ROLE OF THE PRINCIPAL IN MOTIVATING HIS STAFF, PUPILS AND PARENTS

4.1 INTRODUCTION

In this chapter the role of the principal in motivating his staff, pupils and parents will receive attention. According to Theron and Bothma (1990:113) the professional way of doing things and of tackling issues is of crucial importance for the meaningful running or functioning of the school as an educational and instructional institution. Through the principal's inspiration and drive all co-workers must be motivated. "He who wants to stimulate, inquire and educate must gain, retain and develop the co-operation of every one involved" (Theron & Bothma, 1990:114).

Sergiovanni (1987:29) has argued that direct principalship leadership is only part of the answer to establishing successful schools or institutions of excellence. The principal plays a key role in building and maintaining leadership density. This

enabling leadership is revealed and validated by the principals' intents, attributes and behaviour that enable teachers, students and parents to function better on behalf of the school and its purposes, to engage more effectively in the work and play of the schools and to promote and elevate the school's achievement of the objectives (Sergiovanni, 1987:32).

4.2 MOTIVATING TEACHERS

Educationists like Jacobson, Logsdon and Wiegmann (1973:40) have maintained that it is very common for principals to speak of "my school" instead of "our school". The schools exist for students and belong to the community. The principal is employed to administer and supervise it in order to improve it. Without the co-operation of the teaching corps who put into practice or actualise the ideas the principal is trying to promote, and who frequently improve them in the process, there would be no advancement in the teaching and learning situation. It is easy and quite human for the principal to take the glory for improvements and/or innovations in a school system, passing lightly over the important

contributions of the others. An effective principal should commend his faculty in speech and print for its contributions to the educational progress and minimise his own part. In the local community it is important to uphold the name of the school and the teachers before the public eye.

Quality schooling does indeed lead to quality learning, and the key to quality schooling is the amount and type of leadership that the school principal provides directly and promotes among the teachers and supporting staff (Sergiovanni, 1987:28).

It is imperative for the principal to create a positive learning climate and this requires a great understanding of the needs of the teachers and learners. Their needs are varied and only partly addressed by a formalised set of classroom and co-curricular activities (Ubben & Hughes, 1987:103).

Theron and Bothma (1990:113) have emphasised the concepts of professionalism and trust as really fundamental to the success of an educational institution. Teachers will be motivated by the

trust that the principal has in them. If their self preservation is respected and if they are consulted time and again then satisfaction is bound to set in. This kind of sound, stimulating relationship which result in educational satisfaction, is essential, because "..... teacher satisfaction is of utmost importance to the accomplishment of educational goals" (Kraft, 1971:215). Satisfaction will ensure co-operation, loyalty, trust and educational goals will be accomplished.

The leadership of the principal and the staff will always set the tone of the school, the climate for the learning of the pupils and the general morale. The internal administration must be placed in the hands of the Internal Management Council (IMC) which includes the principal, deputy principal and heads of departments. If the school is a vibrant, innovative, child-centred place, if it has a reputation for excellence in the teaching, if students are performing to the best of their ability, one can always point to the principal in the first instance and the staff in the second instance, because it is their combined leadership which is the key to the success shown by the school

(Sergiovanni, 1987:51). According to Sayles (1989:66) teachers or employees must perceive productivity and performance as necessary steps along their path to satisfying their own goals. Principals have a great deal to do to engineer those perceptions. There are several links in the chain, and for teachers to be motivated, each of the links of the extended chain must be carefully forged.

4.2.1 Staff meetings

Principals are concerned with making each school function as a unit/organisation or institution, that is, with revolving routines (the source of efficiency) and making these routines relevant to the purpose of the school or organisation (effectiveness). If this is put another way their major task is to facilitate the re-combination of elements separated by the distribution of the work load. At the same time principals want to keep changing the routines until satisfaction has been achieved. In other words "keep the work system going, and keep adjusting it" (Sayles, 1989:26).

It has been said that "the competent teacher is a growing one" (Cawood & Gibbon, 1981:12). "Becoming, growing, maturing and fully functioning are phases associated with staff meetings and staff development" (Gregor, 1973:1). The adage: "A person is never too old to learn" typifies a basic truth about man. Man never is, he becomes! He is incomplete and fallible, but open to growth and thus to constant change and development within himself. Although adulthood is a reasonably stable phase in man, it is by no means static. This feature of plasticity in man opens the way for him to be shaped and moulded continuously. In an age characterised by specialisation, it is imperative that this moulding process is accelerated and that direction be given to it (Cawood & Gibbon, 1981:13).

Some observers have asked: "Can the experienced, successful, academically qualified adult, be moulded, talked around or shaped further?" The answer is straight forward. "No individual is replete or perfect." (Cawood & Gibbon, 1981:14-15). Teachers and educational leaders remain being people who are liable to common shortcomings, stress and imperfections.

Staff meetings have a way of helping the principal curb teacher militancy and even group bargaining. According to Jacobson, Logsden and Wiegmann (1973:24) teachers can become militant because of salaries, working conditions and sometimes even about the school calendar. Of course much of this militancy springs from many teachers' belief that the principal and the superintendent often do not care in their dealings with teachers. As a result teachers have organised and others have joined Labour and Industrial Organizations. All professionalism has been discarded in that the child is no longer the main factor in education. Teachers can take to the streets and go marching at the slightest provocation or misunderstanding. At the same time some teachers can vegetate in the staff rooms when they are supposed to be teaching. They can play truant or spend school time at institutions set aside for further education or part-time studies when they should be teaching at their schools (Jacobson, Logsdon and Wiegmann 1973:25-28). At times the principal throws all care to the wind and goes to the "bank" everyday or visits the Circuit Office days on end.

Schools that do not have regular staff meetings have often faced numerous difficulties. Gorton (1980:44-47) has quoted as follows: "I will not take that kid back into class, and that's final" (irritated teacher). "You are going to take him back and, what is more, you are going to do your best to see that he gets an education" (Vice-Principal). Forty minutes later the staff handed the principal a piece of paper written as follows: "We, the undersigned, support our colleague 100% in his refusal to re-admit a pupil who has been a constant disrupter of his class" (Gorton 1972:47). In other words if a student does not want to learn then he should not be in class. Teachers are employed to teach and not baby sit with trouble-makers. If teachers are going to be held responsible for results or their effectiveness then they must have control over those classroom conditions that affect teaching and learning.

Yet the principal could have controlled this situation by holding another staff meeting to allow the grieved teacher a platform to vent his feelings. At the same time the colleagues who rallied to his aid could have been allowed to sort out the problem

of the disrupter. Counselling, detention or even corporal punishment could have been recommended by the teachers working as a team and trying to be positive in their outlook. According to Jacobson, Logsdon and Weigmann (1973:38) the militant attitude of staff members and/or their tendency of collective bargaining have made the role of the principal really uncomfortable. Many principals believe that since they were promoted from the ranks of ordinary staff members they are still part of the teaching force. Musaazi (1982:179) maintains that the principal and his deputy should always work hand in hand and constantly review the progress of the school and its discipline to see whether the objectives of the institution are not in jeopardy. In fact the principal must always work closely with staff if the overall direction of the school is to be realised.

Staff meetings are an essential factor in the motivation of the staff members of a school. The paucity of staff meetings has a tendency of demotivating most of the staff in that they have no platform for the airing of views and letting off steam - after all staff meetings are a means of

communication. According to Cawood (1973:148) staff meetings are essential because they weld together a staff into a purposeful and knowledgeable team working together to a common goal and by known means. Without staff meetings team work and team spirit to achieve common goals are non-existent. It is at staff meetings where the principal and his staff accept one another as professionals. "The principal can motivate his staff and establish a climate within which the pursuit of educational objectives can thrive" (Theron & Bothma, 1990:124; K.Z.E.D. 1980:17; Rogers, 1969:52; Snygg and Coombs, 1969:216).

Musaazi (1982:180) and Bush (1986:48-55) maintain that staff meetings are the responsibility of the principal. The success of such a meeting is often determined by the amount of planning that has preceded the event. Successful meetings usually have some of the following characteristics:

* The problems and issues under discussion must be of interest and concern to most of the teachers.

* Every teacher must attend every meeting for maximum effectiveness.

* The agenda should be prepared in advance.

The principal as the chairperson has to weigh the implications of the decisions reached at the meeting for the smooth functioning of the school, otherwise he has to be guided by his own ideas since he has to assume full responsibility for all decisions reached at the meeting. Some teachers often doubt the usefulness of staff meetings. They argue that meetings as such do not make any contribution to the efficient running of the school. But such misguided teachers are few and irrelevant. In fact many of them live in a fool's paradise (Bassett, *et al.* 1967:35).

According to Theron and Bothma (1990:124-125) the principal should also encourage his Heads of Departments to hold departmental meetings to discuss issues pertaining to their subjects and to disseminate information emanating from the staff meeting (Cawood & Gibbon 1981:210-215; Badenhorst, *et al.* 1987:50-51). The Heads of Departments are

expected to submit minutes of their departmental meetings. At the same time interest group meetings can be allowed as long as the convenors have been appointed at the main staff meeting. Further, Committees can be formed at the main staff meeting to follow certain items for in-depth perusal and report back or act as requested. All these endeavours are calculated to keep the staff interested and motivated.

It is the candid opinion of Theron and Bothma, (1990-98) that the principal is the proper person to put his finger on the cause of faults that may be found in a teacher's performance during a class visit. He has, as a result, to arrange a meeting with the teacher or some teachers for that matter and/or other related matters especially if the faults have some commonality between them. By virtue of his experience the principal is the obvious person to determine whether the educational goals and objectives have been achieved. (Theron & Bothma, 1990:90-99; K.Z.E.D., 1980:28-29).

Staff meetings have the tendency of motivating teachers in that common problems are solved,

difficulties tackled, suggestions and recommend-ations tabled, and a fresh lease of life or vigour put into teachers. These meetings can also be used for instructional leaderships, that is, in the words of Cawood and Gibbon (1981:7) of guiding, helping and encouraging the teacher along a path towards greater professional affectiveness. Such guidance demands very careful, far sighted and effective planning, based on professional insight and constructive and accurate analysis of the teaching-learning activity." Writer also agrees with Spears, Cawood & Gibbon (1981:7) when he says the principal should not be satisfied with the multitude of details of administration, but should emerge as the guiding force for professional development (Cawood & Gibbon, 1981:7). Wiles (1967:5) has corroborated by saying: "Instructional leadership can be described as a process of activating, guiding and encouraging the teacher along a path towards greater professional effectiveness."

The major objectives of instructional leadership is to motivate and strengthen the quality of instruction in a school. Other objectives for

educational leadership flow from this major goal (Cawood & Gibbon, 1981:7):

* Knowledge of experimentation in educational renewal.

* Contact with and analysis of classroom procedures.

* Creation of procedures by which to monitor the effectiveness of instruction.

* The implementation of a system of subject heads and subject departments.

* The guidance of student and beginning teachers.

* The guidance of problem teachers.

* The guidance of experienced and successful teachers.

* In-service training and staff development of teachers.

4.2.2 Staff development

This process involves the development activities associated with the improvement of the staff members. The main objective is usually to motivate, sharpen and update the staff, to broaden their outlook and make them self reliant to a great extent. According to Beare, Brian and Ross (1989:1-11) it is further calculated to better or improve the quality of education that is given to pupils. Of course all this is done with a view to eliminating flaws and creating interest in the teaching of the staff and to bring them in line with the new ideas, methods, techniques or avenues in the curriculum or education as a whole.

In supporting this statement Theron and Bothma (1990:127) maintain that staff development involves mainly developmental activities pertaining to a particular school and has as its purpose the realisation of the staff's need for self-fulfilment and its preparation for new challenges in education and the school situation. The main objective is the broadening of experience and quality of education.

According to Cawood and Gibbon (1981:25) the over arching aim of staff development is the improvement of instruction in a particular learning institution or school. These can be tabulated as follows, (Cawood and Gibbon 1981:25):

* General educational development, heightened competence and therefore effectiveness in teaching.

* Professional growth, improvement of attitudes towards education, keeping pace with change and innovation in education.

* Team building and the promotion of team spirit.

The main guidelines that have been compiled are as follows:

* The professional development of a teacher does not cease once he has left university or college and entered his first teaching post.

* Professional development is not stimulated merely by the many years of teaching experience.

* A staff development programme is one of many methods of motivating and stimulating staff development; the leaders in a school must win the support of the school for such a programme.

Assuring the quality of the school staff has always been the concern of the successful principal. Recently, according to Ubben and Hughes (1987:225) it has become a concern of "educational reformers". The result has been many efforts calculated to assist teachers. Time and again all emphasis is placed on "competency testing" (Ubben & Hughes, 1987:225). Musaazi (1982:196) has stated that staff development is calculated to improve the performance of teachers from initial employment to retirement. Teachers are part of a dynamic profession and must keep abreast of improvements in teaching methods at the classroom level. It has been said that one of the most effective ways of bringing about curriculum change, teaching improvement and the professional

growth and development of teachers is through well organised, in-service programmes for teachers within the education system. In-service programmes according to Musaazi (1982:196) should include activities that:

* Are likely to develop teachers' skills in teaching and in the use of modern visual aids.

* Can encourage teachers to adopt various modern methods of evaluating student performance.

* Would make teachers to work as a team in solving common problems.

The modes of staff development include the following in the opinion of Cawood and Gibbon (1981:18):

* Further full time or part time study.

* Participation in formal programmes offered by education departments, teacher centres, subject associations; visiting other schools; overseas travel openings.

* Participation in workshops.

The principal can also motivate his staff to attend seminars in the afternoons or over weekends in certain subjects. He can also encourage them to write educational articles and topics for specific magazines or even deliver papers. "The manner in which one single light, or single precious hint, will clarify and energise the whole mental make up of the person who receives it, is among the most wonderful and heavenly phenomena" (Watson, 1951:6).

Perhaps the staff development programme which was organised at the Westerford High School, Cape Town will provide additional light (Cawood & Gibbon, 1981:34): In the period 1979 to 1978 joint planning was done by senior teachers, by the full staff and even by senior pupils on the basis of a comprehensive needs assessment for the school community. The needs expressed by teachers and pupils included the following, as mentioned by Cawood and Gibbon (1981:34):

* Education had become so complex that additional knowledge and skills were needed by all teachers and by pupil leaders.

* Growth in the complexity of education and teaching as well as the size of the staff necessitated procedures that would enable as many as possible to participate effectively in decision-making and policy formulation.

The staff as a whole responded to these needs, and:

* Daily school timings were revised so as to provide for a weekly one-hour professional growth session for the full staff.

* A commitment was made to extend the subject department system through closer team work.

* A weekend laboratory seminar was instituted for pupil leaders.

Ubben and Hughes (1987:221) have come up with the Human Resource Development (HRD) as a programme of staff development. H.R.D. is concerned with the improvement of skills, knowledge and attitudes of people in the institution. It is different from organizational development (OD) in that the latter

focuses on the objective of improving he competence levels or health of the work parts that form or constitute the whole institution.

4.2.3 Classroom visits

The staff can also be motivated by means of class visits which are conducted by the Heads of Departments and the principals systematically at regular intervals. These visits should be utilised to assist both teachers and pupils; and the reports that are subsequently compiled should be of a positive and encouraging nature. Mistakes which are discovered should be handled with tact and feeling. In fact the follow up discussion should be informal and open-hearted. The principal should be as objective and fair as is humanly possible (Theron & Bothma, 1990:122).

Evaluation of teachers should not lose its purpose of motivating staff. If it is implemented in an incorrect manner it may have the effect of inhibiting the leader in his task. According to Kraft (1971:184) teachers have the right to do their

work of instruction without any disturbance especially where artificial, arbitrary perfunctory and superficial ratings are used. By visiting staff members in their classrooms the principal will be in a position to see if the objectives of the school are being upheld or undermined, and because of his experience he will be able to pinpoint faults and prescribe remedies. Capable members do not need constant class visits. They can be visited once in a while. But the new teachers or inexperienced educators need regular visits until they have found their feet (Theron & Bothma, 1990:98). Of course the principal must always act in a professional, considerate and polite manner in order to keep the interest of the teacher (K.Z.E.D., 1980:29).

Badenhorst *et al.* (1987:80) have pointed out that the prevailing economic climate may influence even performance at classroom levels. The pupils' loss of interest in school work and the increase of truancy especially in Black schools in the townships, can be ascribed to the fact that many pupils do not succeed in their examinations and even those who do pass do not find work after the

completion of their school careers. The motivation of even the best pupils fades if they know that they have little or no career prospects (Badenhorst *et al.* 1987:80-81; K.Z.E.D., 1980:27-28).

The principal cannot rest on his experience only when faced with the motivation of staff through class visits. He has to be on the ball all the time. He must endeavour to receive the necessary supplementary knowledge by means of extra training. Theron and Bothma (1990:129) have argued that by placing emphasis on the additional courses principals will be able to prevent the problem which has been stated in some circles "that their training in human relations has been one of the weakest ones" De Witt (1982:172). Once the principal is worth his salt because of his knowledge, and the necessary personality traits he becomes the figure that can be trusted, and that trust keeps the teacher motivated. And this runs like a ripple on the water surface and influences the pupils as well.

According to Musaazi (1982:199) teacher evaluation helps to improve interest and performance in the

present task. It also helps in the consideration of staff for promotion, since it uncovers the talents of individuals and helps in discovering areas of weaknesses that might need further improvement. Thus it can help also in the selection of staff. Of course evaluation has the added advantage of ensuring that every individual is clearly aware of what his or her functions and responsibilities are. It can be used to build into the job some of the factors which contribute to high performance, while at the same time making the individual's job more satisfying and rewarding. This in the words of Vrey (1990:232) is the activation of a person's motivational state to heightened functioning with a view to achieving an aim or aims.

4.2.4 The progressive or ideal principal

It would be difficult to close the chapter on the motivation of staff without paying a close look on the principal himself. After all his very person must be motivating if he is to inspire others. For that reason the points mentioned below are of interest.

The very appearance of the principal is not only captivating but also motivating to the inmates of the school. Ubben and Hughes (1987:3) have said: "Watching the principal as he tours the building ... reminds one of the picture one has seen of churchmen touring among their flocks; the dignity of bearing combined with a bearing composure creates an almost numinous sense of leadership."

According to Sergiovanni (1987:57) it is the principal who has a vision, who has the power to stipulate and motivate staff members - the type of vision which refers to the capacity to create and communicate a view of a desired state of affairs that induces commitment among teachers. The vision has to be of one fabric. It has to include not only a vision of what you do with the school children, but what you do in the process of doing it with children (Prunty & Hinely, 1982:66).

Ubben and Hughes (1987:3) maintain that the progressive or ideal principal motivates his staff by avoiding unreasonable and autocratic tendencies in his dealings with staff members and pupils of his

school. Effective schools are the work of effective principals. Teachers do not get motivated in an atmosphere that is devoid of trust. Thus the progressive principal inspired them even by example to work for objectives which are specific because they know the expectations of the principal. He may even allow his staff to be involved in the determination of policy and each member to play a part in the upliftment of the school (Theron & Bothma, 1990:131).

The progressive principal motivates his staff time and again by harping on leadership roles as expounded by Sergiovanni (1987:67):

The effective principal

Leadership roles	
Stateperson	Defines the school's broad philosophy and mission
Educational	to guide achievement of the schools' educational objectives
Supervisory	through teachers who identify with, and are committed to, these objectives
Organisational	within a school structure and climate that supports and facilitates the work of teachers
Administrative Team	Over an extended period of time in co-operation with the teachers, other administrators, and support staff.

Leadership forces	
Technical	
Human	
Educational	
Symbolic	
Cultural	

Alan and Paisey (1987:10-20) have provided the following:

* The effective head is one prepared to do battle to increase the physical assets of the school and to improve their quality.

* The effective head is one who is able to establish a marked and persuasive climate in the school consistent with the schools' educational objectives.

* Values are enshrined in the aims and values of the school and often come to be known as the philosophy of the school.

* The effective head is one whose school has firm values and clear objectives which are reiterated often.

* The effective head is one who secures agreement with staff and governors on the curriculum and its continual development.

* The effective head is one who gives the child access to the best available resources, monitors their use and takes corrective action.

* The effective head is one who liberates and maximises the motivation and abilities of staff through the structure and deployment decisions adopted.

* The effective head is one who has a complete grasp of the school's finances and systems, has up-to-date knowledge of them and makes them active instruments of school policy.

4.2.5 Personal qualities desired of a school principal

All people have an image of what the modern principal should be. This image is characterised by certain leadership qualities. If the principal shows that he has some of the following qualities then he is sure to become a role model for some of the staff (Musaazi, 1982:173).

(1) Intelligence

This quality involves natural intelligence, mature and sound judgement, broad mindedness and the ability to foresee and examine problems or tasks and to be able to provide appropriate solutions to them. He should have the verbal ability to communicate effectively with other people.

The principal, to be motivating, must at least be as intelligent as the staff. If he is less intelligent he will not be able to work with a normal intelligent staff - he will always be misled by the staff. The hesitant and clumsy principal cannot inspire his staff. It is essential that a principal should have a high degree of imagination, initiative and originality.

(2) Personality

The following profile has been suggested by Hansen (1985:14-18):

* The principal who is a Christian is dominated primarily by Christ who reigns inside him. The

staff, or some of them at least, will be inspired by the example of the principal because his way of working centres on the love of God and the people, that is, children and the community.

* He is confident and displays a positive self image. He has a dignity that he respects and feels called upon to assist the staff and *pupils on their way to maturity.* He is disciplined within and maintains authority with compassion and fairness. He has a strong calm and level-headed personality and inspires trust through his steadfastness and directional leadership.

According to Musaazi (1982:174) it is essential that the principal should have self confidence in himself and in his ideas as he interacts with people. The staff will regard him and his ideas seriously, but when the principal lacks self confidence he ends up being used by persons who have confidence in themselves. The principal, to remain a beacon of light, must have determination and the will to succeed in his work.

(3) Sociability

The ideal principal must have the ability to deal with human relation skills. He must be friendly, cheerful and sociable in his approach to people - and what is more? His staff and pupils must see him as such.

People desire respect and consideration from their fellow human beings: Respect for human dignity requires consideration on the part of the leader. The principal must create a sense of respect and trust in every member of staff. He must be an example of courtesy, politeness and trust towards the people with whom he works. He should always show sympathy and concern for his staff and pupils whenever they are in difficulties (Musaazi, 1982:175).

(4) Necessity for development

The principal is leader of the educational activity and therefore has been called upon by God to do his work as His co-worker. It is therefore up to the principal to create situations, through which the

inborn potential of the staff and pupils can be developed and enhanced to the glory of God. This means that the principal himself may not stagnate, but must continue to grow so that he can serve as a normative example (Theron & Bothma, 1990:73).

(5) Professionally-minded person

The principal must recognise the good of the profession and do whatever he can to further it. He has a professional obligation to attend conferences, seminars, workshops and other learning activities which can help in contributing to his professional growth, and development. Further, the principal must possess leading skills because he is a professional leader. In fact members of his teaching staff should learn from him the modern techniques of teaching effectively. Finally he should be a scholar in his own right and be in possession of professional knowledge which can be shared by all in his school (Musaazi, 1982:176).

(6) Humility and modesty

The progressive principal must always be humble and modest. Boasting, arrogance and vanity must not

appear on his agenda. He should never sing his praises. He should allow other people to do that. He should at the same time avoid points which are calculated to demoralise his staff and are not good for the administration of the school (Musaazi, 1982:176).

In fact, according to Jones (1987:42) the role of the principal can be summarised in this fashion: "The traditional view of principalship as a benevolent but autocratic master has been modified drastically and refined to incorporate both the concept of principal as manager, and the principal as leading professional."

4.2.6 Practical guidelines for the principal in motivating his staff and pupils

The staff will be impressed with the following statements when they are shown by their principal and in the process feel motivated. (Musaazi, 1982:65; Bush, 1986:126-139; Rees, 1984:99):

* The principal who is in a good state of health is always impressive: The principal cannot afford to be a sickly person.

* The principal who is objective in outlook: This ensures that the views of other people, staff, parents and even pupils, are taken into account and adjustments made.

* The principal's behaviour: All members of staff will be motivated by a principal who knows himself, that is, the type of person who knows his short comings.

* The principal and current problems: Staff members and pupils will be impressed by a principal who gives attention to current problems at school or learning situation.

* The principal who has a healthy sense of humour: already has some of the ingredients for motivating staff and pupils.

* The principal can indirectly motivate his staff by planning in order to reduce failures and

negative approaches. By doing his best at his school for God, the President of the State and his country; by resting and relaxing in that a tired principal will be jaded and unproductive.

4.3 MOTIVATING CLERICAL STAFF

According to K.Z.E.D. (1980:5) the secretaries and clerical staff who work hand in hand with the principal must look after the good name of the school. They must be motivated into accepting the institution not only as their place of work but as part and parcel of their own investment. In order to preserve the good name of the school, the relationships with parents and the community it is necessary for the principal to motivate his secretaries and clerical staff thoroughly. The high handedness of some secretaries should be curtailed. Members of the public and other visitors must be treated courteously. All points of contact with the outside world must be on a sound footing (Burke, 1987:6-10; Alan & Paisey, 1987:10-29).

It has been said that the office of the principal is the centre of the institution in its organisational

structure. It is the school control centre. The functions of the office are many and varied and they include some of the following (Theron & Bothma, 1990:114): Communication in all its forms, namely: circulars, bulletins, telephonic conversations, correspondence, face to face meetings; administration of school records; procurement of supplies and records; preparation of reports and establishment of relationships with the public - has to be accommodated by the office staff. Thus they must be equally motivated to do their work diligently and conscientiously for the success of the school.

If the principal is to function efficiently he must delegate to his secretaries and clerks as many of the abovementioned tasks as possible (Musaazi, 1982:179). Theron and Bothma (1990:114) have declared that the administrative staff, that is, secretaries form the main link between the school and the world outside. "The first telephone call, the appearance of the grounds, their reception by the secretaries, are often decisive." The administrative staff must therefore be made an integral part of the establishment.

4.4 MOTIVATING PUPILS

In all his dealings the principal must try to elevate his school to have the ideal ethos, atmosphere or spirit in all its facets. The principal's values and previous experience, as well as the expectations of the community must be taken into account (Ubben & Hughes, 1987:18). Pupils feel motivated when they belong to a school that has a good reputation, a good track record - and a tradition of excellence.

The future citizens of the world, that is, pupils are shaped and educated in millions of classrooms all over the world in which teachers are the key figures. Not only do teachers and the other facilitators guide pupils in their physical, emotional, social, mutual and moral development towards adulthood, but they also provide them with knowledge. After all said and done education is only actualised through teaching (Behr, 1978:67).

"Interest implies a deliberate direction of attention, and is therefore a completely voluntary attitude" (Vrey, 1990:232). To ensure pupil

participation, it is necessary for the teacher to stimulate interest in the children and to motivate them to take part in the lesson. An enquiring attitude must be aroused in the child as this forms the basis for spontaneous learning. The teacher should always ask himself the question: "How can I create a desire to learn in my pupils?" (Landman, *et al.* 1988:56).

Landman (1988:56-58) maintains that man's destination in the world is self realisation. The child must be helped to reach an understanding of his positive potentiali-ties and the significance they have in terms of the demands of life. One interesting factor which should be borne in mind is the high correlation between a child's interest in a certain subject and his performance in that subject. The child should, however, realise that his own knowledge of and his own insight are not adequate. When the child realises this, he will definitely pay attention to what is being taught by the teacher.

The principal, working hand in hand with the teacher, can follow the practical suggestions given by Seidmann (1982:66):

* An emphasis upon meaning and relation as a contribution to the individual's set for learning, the development of interests, purposes and attitudes first as a step in learning.

* Adapting goals and standards to the ability of the pupil; setting up definite objectives and giving the pupil knowledge of results.

* Encouraging independent self-activity since the pupil learns through exercise.

* Giving specific directions and suggestions for learning, utilising interests which exist already and using praise or reprimand, reward and punishment judiciously.

The personality of both the principal and the teacher goes a long way into the motivation of the pupils. Teachers who are well like and respected can, contribute directly to the pupils' learning as they identify themselves with the teacher and seek to win his approval.

The principal in motivating his staff has to follow Behr (1986:153) when he says that for a teacher to be effective certain qualities or competencies are necessary. These will invariably include the ability to create a positive learning climate; to arouse and sustain motivation; to gear instruction to the needs, aptitude and ability of individual pupils; to assess pupils' progress; to discipline pupils when the need arises and to evaluate instructional outcomes.

Principals and staff members often think of competitions as a way of motivating pupils. It is true that competitions tend to speed up the slow workers but retard the fast workers. But in general a teacher should go slowly when informing pupils of failure in a learning situation (Behr, 1986:154; Seidmann, 1982:163).

According to Theron and Bothma (1990:143) the principal and staff members should always be ready to give guidance and motivation to the pupils who are usually immature even in matters performing to cultural and spiritual levels. It is the obligation of the principal to lead the youth to make the

correct decisions which will not lead to crises in later life.

The matter of motivating pupils is an art. The principal has to show understanding for the necessity of persuading the child to pay intensive attention and to apply himself and end up motivating the pupil. "The principal is the motivational yeast; how high the students and staff members rise to their challenge is the principal's responsibility" (Weldy, 1974:10).

The following points are important in the area of motivation as recommended by Landman *et al.* (1988:165).

* Intrinsic motivation is preferable to extrinsic motivation as it is generally long lasting and affects all subjects.

* The teacher should be aware of the fact that if a class is motivated it will co-operate more readily and study material will be assimilated easily.

* Realistic goals should be defined for pupils in both the short and long term as pupils need to know in which direction they are moving.

* Staff members should make every effort to present their lessons in a lively and stimulating manner. If pupils are not alert and interested they will not be attentive and motivated.

* One way of preventing pupils from being bored is to vary the method of presentation or teaching.

Fundamental to an orderly learning climate is a collection of well understood, appropriate and consistently applied rules and procedures. Times change, needs change and response patterns change. Therefore it is important that rules be examined routinely in view of whether or not they continue to serve their purpose in an efficient and effective manner (Ubben & Hughes, 1987:108).

Principals should guard against factors that militate against good discipline in schools.

Disciplinary problems are often caused by a very small percentage of students who are not motivated sufficiently and would like to see Rome in flames. The principal's own behaviour and activity will help set the tune. Of course special facilities and methods are needed to handle the more disruptive pupils if they cannot be handled effectively in the classroom (Ubben & Hughes, 1987:109).

4.5 MOTIVATING PARENTS

Each and every school has to function in accordance with the wishes of the community it serves. The school ethos should echo the feelings, wishes and expectations of the people whose children attend the school (Phewa, 1992:119-120). According to Schoeman (1984:144) the principals' task is to lead the immature child's normative activities along a desired course and this cannot occur without the total involvement of the parents.

Considering the fact that the parent remains the primary educator of his child, parental involvement is essential. In order to make it possible for the parent to make a meaningful contribution to his

child's educative teaching, it is necessary to create specially designed structures of concern. As both the home and the school are unique social structures, it is primarily the task of the school principal to ensure that these two partners in teaching shall execute their educative task with sincere liaison, co-operation and co-ordination.

Due to the fact that parents pay taxes for the education of their children and will in future be expected to pay higher school fees, their say in the education of their children must also increase (Van der Merwe, 1990; E.R.S. 1992). Although the present government has clearly indicated that its expenditure on education has reached its limit, and even if a new government may be capable of raising more funds for education, it is abundantly clear that the parents will have to bear the greatest burden of responsibility for the quality of education of their children (Nasson and Samuel (eds.), 1990).

Considering the above and the writer's own experience as a Circuit Inspector, it becomes clear that the so-called "School Boards" which have been

in operation in Black schools, are ineffective and have not promoted the required level of parental involvement. School committees are out-dated institutions that have become obsolete and controversial. They should be replaced by Management councils (MC's) which consist of democratically elected parents from the community numbering about 8 (eight) in small schools and 12 (twelve) in large schools. These Management councils function with the help of standing sub-committees such as an Education Sub-Committee, a Finance Sub-Committee, Planning Sub-Committee and a Recreation Sub-Committee. All these Sub-Committees are responsible to the main Management Council to which they report for final decisions. As representatives of the parent community they must keep their fingers on the pulse of the community to whom they are ultimately responsible.

In a school where these Management Councils are functioning effectively the principal in effect becomes the "chief executive officer" who is entrusted by both the education department and especially by the parents of the school (and community) he serves with the necessary support and

authority. The principal is entrusted with the educative task at his school and due to his positive relationship with his Management Council he will succeed in enhancing the meaningful involvement of the parents. Both staff and parents must respect one another and work in a system of co-operation for the upliftment of the pupils. According to Theron and Bothma (1990:160-165) teachers and parents should adopt the art of communication so as to surmount all their problems with regard to the education of the pupils.

4.6 SYNTHESIS

Violence and political strife have disorganised schools and genuine schooling in Black townships. Most of the schools are functioning without parental involvement of whatever nature. The principal and teachers are left in the hands of the often militant and erratic pupils who cannot be sure of the way because they are not yet adults. The absence of parents has brought endless misunderstanding. At the end of the day it is the education of the pupil which is disturbed (Phewa 1992:119; Theron & Bothma 1990:160-178).

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

5.1 SUMMARY

5.1.1 Statement of the problem

In essence this study focused on the life-world of the principal as revealed in his relations with his staff, pupils and parents as well as certain changes in the South African society which have hampered the principal in motivating his staff and pupils.

5.1.2 Leadership and motivation

Leadership has been defined in many ways by different writers. It may be taken as the process of influencing the activities and behaviour of an individual or a group towards goal achievement in a given situation. It is often correctly linked with motivation which can be explained as the intensity of the involvement. Various authors have from time to time come out with a variety of apt descriptions all bordering on the influence on the conduct that

some person has on others. Indeed leadership is concerned with the implementation of those policies and decisions which assist in directing the activities of an organisation towards its specific goals.

Leaders are people who have the ability to get others to co-operate with them in doing something. They can be described as people who know the way and go the way. They include the following: agitator, reformer, bureaucrat, nomothetic, ideographic, authoritarian types. Three styles associated with leadership, namely: democratic, authoritarian and laissez-faire were discussed.

In essence motivation consists of factors which impel an individual to behave in a certain way. Motivation refers to the arousal of behaviour which is directed toward a particular goal. In the school situation the inspiration and drive of the principal motivates the staff to join forces and become a vibrant body. In the same vein there must be a relationship of trust, understanding and authority with the pupils.

5.1.3 The life-world of the principal

The effective running of a school is dependent on the principal as a leader. The school will be what he makes it. He is responsible for everything that takes place in the school. He is even responsible for those functions which he has delegated to some of his sub-ordinates.

When considering the principal's life-world the relation between his affective and cognitive experiences or the stability, order and control in his affective and cognitive experiences are focused on. It is through the principal's experiences of reality that his own life-world comes into being. Like all human beings he should be able to think about himself. He should be able to take stock of his own abilities and accomplishments. He should be totally involved with and sincere in his relationships with others, ideas, things and God. He must personify the highest values and ideals which both his staff and pupils ought to hold. He is in the best position for initiating the culture and climate of the school because of his qualifications attributes and other qualities. He

is expected at all times to be worthy of the trust that has been given to him. At the same time he is the main link between the school and the parents as well as the community.

5.1.4 The principal's motivation of his staff, pupils and parents

The principal should always involve his staff in order to encourage them. Teachers feel motivated by the trust that the principal places in them. The effective functioning of an Internal Management Council (IMC) chaired by the principal, has a tendency of assuring order, communication and involvement of all his staff. Communication is essential; educational goals are easily accomplished when all the participants feel involved. Consultation, even deliberations at staff meetings or staff development programmes have a tendency of curbing teacher militancy and group bargaining. Teachers should not be allowed to develop a negative attitude. It is really necessary that all beginner (new) principals should be placed in some course or training programme to enable them to cope with the rigours of working as a principal. Even long

serving principals need enrichment programmes and seminars to update them whilst in their posts and give them confidence. The school environment is dynamic and all members must strive for excellence. Because the principal ought to be a model in all respects he activates and summons hope and enthusiasm into both staff and pupils. He succeeds to motivate by his own example. He is the moving spirit in the school and has his finger on the pulse of the entire establishment. It is the responsibility of the principal to encourage the parents of the pupils at his school to be actively involved in the education of their children by making themselves available to serve on the Management Council of the school.

5.1.5 Objectives of the study

The objectives were the following:

* To undertake a literature study relevant to the life-world of the principal as it reveals itself in his relations with his staff and pupils.

* To describe certain changes in society which hamper or impede the principal in motivating his staff and pupils.

* In the light of the findings obtained from this study establish certain guidelines according to which the principal's motivation of his staff and pupils may be enhanced.

5.2 RECOMMENDATIONS

5.2.1 Orientation and enrichment programmes for new and serving principals

(1) Motivation

The beginner principal enters his post as an ordinary teacher who is qualified to teach pupils in the school situation but with no preparation for the post of heading the school. Guidance for the new beginner principal consists mainly of the information obtained by self-tuition and by consulting long serving principals. Lack of preparation makes the new principal feel inadequate. He may hold on to illusions and perhaps re-enact the

ineffective pattern learnt from his previous principal or principals.

(2) Recommendations

The recommendations are that:

* All beginner principals must attend an orientation programme arranged for principals.

* The KwaZulu Department of Education and Culture must design and implement an orientation programme for all beginner principals.

* Such a programme must include *inter alia* the following: planning, organising, motivation, delegating, providing guidance, control, decision-making, communication, co-ordination, group dynamics, group morale and human relations.

* All serving principals must attend regular (twice a year) enrichment programmes (for principals).

* Such an enrichment programme must once again focus on the principal's relationships with his staff, pupils and parents and must include *inter alia* the following: planning (year, term, daily) programmes; formulation of objectives; decision-making; school policy and problem-solving and organisation (delegating, co-ordinating; interacting motivating and controlling).

5.2.2 Parental involvement

(1) Motivation

The parent is primarily responsible for education of his child. Due to an irrelevant and foreign education system which was imposed on the Black community in South Africa, parental involvement in schools has never really materialised. Rapid urbanisation, the population explosion, politicisation and violence have all contributed to further estrangement between parents and the schools the children attend. Parents need to understand their children as school children. The fact that many Black parents have never been to school may

have caused them to base their interpretation of the functioning of the school on traditional life and world views. The school represents the modern scientific, technological society with the special cultural society which it serves. As far as the Black community has been concerned the parents have more often than not been targeted by their children as "sell-outs" and "Stooges of the regime" who did not participate in the "struggle".

In spite of the breakdown in the parent-child relationship in many Black communities the writer is of the opinion that the Black parent must summon sufficient courage to once again accept responsibility for the upbringing and discipline of his child. Possibly the most effective means of becoming totally responsible and involved with his child's education will be for the parent to re-evaluate his perspective on his involvement in the school which his child attends. School Committees have often been regarded as remnants of the apartheid system. A vibrant and democratically elected Management Council which is community based and involves the parents is needed in every school.

(2) Recommendations

The recommendations are that:

* Internal Management Councils (IMC's) must be established in all Black schools. These I.M.C.'s will comprise the principal, deputy principal and heads of departments.

* All existing School Committees in Black schools must be replaced by Management Councils (M.C.'s). The functions of these M.C.'s will include *inter alia* the following:

    * They must function as a body corporate.

    * They must be the official mouth piece of the parents of the school.

    * They will bring to the notice of the Department of Education concerned matters which in their opinion touch the welfare of the school and shall make recommendations with regard to such matters.

* They shall exercise general supervision over the grounds, buildings, furniture and equipment of the school concerned.

* They shall make recommendations to the Executive Director with regard to the appointment of teachers in a permanent capacity.

* They shall determine the school wear of the pupils of the school.

* They shall make recommendations to the principal regarding:

    * The daily opening and closing times of the school.
    * The *extramural* activities of the school.

    * The school rules and code of conduct for pupils of the school.

* The subjects and curriculum, as well as any special educational programme offered at the school.

The Management Councils must develop and implement an effective parental involvement and assistance programme for their schools.

5.2.3 Further Research

(1) Motivation

Almost no research has been done on orientation and enrichment programmes for principals of Black schools. Considering the fact that the establishment and implementation of a single departmental of education for the Republic of South Africa is imminent, research into the abovementioned programmes need urgent attention.

(2) Recommendations

The recommendations are that:

* Further research must be conducted concerning existing orientation and enrichment programmes

for principals in other education departments in the Republic of South Africa.

* Research on structures for meaningful parental involvement in Black schools needs urgent attention.

5.3 FINAL REMARK

It is trusted that this study on the role of the principal in motivating his staff and pupils will be of value to new and serving principals with regard to orientating them for their tasks. It is also hoped that this study will contribute towards assisting education planners.

LIST OF SOURCES

ADAMS, N. 1987. *Secondary school management today.* Bergvlei: Century Hutchinson Group.

ALBANESE, R. 1981. Management: toward accountability for performance. Tenas: Richard Irwing.

ALAN, A & PAISEY, A. 1987. *Effective management in primary schools.* Oxford: Basil Blackwell.

ALFONSO, R.J., FIRTH, G.R. & NEVILLE, R.F. 1981. *Instructional supervision.* Boston: Allyn and Bacon.

BACON, F. 1982. *On friendship: essays.* London: Dent and Sons.

BADENHORST, D.C. 1987. *Inter personal relations in the school as an organisation.* Pretoria: Haum.

BADENHORST, D.C. 1989. Some thoughts on the relevance of school education in the Republic of South Africa. Pretoria: Haum.

BADENHORST, D.C., CALITZ, L.P., VAN SCHALKWYK, O.J. & VAN WYK, J.G. 1987. *School management: the task and role of the teacher.* Pretoria: Haum.

BASSETT, G.W., CRANE, A.R. & WALKER, W.G. 1969. *Headmasters for better schools.* St. Lucia: University Press.

BEARE, H., BRIAN, J.C. & ROSS, H.M. 1989. *Creating an excellent school: some new management.* London: Routledge.

BEHR, A.L. 1978. *New perspectives in education.* Durban: Butterworths.

BOLES, H.W.T. & DAVENPORT, J.A. 1975. *Introduction to educational leadership.* New York: Harper and Rowe.

BONE, T. 1983. *Exercising leadership.* London: Ward Lock Educational.

BOSHOFF, C.M. 1981. *Die rol van onderwys tegnologiese media en in die daarstelling van 'n media sentrum vir die junior sekondêre skoolfase.* Bloemfontein: UOVS. (M.Ed.-verhandeling)

BRYMAN, A. 1986. *Leadership and organisations.* London: Routledge and Kegan.

BURKE, P.J. 1987. *Teacher development.* New York: The Falmer Press.

BUSH, T. 1986. *Theories of educational management.* London: Harper and Rowe.

CAWOOD, J. & GIBBON, J. 1981. *Educational leadership: staff development.* Cape Town: Nasou

CAWOOD, J. 1973. Die voorbereiding en voort gesette opleiding van onderwysers in andragogies didactiese perspektief. Cape Town: University of Stellenbosch. (Unpublished D.Ed. thesis)

CHRISTIE, P. 1984. *The right to learn.* Johannesburg: Ravan Press.

DE WITT, J.T. 1982. Die verband tussen effektiewe onderwysbestuur en die handhawing van harmoniese interkollegiale verhoudinge. *S.A. Tydskrif vir Wetenskap en kuns*, 3(4):*3-17*.

DRACHLER, N. & KAPLAN, G.R. (eds.) 1976. *Training educational leaders: a search for alternatives.* Washington: Washington University Press.

EDUCATION Renewal Strategy (ERS). 1992. *Discussion document.* Pretoria: Department of National Education.

FIEDLER, F. 1967. *Effective leadership.* New York: John Wiley and Sons.

GOLDHAMMER, A. 1986. *The poor in the Middle Ages.* New Haven: Yale University Press.

GORTON, R.A. 1972. *School administration and supervision: leadership challenges and opportunities.* Dubuque: McBrown.

GREGOR, A.F. 1973. *Developing plans for professional growth. NASSP, Bulletin*, 62(2) 47-49.

HANEKOM, M. 1973. *Weerbaarheid in die toekoms. Die Skoolblad*, 1(36):3-9.

HANSEN, E.M. 1985. *Educational administration and organisational behaviour.* Boston: Allyn & Bacon.

HARRIS, R.B. 1976. *Authority: a philosophical analysis.* Alabama: University Press.

HARTSHORNE, K. 1988. *Educational dynamics and bureaucracy. Tasa Teacher's Journal*, 18(2):3-6.

HEYNS, G.F. 1986. *Ouerbetrokkenheid.* Paper delivered at Headmasters' conference for O.F.S. Principals on 1986-01-09.

HLATSHWAYO, B.C. 1992. *Corporal punishment in the Department of Education and Culture perspective.* Umlazi: UNIZUL. (M.Ed. dissertation)

HOLLANDER, E.P. 1978. *Leadership dynamics.* New York: Free Press.

HUGHES, M. (ed.) 1975. *Administering education: international challenge.* London: Athlone Press.

JACOBSON, P.B., LOGSON, J.D. & WIEGMANN, R.R. 1973. *The principalship: new perspectives:* New Jersey: Prentice-Hall Press.

JOHN, D. 1980. *Leadership in schools.* London: Heineman.

JONES, A. 1987. *Leadership for tomorrow's schools.* Oxford: Basil Black.

JOUBERT, D.D. & STEYN, A.F. 1971. *Groep-dinamika: 'n inleiding tot die studie van klein groepe.* Stellenbosch: Universiteitsuitgewers.

KALLAWAY, P. 1984. *Apartheid and education: the education of Blacks in S.A.* Johannesburg: Ravan Press.

KEEFE, J.W. & JENKINS, J.M. 1984. *Instructional leadership handbook.* Virginia: NASSP.

KHAN, S. 1992. Matriculation Results. *The Natal Mercury*, 20-12-1992:3.

KING, R. 1973. School organization and pupil involvement. London: Routledge and Kegan Paul.

KLAUSMEIER, H.J.M. 1975. Conceptual learning and development. London: Routledge and Kegan Paul.

KRAFT, L.E. 1971. *The secondary school principal in action.* Iowa: Brown Publishers.

KWAZULU EDUCATION (K.Z.E.D). 1980. *A guide for principals.* Ulundi: Government Printers.

LANDMAN, W.A., BODENSTEIN, H.C.A., VAN DER MERWE, I.J., SMITH, A.G. & WINDELL, J.H.J. 1988. *Education for secondary school teachers.* Pretoria: Academica.

LANDMAN, W. 1988. *Lewensbeskoulike aspekte van die skool se opvoedingsprogram met besondere verwysing na sport. Sport bulletin*, 9(2):3-16.

LE ROUX, J. (ed.) 1992. *Themes in sociopedagogics* Pretoria: Van Schaik.

LINDGREN, L.C. 1980. *Educational psychology in the classroom.* New York: Oxford University Press.

MASLOW, A. 1979. *Motivation and personality.* New York: McGraw Hill.

MITCHELL, J. 1990. *Revisioning educational leadership: a phenomenological exposition.* New York: Garland Publishing.

MORRIS, B. 1973. Objectives and perspective in education. London: Routledge.

MUSAAZI, J.C.S. 1982. *Theory and practice of educational administration.* London: McMillan.

NASSON, B. & SAMUEL, J. (eds.) 1990. *Education: from poverty to liberty.* Cape Town: David Philip.

NATAL EDUCATION DEPARTMENT (N.E.D.) 1992. Education bulletin. Pietermaritzburg: N.E.D.

OBERHOLZER, C.R. 1968. Prolegomena van 'n prinsipiële pedagogiek. Kaapstad: Haum.

PHEWA, C.V. 1992. *Problems experienced by Black parents in relationship with their adolescent children: a psycho-pedagogic perspective.* Durban: Unizul. (M.Ed. dissertation)

PRUNTY, J.J. & HINELY, W. 1982. *The principals' role in school effectiveness: an analysis of the practices of four elementary school leaders.* Newton: National Institute of Education.

PUTERO, F. 1991. *The quality of life budget. Prospect*, 30(2):2-5.

REES, W.D. (1985). *The skills of management.* London: Croom Helm.

RETIEF, F.P. 1990. Education in South Africa: our responsibilities and expectations. Opening address at the Congress: 26-27 November. Bloemfontein: University of the Orange Free State.

ROGER, J.M. AND FELDMAN, R.S. 1984. *Educational psychology: applications and theory.* New York: McMillan.

SADTU. 1992. *SABC TV-1 News bulletin.* 1992-09-01.

SARGENT, S.S. & WILLIAMSON, R.C. 1958. *Social psychology.* New York: The Ronald Press.

SAYLES, L.P. 1989. *Leadership: Managing in real organisations.* New York: McGraw Hill.

SCHOEMAN, P.G. 1984. *Wysgerige pedagogiek.* Bloemfontein: Sacum.

SEIDMANN, A. 1982. *The roots of the crisis in South Africa.* Trenton: Africa World Press.

SERGIOVANNI, T.J. 1987. *The principalship: a reflective practice perspective.* Massachussetts: Allen and Bacon.

SILVER, P. 1983. Educational administration: theoretical perspectives on practice and research. New York: Harper and Rowe Publishers.

STEYN, P.D.G., BISCHOFF, T.C., BEHR, A.L., & VOS, A.J. 1984. *Education 3: the philosophical and historical foundations of education.* Cape Town: Maskew Miller and Longman.

THERON, P.F. & BOTHMA, J.H. 1990. *Guidelines for the headmaster.* Pretoria: Academica.

TIMACHEFF, N.S. 1961. *Sociological theory: its nature and growth.* New York: Random House.

UBBEN, G.C. & HUGHES, L.W. 1987. *The principal: creative leadership for creative schools.* New York: McGraw Hill.

URBANI, G. 1987. Psychopedagogic perspective of the handicapped child. Pretoria: Blikskoppie.

VAN DEN AARDWEG, E.M. & VAN AARDWEG, E.D. 1988. *Dictionary of empirical education/educational psychology.* Pretoria: E and E Enterprises.

VAN DER MERWE, A. 1990. *Enkele aspekte rakende ouerbetrokkenheid: 'n psigopedagogiese perspektief.* Umlazi: UNIZUL.

VAN DER WESTHUIZEN, P.C. (ed.) 1986. *Onderwys-bestuur: grondslae en riglyne.* Pretoria: Haum.

VAN LOGGERENBERG, N.T. & JOOSTE, J.C. 1980. *Verantwoordelike Opvoeding.* Bloemfontein: Sentrale Pers.

VAN NIEKERK, P.A. 1982. *The teacher and the child in educational distress.* Stellenbosch: University Publishers.

VAN RENSBURG, C.J.J. & LANDMAN, W.A. 1986. *Fundamenteel-pedagogiese begrypsverklaringe: 'n inleidende oriëntering.* Pretoria: N.G. Kerkboekhandel

VREY, J.D. 1990. *The self-actualising educand.* Pretoria: Unisa.

WATSON, L.E. 1951. *Light from many lamps.* New York: Simon and Shuter.

WELDY, G.R. 1974. *What they do and who they are.* Virginia: NASSP.

WILES, K. 1967. *Supervision for better schools* Englewood Cliffs: Prentice Hall.