

**MANAGEMENT DEVELOPMENT OF PRINCIPALS OF BLACK SCHOOLS WITH SPECIAL REFERENCE
TO TOP-DOWNS**

by

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S U M M A R Y

MANAGEMENT DEVELOPMENT OF PRINCIPALS IN BLACK SCHOOLS WITH SPECIAL REFERENCE TO TOP-DOWNS

The Department of Education and Training (DET) discovered that its principals were not performing to expectations. This was caused mainly by the fact that principals were selected from among ordinary class and subject teachers and compounded by the absence of a departmental induction course.

In 1982 the DET compiled a series of lectures on "School Management" which was directed at principals, deputy principals and heads of department. The programme was intended to inform managers about rules and regulations as well as procedures and facilities within the department. The programme met with limited success.

In the meantime the DET was negotiating with Performance and Educational Services (PES), a subsidiary of African Oxygen (Ltd), to run a programme which would develop the principals' managerial competencies. The programme designed by PES had a special feature called the "top-down". This feature involved managers in developing the managers immediately below them.

Eight top-downs discussed in this study address areas like self-management, managing subordinates' outputs, managing conflict in schools, and nurturing student development. The top-downs address management areas in which principals were found to experience most difficulties.

The study identified seven management development programmes to which principals in the DET were exposed. Through the use of a questionnaire principals in the Vanderbijlpark area of the DET (N=38) were asked to list the programmes according to the degree to which each improved their skills in the performance of management tasks and the handling of management areas. They were also asked to evaluate the extent of improvement in their management skills attributable to exposure to top-downs.

According to findings gleaned from the questionnaire data the top-downs were judged by the respondents to be the programme that had the greatest influence in improving their management skills. Secondly, the respondents also evaluated the top-downs as having improved their management skills "much" and "very much".

The conclusion reached after analysing the data of the empirical study is that top-downs are regarded highly by the principals in the Vanderbijlpark area.

OPSOMMING

BESTUURSONTWIKKELING VAN DIE PRINSIPAAL IN SWART SKOLE MET SPESIALE VERWYSING NA "TOP-DOWNS"

Die Departement van Onderwys en Opleiding is daarvan bewus dat van sy skoolhoofde nie na verwagting presteer nie. Dit word hoofsaaklik daaraan toegeskryf dat hoofde vanuit die geleedere van gewone klas- en vakonderwysers geselekteer is en dat hoofde ook nie 'n departementele induksiekursus deurloop het nie.

Gedurende 1982 het die Departement 'n reeks lesings oor "Skoolbestuur" saamgestel wat skoolhoofde, adjunk-hoofde en departementele hoofde as teikengroep gehad het. Die doel van die lesings was om hoofde oor sowel die reëls en regulasies, as die prosedures en fasiliteite binne die Departement in te lig. Die lesingprogram het beperkte sukses behaal.

Intussen het die Departement met Performance and Educational Services (PES), 'n filiaal van African Oxygen (Bpk), onderhandel om 'n program te ontwikkel wat hoofde se bestuursvermoëns sou ontwikkel. Die program wat deur PES ontwikkel is, het 'n besondere benadering gevolg wat as "top-down" bekend staan. In hierdie benadering moes alle bestuurders die bestuurspersoneel wat direk aan hulle verantwoordelik is, ontwikkel.

Die agt "top-down"-programme wat in hierdie studie bespreek word, behels bestuurstake soos selfbestuur, die bestuur van ondergeskiktes se uitsette, bestuur van konflik binne skole en die versorging van leerlingontwikkeling. Die "top-down"-programme is ingestel op bestuursareas waarmee skoolhoofde die meeste probleme ondervind.

In hierdie studie word sewe bestuursontwikkelingsprogramme waaraan skoolhoofde blootgestel is, geïdentifiseer. Skoolhoofde (N=38) in die Vanderblijparkgebied is gevra om vraelyste in te vul waarin hulle die sewe programme moes rangskik volgens die mate waarin elkeen bygedra het

om hulle bestuursvaardighede ten opsigte van die bestuurstake en -areas te verbeter. Hulle moes ook die mate waarin blootstelling aan die "top-down"-programme hulle bestuursvaardighede ontwikkel het, evalueer.

h Ontleding van die gegewens wat deur middel van die vraelyste in die empiriese studie ingewin is, dui aan dat hoofde meen dat die "top-down"-programme die grootste invloed op die verbetering van hulle bestuursvaardighede gehad het. Verder het die respondente ook aangedui dat die "top-down"-programme hulle bestuursvaardighede "heelwat" en " baie" verbeter het.

Die studie het aangedui dat hoofde in die Vanderbijlparkgebied h hoë dunk van die "top-down"-programme het.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Principals in urban black schools have staffs which range in size from as little as ten to as high as fifty. In a large school the principal is assisted by a deputy principal and as many as six heads of department. In a small school the principal is assisted by one or two heads of department. There are also clerks and labourers to be managed.

In this chapter attention will be focused on the problem of this research. Secondly, attention will be paid to the identification of the problem by the authorities and solutions which have been proposed for the solution of the problem. The area of research will be demarcated. Lastly, the method and programme of research will be discussed.

1.2 STATEMENT OF PROBLEM

The need for management development of principals in the Department of Education and Training (DET) has always existed especially because assistant teachers were promoted to principals' posts without any managerial experience and without an in-service management development programme within the department. In 1982 the DET started compiling a comprehensive series of lectures which was aimed at principals, deputy principals and heads of department. The series of lectures was entitled "School management". The aim of the lectures was to acquaint management with the rules and regulations, systems and procedures, and also to inform about supplementary services within the DET. The series of lectures was presented to school managers during 1982.

In 1984 the DET felt that if managers received training that resulted in an improvement in performance, a number of the problems encountered

in the day-to-day operation of schools could be reduced (Top-down No. 1, 1984:1).

The DET requested African Oxygen Limited subsidiary Performance and Educational Services (Pty) Ltd. (PES) to work out a programme for the management development of principals in their service (Anon., 1985:1). PES then designed a special training programme, the greatest feature of which is the Top-Down, for all the managers within the DET.

Litterer (1969:388) contends that the failure or success of an organisation (i.c. school) depends on the quality of its management. In the event of the black school principal the quality of management was questionable because as Dale (1978:33) says, sometimes he has been elevated to the post precisely because of his expertise in one particular field. Dale (1978:33) refers to a chief executive but in the DET it is applicable as it refers to the principal who has been elevated precisely because of his expertise as a good subject/class teacher only (Fields and Carrick, 1986:17; Jones and Godfrey, 1986:20-21). Such a principal feels literally thrown into the deep-end. He does not have the managerial know-how to run a school effectively. It is at this point that the PES comes into the picture to make the principals effective and efficient managers (Top-down No.1, 1984:18).

But do top-downs achieve their objective of developing effective and efficient managers? The answer to this is both "yes" and "no". The top-downs meet their objective in that they develop confidence in the principals by bringing about an awareness of the areas to be managed and suggesting methods and strategies for the managing of those areas. This alone is a major plus factor as confidence is an essential factor in the make-up of a principal. As Dale (1978:11) puts it, no-one can handle the management function successfully unless he is familiar with what he is managing.

Top-downs also describe the goals of the DET explicitly as, well balanced children, young adults capable of making a community contribution, satisfied and involved parents and community, young adults able to compete in an

open and free labour market offering equal opportunities, and good scholastic results (Anon., 1985:1). With these as a start the hierarchical structure of the top-down process makes it possible for these goals to be operationalised into objectives at the lower management levels (Carroll and Tosi, 1973:56).

However, top-downs reflect presumptions which do not take the actual situation in which the principal has to work into consideration. They presume that the principal is academically well-qualified for his post, that he has to manage well-qualified, competent and highly motivated subordinates, that the subordinates have to manage normal classes and well-equipped classrooms, libraries and laboratories, and lastly, that the principal has to manage a well-settled, satisfied and literate community and pupil body. It is in this area that the top-down falls short because the principal views the whole programme as addressing an utopian situation which does not relate to his own peculiar situation (Watts, 1986:44; Kelley, 1986:47). He therefore views it as being a lot of theory devoid of real serious application. With this attitude his development as a manager becomes limited.

Secondly, the question of paper work is not a popular feature of top-downs. Writing about management by objectives (MBO) Carroll and Tosi (1973:11) say, "Managers believed that the programme was a nuisance because of the large amount of paper work involved." The principals, whilst accepting that objectives have to be written down, feel that too much written work is done. They therefore go through the motions of writing out the minimum which will be controlled by their superordinates (Buckley, 1986:76).

From the above the problem seems to revolve around:

- 1.2.1 what does management development imply?;
- 1.2.2 does the top-down programme meet its declared objective of producing efficient and effective managers?

1.3 AIM OF RESEARCH

In the research an attempt will be made:

1.3.1 to determine what management development of principals implies and

1.3.2 to ascertain the applicability of top-downs in the practical situation in black schools.

1.4 METHOD OF RESEARCH

1.4.1 Literature study

Use was made of primary and secondary sources. Information thus collected was weighed and evaluated and certain deductions were made. A DIALOG-search was conducted with the help of the following key words: management development, school principals, school administrator, and administrative development.

1.4.2 Empirical Investigation

1.4.2.1 Questionnaires

A questionnaire was developed in the light of the findings of the literature study. A pilot study was conducted and improvements were made to the questionnaire. The final questionnaire was posted to the target group.

1.4.2.2 Population and selection of population

The population comprised all principals of the urban primary and secondary schools in the Vanderbijlpark area of the DET (N=38). The reason for this target group is that the principals at these schools have all undergone training in top-downs.

1.4.2.3 Statistical technique

The data gleaned from the questionnaire was processed with the help of a computer. An SAS-programme was used to analyse the data.

1.5 DEMARCATON OF RESEARCH

In this research principals of black urban primary and secondary schools in the Vanderbijlpark area (N=38) of the DET were involved. A selection of books and articles dealing with management development was consulted. The top-down programme up to Top-down No. 8 was also studied.

1.6 PROGRAMME OF RESEARCH

Firstly, It was determined what management development is and also what top-downs are. A questionnaire was designed with the help of information from the literature and primary sources. This questionnaire was tested by certain persons in order to determine shortcomings. Thereafter it was finalised with the help of the PU's statistical consultancy services. In the questionnaire the variables management development and top-downs were operationalised and an attempt was made to statistically establish the relationship between the two. Lastly, deductions, inferences and recommendations were made.

1.7 TENTATIVE CHAPTER DIVISION

Chapter 1 : Orientation

Chapter 2 : Management development of school principals

Chapter 3 : Empirical investigation

Chapter 4 : Summary, conclusions, and recommendations

1.8 CONCLUSION

The research findings identified those areas which top-downs address very well and also identified the areas which are not getting the attention they deserve. Such a study can only lead to an improvement in the management development of principals.

CHAPTER 2

MANAGEMENT DEVELOPMENT OF SCHOOL PRINCIPALS

2.1 INTRODUCTION

In this chapter the following important concepts are defined and contrasted: management training, management development, in-service programmes, and top-downs as both training and development programmes.

The necessity for and the importance of management development are discussed. Methods which are used within the schools of the Department of Education and Training (DET) as well as those used outside the schools to develop management skills of principals are also considered. Management tasks and sub-tasks come under review. The top-down programme is discussed in some detail.

To obviate misquoting authorities the word **principal** is used interchangeably with **manager** and **education leader**.

2.2 DEFINITION OF CONCEPTS

2.2.1 Management training

Cawood and Gibbon (1981:27) refer to the training of managers as the process of the acquisition of skills in the practice of democratic decision-making, acquisition of problem-solving techniques, cultivation and appreciation of group dynamics, and an awareness of an ideal people task orientation. These are objectives to be reached in management training programmes.

According to Morant (1981:3) management training is concerned with the acquisition of skills and techniques using standardised learning procedures and sequences.

Management training, therefore, is that process to which managers are subjected so that they know what to manage and how to manage what has to be managed. Management training also equips the managers with the correct attitude towards their tasks and people. It is mostly task-directed.

2.2.2 Management development

Management development takes place to make principals effective and efficient managers (Top-down No. 1, 1984:18). Management development aims to effect personal growth by giving principals strategies for decision-making and problem-solving. Another aim is to give principals insight into management theory. The principals are also made sensitive to the needs of their schools (Burlison, 1986:12-13; Lemley, 1986:28-29; Breet, 1987:9).

Daresh (1988a:13) categorises management development under the term "professional formation". Under professional formation he identifies five elements, viz., pre-service mentoring relationships, personal reflection, personal philosophy and platform development, appreciation of interpersonal learning styles, and formal personal professional development. Professional formation is intended to act as a bridge between the theory and practice dimensions of manager preparation (Daresh, 1988a:14).

Van der Westhuizen (1989:3) defines management development as "h dinamiese, geïntegreerde en deurlopende aktiwiteit oor h langer tydperk waarin daar voorsiening gemaak word vir die ontwikkeling van onderwysleiers se bestuursoptrede en -vaardighede om h doeltreffende onderwysloopbaan te vervul."

From what the mentioned authors say, management development can be defined as that process of making practising managers more aware of the reasons for managing what is supposed to be managed. It is

presumed that as the manager creates goals for himself and his staff he will appreciate better his tasks and ultimately perform effectively and efficiently. Management development is an on-going process during which the manager learns more about himself, his staff, and his tasks. It is mostly people-directed.

2.2.3 In-service training

In-service training has to do with improving a serving manager's professional, academic and personal development through the provision of a series of study experiences and activities (Morant, 1981:3; Pelsler, 1987:27). Through in-service training it is aimed to widen and deepen managers' knowledge, understanding and expertise in respect of their professional work by means of activities primarily designed to attain the purpose. It also helps to identify certain criteria which would help managers to assess their management roles (Morant, 1981:3; Thomas, 1986:810).

Dareesh (1988b:10) emphasises the need for in-service training participants to be included in the selection of in-service content and in planning the design of programmes.

Cooper (1988:24) argues that in-service training should be life-long because schools change the programmes; Staff, structure, and demands by the clientele also change.

In-service training programmes also serve to introduce new rules, procedures, and any other innovations which may be introduced from time to time to the system.

Where a non-serving individual goes in for in-service training then the programme for him is training, because the course content for him will be initial information and experience. Where a serving manager goes in for in-service training the course for him is a developmental course intended to build on existing knowledge and experience.

2.3 THE FUNCTIONS AND DUTIES OF THE PRINCIPAL

It is important to note that there is a difference between what the principal should do as opposed to what he actually does. Various writers lay emphasis on different aspects and Roe and Drake (1980:4) summarise the duties of the principal very well by identifying aspects which they call educational and instructional leadership.

Roe and Drake (1980:14) deplore the fact that the administrative-managerial emphasis gets the upperhand over the educational and instructional leadership emphasis in the actual school situation (Blome and James, 1985:51). They suggest that the following functions and duties of the principal should be paramount (Roe and Drake, 1980:14-15):

- * Stimulate and motivate staff to maximum performance.
- * Develop with the staff a realistic and objective system of accounting for learning.
- * Develop co-operatively operable assessment procedures for on-going programmes to identify and suggest alternatives for improving weak areas.
- * Work with staff in developing and implementing the evaluation of the staff.
- * Work with staff in formulating plans for evaluating and reporting student progress.
- * Provide channels for involvement of the community in the operation of the school.
- * Encourage continuous study of curricular and instructional innovations.
- * Provide leadership to students in helping them to develop a meaningful but responsible student government.

- * Establish a professional learning resources centre and expedite its use.
- * Develop co-operatively with the staff a dynamic professional development and in-service education programme.

Whilst conceding that schools must operate smoothly and efficiently Roe and Drake (1980:15) feel strongly that administrative factors alone do not achieve the aims of the school as an educational institution.

2.4 CONTENT OF MANAGEMENT DEVELOPMENT PROGRAMMES

Van Schalkwyk (1986:255) maintains that education management should aim at giving the education manager knowledge in the following areas:

- * education policy and law-making;
- * departmental policy, regulations and rules;
- * education law and ordinances;
- * education organising, planning and financing;
- * education leadership, procedures and control; and
- * staff management.

Van der Westhuizen (1986:4) holds that management should have two aspects, viz., basic management training and a basic management development programme - a form of in-service training.

Rebore (1985:177) suggests six areas for management development programmes. They are:

- * instructional skills,
- * management skills,
- * human relations abilities,
- * political and cultural awareness,

- * leadership skills, and
- * self-understanding.

Management, as conceived by Kimbrough and Nunnery (1983:305), is a structural hierarchy of superordinate-subordinate relationships within a conceptualised social system. In the relationships statuses are assigned, facilities are provided, procedures are organised, activities are regulated, and performances are evaluated (Kimbrough and Nunnery, 1983:305). Roles are also allocated for the achievement of the goals of the organisation.

Education management is the art of synthesising data and correlating information with political, social and human relations variables thereby creating the necessary organisation to accomplish a definite mission (Rebore, 1985:34).

According to Cooper (1988:23) managers should not only be trained "to fit into" but also to be independent, entrepreneurial, and active. The content of the programmes should include the areas suggested by the definitions, viz.,

- * organisational theory,
- * management theory,
- * rules, regulations, and procedures, and
- * human relations.

With this knowledge the practitioners will know the basis of their authority (Hoy and Miskel, 1978:49). That basis is the instruction given at creation for man to manage, i.e., to implement the laws of nature by doing certain acts (management tasks) in certain areas (management areas) (Van der Westhuizen, 1986:4). Van der Westhuizen (1986:5) suggests a "back to basics" approach which will involve a design of a total management development programme (TMDP).

From the above definitions it becomes obvious that principals, as managers, must undergo training which will bring about an awareness of the theory and practice of management development.

2.5 THE AIM OF MANAGEMENT DEVELOPMENT

Educationists, with different perspectives, lay different emphasis on what the aim of management development is. Manasse (1985:439) says the aim is to develop competencies which characterise high performing managers. Howe (1986:30) says that the aim is to develop inter-personal relationship skills. According to Logsdon-Magos (1986:45) the aim of a management development programme is an effort to rejuvenate the ailing administrative spirit (Van der Westhuizen, 1989:4). Pritchett (1986:34) expresses the aim as to help managers to grow professionally and in a constructive positive manner. In short, the aim of management development is to make the principal an effective and competent manager (Top-down No. 1, 1984:18). The need for management development programmes arises from the fact that managers affect outcomes and as such a study by managers of how best they can affect those outcomes will give the managers the advantage of knowing precisely what to do (Robbins, 1984:12-14).

2.6 STRUCTURE OF MANAGEMENT DEVELOPMENT

2.6.1 Management task - management area model

The management task - management area model contents that in management there are adjustable acts or tasks which are called management tasks (Van der Westhuizen, 1986:42). These tasks have to be regulated through the application of management laws. These laws are not applicable in a vacuum but in management areas. There is therefore a distinction between management tasks (how to manage) and management areas (what to manage).

2.6.2 Management tasks

Several classifications of management tasks have been made by different

education management researchers. However, most researchers agree that the main tasks are planning, organising, leading and controlling (cf. 2.8).

2.6.3 Management areas

The management areas which have been identified by education management researchers are the following (Van der Westhuizen, 1986:48):

- * Staff affairs
- * Pupil affairs
- * Curriculum and teaching matters
- * Physical facilities
- * Financial matters
- * School community relationships

These management areas will be discussed in detail in the section dealing with top-downs (cf. 2.11).

2.6.4 Synthesis

It is essential that the principal, as a manager, should know that his duty involves performing certain management tasks and that these tasks will be performed in the handling of certain management areas.

2.7 FACTORS EMPHASISED IN MANAGEMENT DEVELOPMENT

Management development is based on the principle of the strengthening of management skills (Moses and Hakel, 1986:36). The question to be answered is what these skills are. Education leaders are not agreed on which skills are the most important and worthy of development.

Cunningham (1985:18-19) believes the three most important skills to be:

- * the ability to focus on the present and future simultaneously, i.e., seeing the significance of what is done now in the light of the future;
- * the ability to bridge the gap between different interest groups. This involves communication and interaction with individuals and groups; and
- * the ability to scan, monitor and interpret events - to be able to keep abreast of change and to cope with change (Carmicheal, 1985:314).

Manasse (1985:443) lists the following competencies, among others, as skills that should be developed in management development programmes:

- * commitment to school mission - having purpose and direction;
- * concern for the image of school, staff and students. He also calls it high expectations for student achievement and teacher performance;
- * tactical adaptability - systematic monitoring of pupil performance and firmness in enforcing quality standards.

On the other hand, Murphy and Hallinger (1985:18) have identified several factors that should be emphasised in management development programmes. These are:

- * A clear sense of purpose.
- * A core set of standards within a rich curriculum.
- * High expectations (Beauchum, 1985:105).
- * A commitment to teach each student as completely as possible.
- * Resiliency and problem-solving attitude.

The first phase in management development is helping the principals to understand themselves (Gray, 1988:3). To achieve this objective it is

essential to run self-awareness programmes based on counselling and group dynamics (Gray, 1988:8).

Roe and Drake (1980:28-29) have compiled a comprehensive list of competencies called "specialized learnings" which are necessary for the principal:

- * The principal must be thoroughly conversant with the principles that underlie teaching methods and curriculum organisation.
- * He should understand the school and school community as social systems. In particular he should understand juvenile cultures.
- * He needs to know school syllabi (programs) intimately.
- * He should know how best to utilise auxiliary services provided by his department.
- * The principal should know the general elements of a good teacher selection policy and also procedures of inducting new staff.
- * He must be concerned specifically and intimately with the school's attendance district - the socio-economic level.
- * He must be knowledgeable in techniques of working with students - developing realistic student government, social and recreational activities for students.
- * He must be able to institute and administer ways of assessing pupil progress and communicating this to parents.
- * He should be able to serve as co-ordinator, mediator and arbitrator among the various forces that attempt to influence the direction and purpose of education in the school.

- * He should have a broad educational foundation providing a strong intellectual base on which to develop a well-conceived personal philosophy of education to give his leadership respect and direction.

In summary, the principle of management development is the process of developing those skills, competencies and factors that are essential to principals for them to run their schools efficiently and competently. The basis of all management development is self-awareness of the person of the principal. He should know his strong and weak points and learn to manage himself properly. Another important fact is the ability to have a strong commitment to a well defined purpose and also the ability to operationalise goals with conviction (Beachum, 1985:105).

2.8 MANAGEMENT TASKS

In management development it is essential that the principal be acquainted with what the management tasks and sub-tasks are: He should further have the competencies and skills necessary to carry out the tasks (Daresh, 1988a:10; Pritchett, 1986:34; Van der Westhuizen, 1986:130).

2.8.1 Planning

Planning is that intellectual act through which a specific future activity is carefully considered with the aim of achieving certain goals. Planning has to do with how a goal is to be reached or how a decision has to be implemented (Van der Westhuizen, 1986:132).

2.8.1.1 Determining of aims

One of the sub-tasks of planning is the determining of aims. The principal should be able to determine what the aims of his school are and also to define these aims in unequivocal terms. After the aims have been determined they should be operationalised into objectives (Murphy and Hallinger, 1985:19; Van der Westhuizen, 1986:137-138).

2.8.1.2 Policy

Policy is an overall plan or course of action designed to influence and determine immediate and long-term decisions or actions. "It provides guidelines to channel a manager's thinking in a specific direction" (Robbins, 1984:80).

Policy is the means through which aims are interpreted in broad guidelines which will serve for decision-making. In the school the school policy will be based on the general policy of the department (DET) but should meet the particular needs of the school. Policy assists those persons (i.e. teachers) involved in realisation of aims to act in a single-minded manner in decision-making (Van der Westhuizen, 1986:144).

2.8.1.3 Decision-making

Decision-making is the purposeful choice of the most appropriate steps to be taken to solve a specific problem or handle a specific situation. The overriding factor in decision-making is always the achievement of the desired aims (Van der Westhuizen, 1986:144-145). School policy should always be taken into account in the making of decisions.

2.8.1.4 Problem-solving

Problems exist in all organisations. They impede the smooth-running of the school as an organisation and should therefore be solved. Problem areas should be identified early and be solved by the principal before they become obstacles for the school management. Problem-solving involves observation, anticipation, careful analysis, and thorough planning (Murphy and Hallinger, 1985:21; Van der Westhuizen, 1986:149-150).

2.8.2 Organising

Marx (as quoted by Van der Westhuizen, 1986:153) defines organising

as that management task which has to do with the arrangement of activities and resources of an undertaking by granting duties, responsibilities and authority to persons so that the aims of the undertaking can be achieved. There should be cooperation among the persons involved

2.8.2.1 Organisation structure creation

The organisation structure is a specific framework of posts in which people performing different duties are grouped together so that they collectively achieve a communal goal (Van der Westhuizen, 1986:155). This organisation structure will ensure that there is no overlapping and no duplication of work. It also ensures that individuals perform tasks for which they have the aptitude.

2.8.2.2 Delegating

Delegating is that task which the principal performs when he entrusts some members of his staff with duties, accompanied by responsibility and authority. This is done to attain a reasonable division of work so that the aims of the school can be achieved (Van der Westhuizen, 1986:163). The delegated person is also made accountable for the satisfactory performance of his duties. The need for delegating arises from the fact that one can only control the work of so many delegates and not more. Robbins (1984:167-168) suggests that the number should not exceed 8 subordinates though he concedes that the number depends on the nature of work and the efficiency of the subordinates.

The principal cannot perform all the tasks in the school by himself and should therefore delegate some tasks to his subordinates. It is also essential for the principal to give the subordinate all the support and resources necessary for the good performance of the task.

2.8.2.3 Coordinating

Coordinating is the management process of synchronising the choices, materials, ideas, techniques and people in a harmonious relationship (Van der Westhuizen, 1986:169). Coordinating is involved in all management tasks: planning, organising, leading and controlling. The principal should therefore bear this in mind when doing these management tasks.

2.8.3 Leading

Leading is that task which the principal must perform to make his subordinates perform effectively. It involves communicating to the subordinate what has to be done in very clear terms. It also involves expression of the desired standard of performance. To get a subordinate to perform well he will have to be well motivated to do the task (Van der Westhuizen, 1986:172).

2.8.3.1 Establishing relationships

Establishing good relationships with his staff is important for the principal because it is one of the factors that determine the degree of job satisfaction among staff. It is also important because goal achievement can only be attained through the staff (Van der Westhuizen, 1986:174-175). Good relationships are also important for the creation of a healthy school climate (Murphy and Hallinger, 1985:20). Good relationships will also depend on the management style of the principal (Manasse, 1985:447). The principal should therefore develop the necessary skills and techniques to promote this sub-task.

2.8.3.2 Motivating

According to Marx (as quoted by Van der Westhuizen, 1986:186) motivating is all the attempts made by the principal to encourage his staff members to willingly perform their duties to the best of their abilities. The principles of participation, information,

recognition and delegation of authority to staff members should be known and implemented by the principal in attempts to get his staff members motivated (Irwin, 1985:12, Moses and Hakel, 1986:36, Van der Westhuizen, 1986:188-189).

2.8.3.3 Communicating

Communicating according to Van Schoor (as quoted by Van der Westhuizen, 1986:191), is the traffic of information and interpretation of messages. It involves a communicator and a receiver.

The principal should be able to state his messages in a language which will be interpreted correctly by members of staff (Manasse, 1985:447). It is therefore essential that the principal develop those skills and techniques that will give him competency in communicating.

2.8.4 Controlling

Controlling is the work a principal does to assess and regulate work completed or in progress. Through controlling the principal ensures that tasks are effectively carried out (Van der Westhuizen, 1986:199). He should control because in the final analysis he remains responsible even for delegated tasks (Cunningham, 1985:19).

Before management areas like staff, pupils, or physical assets are managed by the principal it is necessary that management skills of the above tasks be developed. These tasks form the basis of all management development.

2.9 METHODS OF MANAGEMENT DEVELOPMENT

Various methods are used for the management development of principals within the DET. Some of the methods are used within the school and others outside the school.

2.9.1 Methods of management development within the school

2.9.1.1 Staff and parent meetings

Various staff meetings are held by principals on a regular basis. These meetings are a developmental facet as the principal must plan, prepare an agenda and hand-outs, lead discussions, and control proceedings during the meetings.

For meetings with parents the preparations are similar with an equal opportunity for developing. The principal also gains experience in human relations (Moolman, 1987:30).

2.9.1.2 Communicating with staff, pupils and parents

Communicating is an important task that helps in the management development of the principal. It entails delivering a message via a medium; the message reaches a receiver and registers a desired response (Gorton, as quoted by Van der Westhuizen, 1986:377). In the course of preparing circulars and letters for communicating expectations and information - processes that require insight - management development takes place because the principal must plan and organise (Murphy and Hallinger, 1985:18; Manasse, 1985:443). Experience gained during personal interviews with members of staff and other persons also helps in developing principals in techniques, approaches and tactfulness. Information communicated to the principal from higher authorities (circuit, region, head office) gives the principal confidence in that he is the entry point of such information - he is better informed than the rest of his personnel.

2.9.1.3 Delegating of duties to subordinates

Delegating is that management task which is done by the principal through the distribution of duties, responsibility and authority to others to achieve reasonable work division and to ensure effective attainment of objectives (Van der Westhuizen, 1986:163). As a

management task delegating demands that the principal should know his staff so well that he can delegate the right duty to the right subordinate. Secondly, the principal must also identify those active tasks that cannot be delegated and the reactive tasks that can be delegated (Giessing, 1987:33). Examples of active tasks are, promotion of pupils and selection and appointment of staff. Examples of reactive tasks are tasks like organisation of extramural activities and planning of school time-tables.

As the principal goes through the process of delegating, he gains experience and also grows professionally.

2.9.1.4 Official visits by Departmental Officials

During official visits to the school visiting officials serve the purpose of developing the management skills of the principal by supplying information, evaluating performance, and giving guidance in one aspect or another (Erasmus, 1987:22-23).

It is mostly the informal - but focused - communicating and monitoring that lead to professional development of the principal (McEvoy, 1987:73).

During such official visits the principal too is in a position to ask questions and get clarity on issues that befuddle him. The principal gains confidence after this exercise.

Gray (1988:3) contends that management is a matter of personal behaviour and individually defined choices - not the repetition of previously defined procedures. Therefore, the principal, in the security of his office, is able to discuss his personal approach with circuit inspectors, assistant directors or regional director during these official visits. Just as class visits are important

for staff development, so are official visits for management development (Erasmus, 1987:23).

2.9.1.4.1 Evaluation by officials of the department

School visit checklist - ET 480

During their visits to the schools the departmental officials (circuit inspectors) also evaluate the principal and his work. For this purpose they use form ET 480 - school visit checklist. The form is comprehensive and checks all areas to be handled by the principal. The evaluation is on a four-point scale. The sub-headings are as follows:

- * Staff - 16 questions.
- * Buildings and physical assets - 15 questions.
- * Pupils - 14 questions.
- * Systems and procedures - 24 questions.
- * Objectives and community involvement - 13 questions.

Admittedly, the circuit inspectors do not evaluate the principals on this checklist at each visit. They use a section(s) of it to check the particular area(s) in which they would like to develop the principal.

This is an important management development document because it focuses the principal's attention on the areas that have to be attended to.

2.9.1.4.2 Class visit checklist - ET 481

The officials of the department also evaluate teachers during their visits to schools. They use the class visit checklist or go through the checklists already filled in by the principal and heads of department. The evaluation checklist of the teacher is also on a four point scale. It has the following sub-headings:

- * Professional - 14 questions.
- * Systems procedures and facilities - 21 questions.

- * Preparation, apparatus and teaching aids - 7 questions.
- * Written work - 9 questions.
- * Lesson preparation - 9 questions.
- * Extramural activities - 3 questions.

It is a laborious chore to go through all 63 questions in this checklist. The officials, therefore, request the principal to evaluate a certain number of teachers per week or month. During the visits the officials check these checklists and give appropriate feedback to the evaluated teachers.

For the principal the class visit checklist is a valuable management development instrument because it draws the principal's attention to all those management tasks that he should attend to when handling his staff. It gives him the opportunity to take appropriate action when it is necessary.

2.9.2 Methods of management development outside school

2.9.2.1 Courses

The DET organises courses for principals on a regular basis. The courses are conducted by circuit, regional and head office personnel. Outside agencies like the Human Resource Associates and the Performance and Educational Services - African Oxygen Limited (PES-AOL) are sometimes used. These courses address specific management areas which have been identified as needing attention. Some courses are held at the College for Continuing Education at Shoshanguve and others at Alpha Training Centre at Broederstroom (Anon., 1988b:14).

The courses usually try to personalise the experience of the learning by helping individuals to make sense of what they learn. They do not provide pre-structured formats except where regulations limit variables (Gray, 1988:2).

For the principal the courses are valuable in management development because most courses are specific - they address areas which have been identified as weak areas in the managerial make-up of the principals. The principals develop personally after these experiences.

2.9.2.2 Official seminars and conferences

The DET organises seminars and conferences for its managers. These are organised at circuit, regional and national levels. On these occasions the principals are able to share experiences and peer coaching takes place. On peer coaching Garmston (1987:1819) identifies five positive results, viz., participants will:

- * practise new strategies more frequently and develop greater skill,
- * use the new strategies more appropriately,
- * retain knowledge about and skill with the new strategies for longer periods of time,
- * pass on new strategies to their subordinates, and
- * understand the purposes and uses of the new strategies more clearly.

The official seminars and conferences are a great benefit to principals especially if their format allows for a free exchange of ideas and experiences (Daresh, 1988b:10).

2.9.2.3 Unofficial seminars and conferences

The African Teachers Association of South Africa (ATASA) which is a national teachers' association and the Transvaal United African

Teachers Association (TUATA) and other provincial bodies also organise their own seminars and conferences. The associations usually select themes and choose speakers to present papers on those themes. Sometimes officials of the DET are invited to speak on specific topics.

The unofficial seminars and conferences are popular with teachers and principals because collegiality is deepened, professional dialogue is increased, and feedback is given in a non-threatening and supportive climate on these occasions (Garmston, 1987:18, Wendel, 1986:23). Conference-goers develop personally because of such experiences (Baughman, 1986:29).

2.9.2.4 Further studies

The DET encourages its managers to improve their qualifications through further studies. The DET grants bursaries to those teachers and principals who have passed courses. The DET also raises the categories of those teachers and principals who have acquired certain degrees and diplomas. For study leave purposes the DET grants one additional day for each leave day a teacher has to his credit. Principals who take advantage of these privileges grow personally and professionally. They gain self-confidence and ultimately perform better.

Specialisation in education management has been introduced at some universities such as RAU, UP, PU for CHE and UNISA (Van der Westhuizen, 1987:5). Unfortunately, no statistics exist of principals who have education management degrees and are in the employment of the DET.

Though it does not have an education management specialisation course, Vista is doing much to improve the qualifications of teachers and principals. Its part-time upgrading courses assist in making under-qualified teachers better qualified for their posts. The part-time and full-time degrees offered at the six campuses have made it possible

for many individuals to graduate.

2.9.2.5 Teachers centres

The DET intends establishing teachers' centres in all circuits. At present, urban circuits already have such centres in various stages of development.

The purposes for which teachers' centres are established are (Anon., 1988a:8):

- * to compensate for the isolation in which teachers work by providing a venue for teachers who teach the same subject to meet,
- * to create opportunities for professional growth by the sharing of expertise and experiences (Wendel, 1986:23, Van der Westhuizen, 1989:10),
- * to provide a place where teachers engaged in further study can study,
- * to provide a wide range of relevant reference books in a central locality, and
- * to provide a forum for much needed professional discussion (Buckley, 1985:93).

The importance of teachers' centres for management development is that they provide venues for peer coaching, study facilities, and information which may be needed by managers from time to time. Secondly, at the teachers' centres the principals select the content of the programmes to be run and therefore have a positive attitude

towards courses run at the centres (Daresh, 1988 b :10).

2.10 MANAGEMENT DEVELOPMENT IN THE DET

2.10.1 Management training

Teacher-training in the DET is organised at macro-level. It takes place at tertiary institutions and involves the initial introduction of the trainee teacher to the know-how and skills necessary in the profession. A certificate/diploma is issued at the end of the training (Peiser, 1987:27).

The teacher training is aimed at making the trainee a competent teacher and a good manager who should be able to manage his class-group with success. Rudimentary skills in planning, organising, leading and controlling are touched upon. No formal training for the principalship is done during the initial training of teachers.

The DET encourages management training in that it gives recognition to principals who have acquired education management degrees and diplomas by raising their categories.

2.10.2 Management development

In the DET management development is done mostly through a programme of top-downs conducted by a consultancy called PES. The DET also runs development courses of its own at the College for Continuing Education and at Alpha Training Centre. Here the DET uses its own personnel for conducting the courses.

2.10.3 In-service training

In the DET in-service training for managers takes place within the schools in the form of meetings with senior departmental officials and principals. The officials also give coaching to principals. Outside schools management development in-service takes place in the form of departmentally organised courses and symposia.

Most intensive in-service training takes place at the College for Continuing Education, at the Alpha Training Centre, and through the top-down programme (Pelser, 1987:28).

2.10.4 DET's school management courses

2.10.4.1 Remarks

In 1982 the DET embarked upon a mammoth in-service training programme called "School Management". It was aimed at principals, deputy principals and heads of department. Twenty school management lectures were produced by head office and head office personnel presented the lectures to principals and professional staffs of the circuits. The presenters moved from region to region exposing the principals to the contents of the programme. It was left to the circuit staffs to present and arrange for the presentation of the programme to those who could not get it from head office staff. These were some principals, deputy principals and heads of department.

2.10.4.2 Aim

The main aim of the programme was to make top management in the schools aware of departmental policy, regulations and circulars. It was also intended to make management aware of responsibilities, duties and areas of accountability (cf. 2.10.4.3). The programme was aimed at informing the course-goers.

2.10.4.3 Titles of the lectures (Department of Education and Training, 1982)

Summaries of some of the lectures on management development are given below. These are relevant to the topic under discussion. The rest are informative and deal with topics which do not directly apply here.

Lecture 2

The place of the school in the community and the school as a functional unit.

This lecture contends that the school is an interwoven structure. It has points of contact with various other social structures like the community, the church, state, commerce and industry (Lecture 2, 1982:1-2).

It is argued that the "aim of an educational system is to guide the child towards becoming a civilised adult with a well-balanced personality and a responsible sense of duty" (Lecture 2, 1982:3). To achieve this aim it is necessary to involve all the structures with which the school is interwoven in the education of the child, with the proviso that the school is recognised as a functional unit.

Parents must be involved in the school through their membership of school committees and parent teacher associations. They can also be involved by attending parents' meetings, perusing their children's work, discussing their children's problems with staff members and creating opportunities for their children to do their homework (Lecture 2, 1982:17).

The school must encourage parents to be involved by inviting them to school meetings, maintaining an open-door policy and sending parents regular circulars on the progress and needs of the school.

A healthy tone should be created and maintained in the school.

Lecture 5

Staff development and utilisation.

This lecture gives information on the enormous amounts of money which are spent on salaries. It is argued that such an expensive commodity as staff should be utilised. Three points are emphasised, among others (Lecture 5, 1982:56):

- * Every teacher should be happy and satisfied. Therefore, every teacher's capabilities and interests should be taken into account

when a task is entrusted to him.

- * Staff utilisation does not mean the right man for a specific task only but also the right task for a specific person.
- * Each teacher's time should be used profitably in advancing the aims of education (Lecture 5, 1982:56).

Lecture 6

General subject guidance with a view to overall control.

This lecture goes to great lengths to explain what parents and pupils think of the education system and why they think so. It lays the blame for the poor opinion squarely at the door of the principals - lack of control. "There are also cases of schools that are badly organised, where time-tables are unavailable even a month after schools had reopened, where textbooks had not been ordered in good time, where principals fail to exercise proper control"(Lecture 6, 1982:4). The duties of heads of department are listed and guidelines are suggested as to how the principal should control the work of the heads of department.

Lecture 9

Evaluation.

This lecture defines the aim of evaluation as a process to determine whether performance and progress are according to expectations. Furthermore, evaluation is a systematic effort to improve education on the whole in terms of new requirements, demand and technology (Lecture 9, 1982:2).

Various methods of evaluating pupils are discussed in great detail. These methods include the question, tests, examinations and psychological test results.

Lecture 12

Provisioning.

This lecture goes to great detail to explain what procedures are to be followed in requisitioning for equipment, receiving supplies, entering supplies into stock registers, distributing and looking after stocks. The lecture also emphasises the importance of managing and looking after all equipment so that a good learning climate is created. The desirability of reading instructions properly and implementing them is emphasised very strongly to the extent of threatening to recover losses "from the salary of the principal" (Lecture 12, 1982:4).

Lecture 14

Directives for the implementation of in-service training and retraining of teachers.

This lecture avers that the main aim of in-service training is "the enhancement of the education which the pupils receive" (Lecture 4, 1982:1). It emphasises that needs have to be identified, strategies worked out and then implemented.

It is also argued that in-service training is also a motivating process because course-goers gain confidence in themselves and become inclined to achieve more.

The whole programme was successful in that it achieved its objectives (cf. 2.10.4.2) which were: informing the principals of their duties and making them aware of the principles of the school management. Most importantly, the programme informed the principals about procedures to be followed within the department in the execution of their duties.

2.11 TOP-DOWNS AS A MANAGEMENT DEVELOPMENT PROGRAMME FOR PRINCIPALS

2.11.1 Structure of top-downs

"Top-down" is a general term used to describe a programme for training and developing all personnel in management posts in the DET. The programme has been designed and developed by a consultancy called Performance and Educational Services (PES) which is a subsidiary of African Oxygen Limited (AOL).

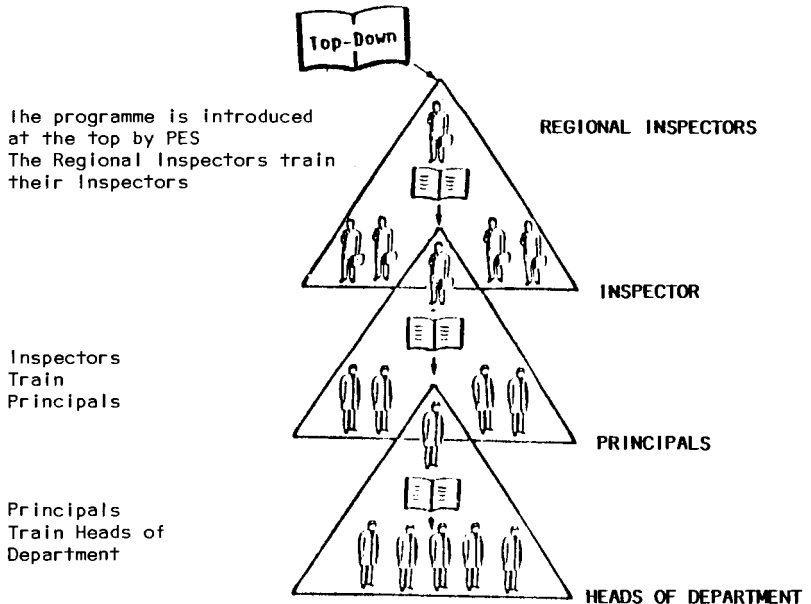
The personnel in management posts who are trained and developed are the directors, deputy-directors, assistant directors, circuit inspectors, principals, deputy-principals, and heads of department.

The PES co-ordinator in the region presents the top-downs to the director and deputy-directors. One of the deputy-directors presents the top-downs to the assistant directors. The assistant directors in turn pass on the topdowns to circuit inspectors. The circuit inspectors then present the programme to principals who in turn pass it on to deputy-principals and heads of department. This is the "top-down" programme (cf. Figure 2.1 Source: Core Programme, 1984:Unit 4:3).

2.11.2 Rationale for use of top-downs

The fundamental reason behind the introduction of the top-down programme was that many principals did not have effective management skills (Anon., 1985b:1). The principals did not have the effective skills because, firstly, most of the principals were previously ordinary assistants who did well as class or subject teachers. Secondly, the teacher-training courses available to DET teachers concentrate on training trainees as teachers only and the syllabi have no provision for school management for principals. Thirdly, no structured induction course or inservice training programme for newly appointed principals existed. The management programmes that existed were not run on a regular basis and many principals did not get any guidance at all. As a consequence many principals who did not have a natural aptitude for management could not perform well.

FIGURE 2.1
THE TOP-DOWN SYSTEM



As a response to this situation the DET engaged PES to work out a programme that would improve the management ability of principals (Anon., 1987:26). PES believes that even with the best schools, teachers and resources no correct outputs can be realised unless all inputs are effectively managed (Anon., 1985a:2).

2.11.3 Training method of top-downs

One characteristic of the top-downs is that each top-down has a resource book and a workbook. The resource book contains learning material and instructions. The work-book is used for answering

questions and making comments. The facilitator (presenter of top-down) uses a guide which has very specific instructions on times and procedures. He informs the course-goers where to read in the resource book and when to answer in the workbook. He also leads discussions when responses and comments are discussed.

Other teaching aids used in top-downs are wall charts, video and audio cassettes, clue cards, and various management games. Case studies and role-play are also used in top-downs.

2.11.4 Sections of the top-down programme

The top-down programme has three distinct sections, viz., the core programme, the informal top-downs, and the formal top-downs.

2.11.4.1 The core programme

The core programme is the initial training programme that introduces the course-goers to the training methods of the whole programme. It has five units and is presented over a period of four days. The five units are:

* **Unit 1 : Your management development system**

This unit is an introduction to the core programme. It identifies managers as directors, inspectors, principals and heads of department - people who have sub-ordinates reporting to them (Core Programme, 1984, Unit 1:3-4).

* **Unit 2 : Effective management in the department of education and training**

This unit defines the manager as one who is accountable for the achievement of certain objectives and who achieves these outputs by making effective and efficient use of resources available to him/her (Core Programme, 1984, Unit 2:2).

The unit further lists the inputs of the DET as staff, physical assets, the community, methods and procedures, and pupils.

The outputs are listed as well-balanced pupils, young adults capable of making a community contribution, satisfied and involved parents, young adults capable of competing in an open market, and good scholastic results (Core Programme, 1984, Unit 2:10-15).

* **Unit 3 : Informal management system (coaching)**

Coaching is described as a process through which the manager transfers knowledge, skills, attitudes and standards to his subordinates. It is oral and can take place anywhere - it can take place in the staffroom, in the corridor, in the principal's office or at any place where the manager may feel is right for coaching. A definite procedure is suggested (Core Programme, 1984, Unit 3:1-9).

* **Unit 4 : The formal management system: The top-down programme**

This unit introduces the course-goer to top-downs. It describes the top-down as a written training programme used by a manager to help train his subordinates to help solve a problem or potential problem (Core Programme, 1984, Unit 4:4).

In conducting a top-down the manager must follow certain specific steps for which a clue card has been provided.

The steps are (Core Programme, 1984, Unit 4:17-19):

Step 1: Welcome colleagues.

Step 2: State the title of the programme.

Step 3: Remind the delegates of the need.

Step 4: State the aims and objectives of the session.

Step 5: Conduct the training session.

Step 6: Remind subordinates of the importance of applying what they have learned.

Step 7: Arrange follow-up.

* **Unit 5 : The Department of Education and Training policy towards management development**

This unit describes the DET's policy towards management development as that of making managers effective, i.e., job-competent. To this end the managers must achieve objectives, be interpersonally sound, follow correct procedures, and use appropriate management techniques (Core Programme, 1984, Unit 5:5).

2.11.4.2 Informal management system (coaching)

As described in Unit 3, coaching has a definite procedure consisting of the following six steps (Core Programme, 1984, Unit 3:9):

Step 1: Put the subordinate at ease.

Step 2: Check the subordinates' existing knowledge and skill in the topic.

Step 3: Create an interest in what is going to be coached.

Step 4: State the objective of the coaching session.

Step 5: Coach the topic.

Step 6: Arrange follow-up.

Principals do coaching in order to:

- * make subordinates aware of expected standards,
- * reinforce good behaviour,
- * discourage unacceptable behaviour, and
- * transfer information.

2.11.4.3 The formal management system: the top-down programme

There are eight original programmes of top-downs intended to develop competencies and skills which principals need in the everyday performance of their duties.

* **Top-down No. 1: Self-management**

This top-down identifies the development of the person of the principal as top priority. It addresses this aspect of development by identifying five key areas for self-management and suggests methods. The aspects to be managed are: personal work objectives, time, image, self development, and personal goals (Top-down No. 1, 1984:14). The basis for the importance of this aspect is that a manager should be able to manage himself and his goals before he can hope to manage subordinates and other inputs.

The top-down emphasises that the way managers manage themselves is the most powerful influence on behaviour and the work of the people they manage (Top-down No. 1, 1984:9).

* **Top-down No. 2: Managing subordinates outputs**

This top-down is based on the concept that managers are accountable for making sure that certain things are done in order to achieve objectives. This presumes delegating. The top-down emphasises

- that tasks should be well-defined,
- that clear objectives must be set,
- that help should be given to subordinates,
- that performance should be evaluated, and
- that feedback should be given (Top-down No. 2, 1984:11-12).

In short, this top-down emphasises that when a task is given to a subordinate that task should not be vague, the expected standard of performance should be specified and the subordinate should be informed of how well or otherwise he performed the task. In this way the subordinate will know precisely where he stands with his superior.

* **Top-down No. 3: Managing buildings and physical assets**

This top-down argues the case for looking well after assets because good management saves money, a well managed environment is a powerful model, and available resources must be used optimally (Top-down No. 3, 1985:13-15).

The emphasis of this top-down is on the fact that managers must manage the environment so that their staffs and pupils can work in education-conducive surroundings. It is only in good surroundings that high performance and high achievement can be expected.

It avers that managing buildings and physical assets is important because good management of these items has a direct influence on the staff and pupils in a school, i.e., on the outputs of the school (Top-down No. 3, 1985:13).

* **Top-down No. 4: Managing parent and community involvement**

The reasoning behind the inclusion of this top-down is that the teacher and the parent are partners in the education of the child. Both would like to produce a well-balanced child. To achieve this, it is necessary to manage the contact and the degree of involvement of such a parent in the school (Top-down No. 4, 1985:1-11).

The top-down views parent and community involvement as a management task for the principal. It is not sufficient to

only manage the little involvement existing but it is expected of the manager to initiate such involvement. When the involvement is satisfactory it should be so managed that it benefits the school as a whole and the pupil in particular.

This top-down has an additional manual entitled "Standards, Ideas, and procedures manual". Dealing with communicating with parents this publication (Standards, Ideas, and procedures manual, 1985:17) says the principal should:

- * liaise with parents of a child with a problem;
- * maintain an open-door policy towards parents;
- * ensure that at least two functions that parents can attend are organised each year;
- * be interpersonally sound in dealing with parents, and
- * ensure that regular newsletters and circulars are sent to parents.

All in all, managers are encouraged to communicate with parents.

* **Top-down No. 5: Managing conflict in schools**

Conflict is a result of differences between individuals or groups over facts, objectives, standards, methods, behaviour or values. Because it affects effective performance negatively, it should be managed (Top-down No. 5, 1986:3). The top-down suggests methods of anticipating conflict and methods of preventing it. Complaints should be attended to. Methods of dealing with an actual conflict situation are suggested (Top-down No. 5, 1986:21-29).

This top-down was intended to solve an actual conflict situation which was very real at the time of compiling the top-down in

1986. The conflict may be said to have been a result of differences mainly over behaviour. Some pupils expressed dissatisfaction with conditions in the schools by staying away from classes and others who wanted to attend classes were intimidated into joining the school boycott.

This top-down suggested that the principals should go beyond the question of behaviour and seek out the causes that brought about the behaviour. It is only when causes are well known that strategies for managing conflict can be effective.

* **Top-down No. 6: Managing methods and procedures**

Each organisation has its own methods and procedures which detail the way certain tasks should be carried out. This top-down deals with the methods and procedures within the DET. These methods and procedures are used at head office, regional office, circuit office, school and classroom (Top-down No. 6, 1986:3). Specific methods and procedures for managing staff, assets, community and pupils are discussed (Top-down No. 6, 1986:12-53). For instance, on methods and procedures which influence pupils (Top-down No. 6, 1986:15) the following are suggested:

- conducting a safety drill
- organising educational tours
- organising extra-mural activities
- enrolling pupils
- completing promotion schedules
- disciplining pupils
- giving pupils feedback on their performance.

This top-down maintains that in order to achieve results, methods and procedures must be managed. "The management of methods and procedures is directly related to performance. Methods and

procedures are therefore the tools which make a manager more effective" (Top-down No. 6, 1986:17).

Methods and procedures are well-managed if instructions are given relating to them, if staff members know what methods and procedures to follow, how and when to follow them, and if staff members and pupils are motivated to use them. Feedback and follow-up are also essential but, most importantly, results must be achieved by following and using prescribed methods and procedures (Top-down No. 6, 1986:22).

It is a prerequisite for any manager to know precisely what rules govern his actions and what procedures to follow in all situations. Without rules and procedures chaos would rule supreme. This is what makes this top-down so important because it enlightens the newly appointed principal and it reinforces the experienced principal.

* **Top-down No. 7: Managing your team**

This top-down defines a team as a group of people who work with, or for, each other towards the achievement of a shared task or goal (Top-down No. 7, 1986:2). The need for managing teams effectively is emphasised and methods for effective team management are suggested (Top-down No. 7, 1986:34-51).

To ensure that team members perform well, managers are exhorted to remember that (Top-down No. 7, 1986:14-15).

- * Clear tasks and objectives ensure that people know what is expected of them.
- * Helping subordinates attain objectives ensures that the team members achieve their objectives to standard.
- * Effective evaluation and feedback ensure performance improvement and the development of individual team members.

The manager has to earn the respect of his team by deeds and not by bullying or by abusing power.

The view held by this top-down is that a manager should not manage so many individual persons but should view all individuals as members of a team with a common goal and purpose. Individuality of persons should be recognised within the overall ambit of the team and achievement of objectives.

* **Top-down No. 8: Nurturing student development**

The motivation for student development is that whatever it is that should produce good results should be managed. Three areas that need to be managed in student development are given as,

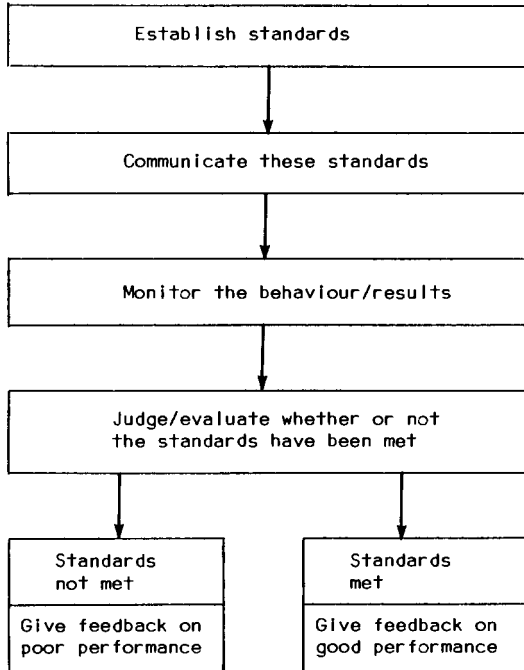
- students' learning,
- students' social behaviour, and
- students' health and welfare (Top-down No. 8, 1986:611).

Guidelines for managing these areas are also suggested (Top-down No. 8, 1986:16-21).

This top-down suggests the following model for managing student development (cf. Figure 2.2): standards must be established, the standards must be communicated to students, performance must be monitored and later evaluated, and, lastly, feedback must be given on good or poor performance (Top-down No. 8, 1986:23-25).

FIGURE 2.2
MODEL FOR MANAGING STUDENT DEVELOPMENT

(Source : Top-Down No. 8:22)



The manager is not expected only to discipline wayward behaviour. He is expected to create a climate in which students' learning can optimally take place. He should also consider that students are social beings and therefore the creation of opportunities for social expression is a priority. Lastly, the physical and religious circumstances should be so managed that the well-being of the students will be ensured.

The creation of such favourable conditions is management.

2.12 SUMMARY

The nature, aim and important factors of management development have been discussed in this chapter. Furthermore, actual methods used within and without the school to achieve the goals of management development have been detailed. Top-downs as a programme adopted by the DET for the specific purpose of improving management competencies of principals have been discussed.

What remains to be done is to find out by research what effect the efforts detailed above have on the development of principals as managers. Research will be conducted to find out if existing programmes and efforts also develop those competencies which are viewed by educationists as essential for principals.

The next chapter will attempt to answer these questions by accumulating data through a questionnaire answered by practicing principals.

CHAPTER 3

EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

The major objectives of the empirical investigation in this chapter are:

- * To determine how well principals in the target group have developed their management competencies.
- * To determine what processes and programmes were used in the management development of the principals.
- * To establish which processes and programmes were most effective in developing competencies in the performance of which tasks and the handling of which areas.
- * To find out how effective top-downs are in the areas of management which they address.
- * To interpret the data which will be collected by means of a questionnaire and to give possible explanations for the tendencies which will be identified.

3.2 DESIGN OF RESEARCH

3.2.1 Measuring Instrument

3.2.1.1 The questionnaire

The questionnaire was used as a method of investigation because basically it was the most economical, in time and money, that could be used (Sax, 1979:244).

The questionnaire also satisfied two of the three assumptions made when questionnaires are used, viz., (Wolf, 1988:479):

- * The respondents can read and understand the questions - they are all principals.
- * The respondents possess the information to answer the questions.
- * The third assumption, that the respondents are willing to answer questions honestly, could not be verified beforehand.

3.2.1.2 Advantages of the questionnaire

- * It can be posted to persons at very little expense.
- * The same questions are asked in the same way for everybody (Sax, 1979:245).
- * A broad spectrum of views can be obtained because more people can be reached.
- * The administration, scoring and analysis of a structured questionnaire are relatively uncomplicated (Ary et al. 1972:169-170).

3.2.1.3 Disadvantages of a questionnaire

Sax (1979:244) mentions three major disadvantages of a questionnaire, viz.:

- * The motivation of the respondents is difficult to check and may lead to misleading results.
- * The assumption that all respondents are equally literate is misleading - words have different meanings for different people.
- * By definition sampling is biased. It becomes even more biased if a 100% return of questionnaires is not reached.

Ary et al. (1972:170-171) give other disadvantages, viz.:

- * Structured questionnaires force the respondents to choose from a number of pre-selected answers.
- * Unstructured questionnaires give respondents freedom to reveal views which are difficult to analyse and quantify.

Borg and Gall (1989:446) have this additional disadvantage of the questionnaire:

- * Questionnaire studies are often shallow in that they do not probe deeply enough to provide a true picture of opinions and feelings.

3.2.1.4 Pilot study

A pilot study which involved 5 principals in the Vereeniging area was undertaken. These were 2 principals of secondary schools and 3 principals of primary schools. They were specifically asked to answer honestly and to note those questions and items that were ambiguous, confusing, or in any way unclear to them. The draft questionnaire was handed to the principals personally and collected from them personally. All the questionnaires were recovered (Wolf, 1988:480; Gay, 1976:131).

The respondents made oral and written remarks. Sections A, B and C were said to be straightforward and presented no problems to the respondents. In Section D-A some respondents answered only a few questions and left out others. There was no specific instruction directing respondents to answer all questions. Such a directive was subsequently placed in the final questionnaire.

Section D-B and Section E were originally designed on a scale of 4 as follows: 1 = very little, 2 = little, 3 = much and 4 = very much. The DET, who had to give approval of the questionnaire, observed

that the gap between "little" and "much" was very large. It was suggested that the evaluation be on a 5-point scale with "a fair amount" bridging the gap. This suggestion was incorporated in the final questionnaire (cf. Appendix C).

3.2.1.5 Final questionnaire

After the pilot study was made and observations noted the required adjustments were made.

The questionnaire ran to 6 pages. The respondents were requested to make crosses only - selecting responses from a number of possible responses.

3.2.1.6 Construction of the questionnaire (cf. Appendix C)

The questionnaire was sub-divided into 5 sections:

- * Section A: Biographical data (5 questions).
- * Section B: Demographical data (3 questions).
- * Section C: Experiences (16 questions).
- * Section D-A: Management development processes which improved performance (27 questions).
- * Section D-B: Evaluation of top-downs regarding improvement of skills in performance of tasks (27 questions).
- * Section E: Evaluation of top-downs (10 questions).

3.2.1.7 Administrative procedures

The questionnaire was posted to the prospective respondents in March 1989. The contents of each envelope were: the covering letter, the questionnaire, and a self-addressed stamped envelope.

By the end of March 1989 26 of the 38 questionnaires were returned. Two would-be respondents died before returning the questionnaire. On 10th April 1989, the first school day following the Easter holidays, the remaining 10 respondents were phoned and asked if they had received the questionnaire. By the 17th April 1989 seven more questionnaires were received. The remaining 3 respondents claimed to have received, filled in and posted the questionnaires. These were never received.

All in all 33 (86,8%) of the 38 questionnaires sent out were received back (cf. Table 3.1).

TABLE 3.1
NUMBER OF QUESTIONNAIRES

	Sent out	Received back	%
Secondary schools	7	5	13,1
Primary schools	31	28	73,3
Total	38	33	86,8

3.2.2 Population

The selected sample for this study comprised all the principals of community schools in the Vanderbijlpark area of the Department of education and Training. This area has 7 secondary schools, 8 higher primary schools (Std 3 -5/6), 16 combined primary schools (SSA - Std 5/6) and 7 lower primary schools (SSA - Std 2). The principals had all been exposed to the eight top-downs which come under review in this study.

Landman (1980:112), says that valid and reliable deductions can be made only if 70% or more of the questionnaires are returned. In this instance, 86,8% of the questionnaires were returned (cf. Table 3.1). Therefore, valid deductions can be made on the strength of the responses.

The study will reflect the experience, attitudes and opinions of principals in the Vanderbijlpark area only. The study will in no way claim to reflect the experiences, attitudes and opinions of the rest of the principals in the Republic of South Africa. The results are valid only for the principals in the Vanderbijlpark area of the DET (Borg & Gall, 1989:426-427).

3.2.3 Statistical technique

The statistical consultancy services of Potchefstroom University for Christian Higher Education processed the results of the research. The Statistical Analysis System (SAS) programme was used. The results reflect the frequencies and percentages of the responses to each question item (SAS Institution, 1985:403).

3.3 INTERPRETATION OF DATA

3.3.1 Biographical data

3.3.1.1 Sex

The aim of this question (cf. Appendix C - Question 1.1) was to establish the number of male and female respondents in the Vanderbijlpark area (cf. Table 3.2).

TABLE 3.2

SEX

	MALE		FEMALE	
		%		%
	26	78,8	7	21,2

There are far more male respondents than there are female respondents. A possible explanation for this distribution could be that historically boys were given formal education before girls were given the opportunity of inclusion in formal education classes by the early missionaries. The effect of this has not yet levelled off.

3.3.1.2 Age

The aim of the question (cf. Appendix C - Question 1.2) was to find out what the age spread of the respondents in the Vanderbijlpark area is (cf. Table 3.3).

TABLE 3.3

AGE

	MALE		FEMALE	
	N	%	N	%
30 - 39	8	24,2	3	9,1
40 - 49	8	24,2	1	3,0
50 - 59	7	21,2	2	6,1
60 and more	3	9,1	1	3,0
Total	26	78,8	7	21,2

There is no significant difference in the age - spread of male and female respondents. The respondents are on the whole middle-aged and no respondent is under thirty years of age. This suggests that the respondents are mature and responsible men and women who should be amenable to management development.

3.3.1.3 Experience

The aim of this question (cf. Appendix C - Question 1.3) was to

establish how long the respondents have been principals and to relate this information to management development (cf. Table 3.4).

TABLE 3.4
EXPERIENCE

	0 - 4		5 - 9		10 - 14		15 - 19		20 +	
	N	%	N	%	N	%	N	%	NN	%
Male	4	12,1	5	15,2	8	24,2	6	18,2	33	9,1
Female	1	3,0	3	9,1	0	0,0	2	6,1	11	3,0
Total	5	15,1	8	24,2	8	24,2	8	24,2	4	12,1

There are 20 (60,6%) respondents who have been principals for 10 years and more. Only 5 (15,2%) of the respondents can be described as being inexperienced in that they have under 5 years experience as principals. With most principals so well experienced it can be expected that management development programmes should be well received and integrated by them.

3.3.1.4 Academic qualifications

This question (cf. Appendix C - Question 1.4) was posed to establish what the highest academic qualifications of the respondents are. The findings will be related to ability to assimilate content of management development programmes (cf. Table 3.5).

TABLE 3.5**ACADEMIC QUALIFICATIONS**

	Pre-matric certificate		Post-matric certificate		Post-Matric diploma		Post-degree diploma	
	N	%	N	%	N	%	N	%
Male	19	57,6	4	12,1	2	6,1	1	3,0
Female	7	21,2	0	0,0	0	0,0	0	0,0
Total	26	78,8	4	12,1	2	6,1	1	3,0

It is significant that most respondents (29 - 87,9%) have only the Std. 10 certificate and less. This suggests that for management development purposes most respondents are under-qualified and will have problems comprehending abstract concepts.

3.3.1.5 Professional qualifications

The aim of asking this question (cf. Appendix C - question 1.5) was to establish which teachers' certificates/diplomas the respondents have qualified in. Relevance of the certificates/diplomas to management development will be established (cf. Table 3.6).

TABLE 3.6**PROFESSIONAL QUALIFICATIONS**

	Std. 8		Std. 10		B. Degree		B.Hons. B.Ed.	
	N	%	N	%	N	%	N	%
Male	4	12,1	19	57,6	0	0,0	3	9,1
Female	1	3,0	5	15,2	1	3,0	0	0,0
Total	5	15,1	24	72,8	1	3,0	3	9,1

Most of the respondents (26-78,8%) have a pre-matriculation teachers' certificate. This suggests that many qualified first as teachers and later studied for their matriculation certificates (cf. Table 3.6). The training of most respondents was therefore of a very elementary nature which could not have involved complicated theories and concepts. The management development programmes would therefore have to deal with simple theories and concepts only. Otherwise the programme content may pass uncomprehended.

3.3.2 Demographical details

3.3.2.1 Classification of schools

The aim for asking this question (cf. Appendix C - Question 2.1) was to find out how many respondents of each sex headed which class of school (cf. Table 3.7).

TABLE 3.7

CLASSIFICATION OF SCHOOLS

	L.P.		H.P.		C.P.		Sec.	
	N	%	N	%	N	%	N	%
Male	0	0,0	8	24,2	13	39,4	5	15,2
Female	6	18,2	0	0,0	1	3,0	0	0,0
Total	6	18,2	8	24,2	14	42,4	5	15,2

L.P. - Lower primary, H.P. - Higher primary, C.P. - Combined primary,
Sec. - Secondary

Of the 7 female respondents 6 (85,8%) are principals of lower primary schools. Only 1 (14,3%) of the female respondents heads a combined school.

This could be attributable to historical practice which maintained

that ladies performed best as teachers of young children and that men performed best with older children.

3.3.2.2 Pupil enrolment

The aim in asking this question (cf. Appendix C - Question 2.2) was to find out the enrolments of the different schools. Enrolment and size of school influence management (cf. Table 3.8).

TABLE 3.8

PUPIL ENROLMENT

	L.P.		H.P.		C.P.		Sec.		Total	
	N	%	N	%	N	%	N	%	N	%
0 - 599	0	0,0	3	9,1	1	3,0	0	0,0	4	12,1
600 - 799	5	15,2	4	12,1	5	15,2	0	0,0	14	42,4
800 - 999	1	3,0	1	3,0	3	9,1	0	0,0	5	15,2
1000 - 1199	0	0,0	0	0,0	1	3,0	0	0,0	1	3,0
1200 +	0	0,0	0	0,0	4	12,1	5	15,2	9	27,3

L.P. - Lower primary, H.P. - Higher primary, C.P. - Combined primary,
Sec. - Secondary

Only 4 (12,1%) of the schools headed by the respondents have enrolments of less than 600. Nine (27,3%) of the schools including all 5 secondary schools, have a pupil population in excess of 1200. As most schools (29-87,9%) have enrolments higher than 600 it is expected that the respondents must be sufficiently developed in management practices to be able to run the schools effectively. The need for management development programmes is clearly indicated.

3.3.2.3 Staff size

This question (cf. Appendix C - Question 2.3) was posed in order

to elicit information relating to the number of subordinates each respondent had to contend with (cf. Table 3.9). The principle on the span of control dictates that only a limited number of subordinates can be under a single leader (cf. 2.8.2.2).

TABLE 3.9
STAFF SIZE

	L.P.		H.P.		C.P.		Sec.		Total	
	N	%	N	%	N	%	N	%	N	%
0 - 9	0	0,0	1	3,0	1	3,0	0	0,0	2	6,1
10 - 19	5	15,2	5	15,2	4	12,1	0	0,0	14	42,4
20 - 29	1	3,0	2	6,1	5	15,2	0	0,0	8	24,2
30 - 39	0	0,0	0	0,0	2	6,1	2	6,1	4	12,1
40 +	0	0,0	0	0,0	2	6,1	3	9,1	5	15,2
Total	6	18,2	8	24,4	14	42,4	5	15,2	33	100,0

L.P. - Lower primary, H.P. - Higher primary, C.P. - Combined primary,
Sec. - Secondary

Only 2 (6,1%) of the schools have small staffs of less than 9 teachers. The rest (31-93,9%) of the schools have staffs of 10 teachers and more, 17 (51,5%) have staffs of more than 20 teachers and 5 (15,2%) have staff complements exceeding 40 teachers. The figures reflect teaching staff only and exclude clerical and other non-teaching staff.

These statistics indicate that the respondents have to contend with large numbers of subordinates. Therefore, the respondents have to be thoroughly informed on management theory and practice to be able to effectively control the work of their staffs. To this effect comprehensive management development programmes are clearly needed (cf. 2.4).

3.3.3 Experiences

The aim in asking this question (cf. Appendix C - Questions 3.1-6) was to establish to which of the management development programmes discussed in the literature study the respondents had been exposed during their terms of principalship (cf. Table 3.10).

All the respondents attended management development courses and top-down presentations and all the respondents were also involved in addressing teachers, pupils and parents. The respondents should, therefore, have had ample opportunity for developing personally in management (cf. 2.9.2.1, 2.9.2.2 and 2.11).

Thirty-one (93,9%) of the respondents said that they had had discussions with DET officials. The respondents, therefore, had an opportunity to be informed by the officials and also to ask questions, during discussions, about issues over which they entertained doubts. In the process they should have developed as managers (cf. 2.9.1.4).

The 2 respondents who had no discussions with the officials could be respondents who had no problems, made no mistakes, met their deadlines timeously and therefore had no cause for discussions with the DET officials. They could also have been newly appointed (cf. Table 3.4). Alternatively their definitions of what discussions are differs from what it is intended to mean in the questionnaire.

Twenty-eight (84,8%) of the respondents took part in management discussions at the teachers' centre. They therefore had the sterling opportunity of sharing with their peers, and, in the process, the chance to develop personally (cf. 2.9.2.5).

Studies for a degree or diploma are 5th on the frequency scale with 24 (72,7%) of the respondents having been involved with this management

TABLE 3.10

MANAGEMENT DEVELOPMENT PROGRAMMES

		L.P.		H.P.		C.P.		Sec.		Total	
		N	%	N	%	N	%	N	%	N	%
Course/Top-downs	No	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
	Yes	6	18,2	8	24,2	14	42,4	5	15,2	33	100,0
Conference/Seminar	No	0	0,0	1	3,0	6	18,2	2	6,1	9	27,3
	Yes	6	18,2	7	21,2	8	24,2	3	9,1	24	72,7
Teachers' centre	No	0	0,0	2	6,1	3	9,1	0	0,0	5	15,2
	Yes	6	18,2	6	18,2	11	33,3	5	15,2	28	84,4
Studies	No	2	6,1	2	6,1	5	15,2	0	0,0	9	27,3
	Yes	4	12,1	6	18,2	9	27,3	5	15,2	24	72,7
DET officials	No	0	0,0	1	3,0	0	0,0	1	3,0	2	6,1
	Yes	6	18,2	7	21,2	14	42,4	4	12,1	31	93,9
Addresses	No	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0
	Yes	6	18,2	8	24,2	14	42,4	5	15,2	33	100,0
Total	No	2	1,0	6	3,0	14	7,1	3	1,5	25	12,6
	Yes	34	17,2	42	21,2	70	35,4	27	13,6	173	87,4

development process during their principalship. This reflects well on the respondents that so many were involved with studies. It is also significant that all the respondents who head secondary schools enrolled for part-time studies during their principalship. Unfortunately it has not been established what type of studies the respondents are involved in (cf. Tables 3.5, 3.6).

Conferences and seminars are on par with studies at 24 (72,7%) respondents claiming to have attended them during their terms as principals. This also speaks well of the respondents especially because many conferences and seminars are unofficial and voluntary. The benefits for the respondents are great because information is given in a non-threatening and supportive climate at conferences and seminars (cf. 2.9.2.3).

3.3.4 Management tasks

In this section (Section D, questions 4-7) it was determined which of the seven identified management development programmes, according to the respondents, improved their skills in the performance of the four management tasks, viz., planning, organising, leading, and controlling tasks. Secondly the data on how the respondents evaluate the top-downs, vis-à-vis, the performance skills of the management tasks was analysed and interpreted (cf. Table 3.11).

3.3.4.1 Planning task and management development programmes

The aim in asking this question (cf. Appendix C - Question 4.1-4) was to determine which of the seven management development processes was thought of by the respondents as having improved their skills in the performance of the management sub-tasks of the planning task (cf. Table 3.11).

TABLE 3.11

PLANNING TASK AND MANAGEMENT DEVELOPMENT PROGRAMMES

		Procedure for determining aims and goals for yourself		Strategies for policy-making		Effective steps for decision-making/decisiveness		Observation, anticipation and analysis of problems		Total	
		N	%	N	%	N	%	N	%	N	%
Top-downs	Nul responses	6	18,2	18	54,5	11	33,3	12	36,4	47	35,6
	Responses	27	81,8	15	45,5	22	67,7	21	63,6	85	64,4
Conferences	Nul responses	29	87,9	30	90,9	30	90,9	30	90,9	119	90,2
	Responses	4	12,1	3	9,1	3	9,1	3	9,1	13	9,8
Teachers' centre	Nul responses	27	81,8	28	84,8	31	93,9	30	90,9	116	87,9
	Responses	6	18,2	5	15,2	2	6,1	3	9,1	16	12,1
Studies	Nul responses	31	93,9	27	81,8	30	90,9	27	81,8	115	87,1
	Responses	2	6,1	6	18,2	3	9,1	6	18,2	17	12,9
DET officials	Nul responses	26	78,8	21	63,6	29	87,9	30	90,9	106	80,3
	Responses	7	21,2	12	36,4	4	12,1	3	9,1	26	19,7
Addresses	Nul responses	29	87,9	29	87,9	26	78,8	29	87,9	113	85,6
	Responses	4	12,1	4	12,1	7	21,2	4	12,1	19	14,4
Courses	Nul responses	21	63,6	26	78,8	26	78,8	24	72,7	97	73,5
	Responses	12	36,4	7	21,2	7	21,2	9	27,3	35	26,5

Most respondents (85-64,4%) expressed the opinion that top-downs had the greatest influence on them in improving their skills in the performance of all four management sub-tasks of planning. Management development courses are said to have had the second greatest influence (35-26,5%) in improving the respondents' performance skills.

Discussions with DET officials are ranked third (26-19,7%). The rest of the programmes are rated very low. Attendance of conferences and seminars were rated the least influential programme (13-9,1%).

The fact that top-downs are the most recent and regular programme that the respondents have been exposed to could partly account for why top-downs are deemed to be the most influential (cf. 2.11.1). Also the fact that top-downs have a built-in follow-up procedure makes it possible for the respondents to remember the content of the programme (cf. 2.11.4.3). Therefore, the top-downs can be viewed as effective.

Attendance of management development courses is rated as important because many of these courses are either presented by officials of the department or by agencies engaged by the department (cf. 2.9.2.2). The courses therefore have an official flavour and are easily remembered. The management development courses also address practical issues which have been found to give problems to principals.

According to respondents the third most important programme is that of discussions with DET officials. Suggestions made by these officials about procedures for carrying out tasks have a touch of officialdom and are viewed as veiled instructions. As such they are thought to be important and worth remembering.

Conferences and seminars are reflected as having the least influence on performance skills because many are unofficial and are attended voluntarily (cf. 2.9.2.3). To add to that, sometimes suggestions

on management made at such conferences run counter to those made officially by the departmental officials.

Whilst many respondents (24-72,7%) according to Table 3.9 indicated that they attended a conference during the period of their principalship, it has not been established when last such a conference was last attended. It could have been very long ago and the influence of such a conference or seminar could have long been forgotten.

The practice of addressing teachers, parents and pupils is not viewed as very influential (19-14,4%) in developing skills, according to the respondents. It is noteworthy that 7 respondents (21,2%) thought that this process improved their skills for decision-making/decisiveness only. The 7 could be those respondents whose leadership styles allow for discussions of issues especially at parent and staff meetings (cf. 2.9.1.1).

The influence of teachers' centres to the improvement of skills is rated very low (12,1%). The reason could be that respondents who were involved in this project had only one such centre established in their area in 1988 (cf. 2.9.2.5). The respondents have therefore not been sufficiently exposed to this centre for its influence to be notable.

In summary, top-downs seem to be favoured by an overwhelming number of respondents.

3.3.4.2 Planning task and top-downs

The aim in asking this question (cf. Appendix C - Questions 4.1-4) was to determine how the respondents rated the effect of their exposure to top-downs to their improvement in performing the management tasks of the planning task (cf. Table 3.12).

TABLE 3.12

PLANNING TASK AND TOP-DOWNS

Planning task		Very little		Little		A fair amount		Much		Very much	
		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
Aims and goals	Nul responses	33	100,0	33	100,0	25	75,8	16	48,5	25	75,8
	Responses	0	0,0	0	0,0	8	24,2	17	51,5	8	24,2
Policy-making	Nul responses	31	93,9	31	93,9	25	75,8	15	45,5	30	90,9
	Responses	2	6,1	2	6,1	8	24,2	18	54,5	3	9,1
Decision-making	Nul responses	32	97,0	33	100,0	28	84,8	15	45,5	24	72,7
	Responses	1	3,0	0	0,0	5	15,2	18	54,5	9	27,3
Problem identification	Nul responses	33	100,0	33	100,0	27	81,8	15	45,5	24	72,7
	Responses	0	0,0	0	0,0	6	18,2	18	54,5	9	27,3
Total	Nul responses	129	97,7	130	98,5	105	79,5	61	46,2	103	78,0
	Responses	3	2,3	2	1,5	27	20,5	71	53,8	29	22,0

Most of the respondents (100-75,8%) evaluated top-downs as having contributed "much" and "very much" to their improved skills in all four management sub-tasks. 20,5% of the respondents evaluated top-downs' influence as "a fair amount". Only 5 (3,8%) of the respondents said the influence of top-downs was "little" and "very little".

Obviously the respondents who took part in this project view their exposure to top-downs as having developed their skills in the planning management sub-tasks to a very high degree. The reason for this high regard could be that top-downs are the latest programme that was officially presented to them. The programme is still fresh in their minds and because of recency they remember some of the content of the programme (cf. 2.11.4.3). To the respondents the top-downs are an effective programme.

The few respondents who claim to have been little improved because of top-downs could be those respondents who do not understand the whole concept of top-downs or those who already had developed the necessary skills before their exposure to top-downs.

3.3.4.3 Organising task and management development programmes

The aim in asking this question (cf. Appendix C - Questions 5.1-4) was to establish which of the management development processes were thought by the respondents to have improved their skills in the performance of the management sub-tasks of the organising task (cf. Table 3.13).

According to Table 3.13 most of the respondents (89 - 67,4%) view top-downs as the programme which contributed most in improving their skills in the performance of all four management sub-tasks. This suggests that the respondents are very well acquainted with procedures for structuring activities in the school, strategies for correct allocation of duties to staff, methods for delegating duties to

TABLE 3.13

ORGANISING TASK AND MANAGEMENT DEVELOPMENT PROGRAMMES

		Ability to structure activities in the school		Strategies for selecting the right person for the right job		Ability to delegate duties to subordinates		Co-ordinating different tasks for achievement of a common goal		Total	
		N	%	N	%	N	%	N	%	N	%
Top-downs	Nul responses	12	36,4	15	45,5	9	27,3	7	21,2	43	32,6
	Responses	21	63,6	18	54,5	24	72,7	26	78,8	89	67,4
Conferences	Nul responses	31	93,9	29	87,9	29	87,9	33	100,0	122	92,4
	Responses	2	6,1	4	12,1	4	12,1	0	0,0	10	7,6
Teachers' centre	Nul responses	26	78,8	26	78,8	29	87,9	24	72,7	105	79,5
	Responses	7	21,2	7	21,2	4	12,1	9	27,3	27	20,5
Studies	Nul responses	27	81,8	28	84,8	29	87,9	30	90,9	114	86,4
	Responses	6	18,2	5	15,2	4	12,1	3	9,1	18	13,6
DET officials	Nul responses	25	75,8	21	63,6	22	66,7	24	72,7	92	69,7
	Responses	8	24,2	12	36,4	11	33,3	9	27,3	40	30,3
Addresses	Nul responses	24	72,7	33	100,0	33	100,0	29	87,9	119	90,2
	Responses	9	27,3	0	0,0	0	0,0	4	12,1	13	9,8
Courses	Nul responses	29	87,9	26	78,8	26	78,8	26	78,8	107	81,1
	Responses	4	12,1	7	21,2	7	21,2	7	21,2	25	18,9

subordinates and how to co-ordinate tasks for achievement of a common goal.

This may be so because Top-down No. 2 deals with managing subordinates' outputs, and Top-down 7 deals with managing your team. The two top-downs deal with all four management sub-tasks of organising (cf. 2.11.4.3).

Discussions with DET officials are viewed as the next most important programme (40 - 30,3%) which improved organising skills. The circuit inspectors regularly monitor school activities, check on allocation of duties, suggest names of staff members who should be developed by having duties delegated to them and also coach respondents on the achievement of the common goal. They also help those respondents who have difficulties in performing some of the tasks.

The teachers' centre is considered by 27 (20,5%) respondents as having improved organising skills. This high regard for the teachers' centre can be attributed to the fact that some top-down presentations and management development courses were actually presented at the teachers' centre. The respondents therefore associate the centre with free peer discussions and therefore as a cause for improved skills.

The rest of the programmes are selected by 7,9% to 18,9% of the respondents. In some instances nul responses of 100% were recorded, e.g. co-ordinating being improved by conferences and seminars. Apparently no conference or seminar touched on this topic.

3.3.4.4 Organising task and top-downs

This question (cf. Appendix C - Questions 5.1-4) was asked to evaluate the extent to which the top-downs improved the skills of the respondents in the performance of the management sub-tasks of the organising task (cf. Table 3.14).

TABLE 3.14

ORGANISING TASK AND TOP-DOWNS

		Very little		Little		A fair amount		Much		Very much	
		N	%	N	%	N	%	N	%	N	%
School activities	Nul responses	33	100,0	33	100,0	25	75,8	18	54,5	23	69,7
	Responses	0	0,0	0	0,0	8	24,2	15	45,5	10	30,3
Selection of staff	Nul responses	31	93,9	33	100,0	27	81,8	15	45,5	26	78,8
	Responses	2	6,1	0	0,0	6	18,2	18	54,5	7	21,2
Delegation of duties	Nul responses	33	100,0	33	100,0	29	87,9	23	69,7	14	42,4
	Responses	0	0,0	0	0,0	4	12,1	10	30,3	19	57,6
Co-ordinating tasks	Nul responses	32	97,0	33	100,0	19	57,6	19	57,6	29	87,9
	Responses	1	3,2	0	0,0	14	42,4	14	42,4	4	12,1
Total		129	97,7	132	100,0	100	75,8	75	56,8	92	69,7
		3	2,3	0	0,0	32	24,2	57	43,2	40	30,3

Most respondents (57 -43,2%) evaluate top-downs as having contributed "much" to their improvement in skills in the performance of all four management sub-tasks. Forty (30,4%) respondents evaluate top-downs as having improved the relevant skills "very much". Thirty-two (24,2%) respondents evaluate the top-downs' extent of influence as "a fair amount". Only a negligible number (3 - 2,3%) evaluate the improvement influence of top-downs to performing skills as "very little" and none as "little".

The respondents (97-73,5%) have a very high regard for the top-downs. They attribute the improvement of their skills in performing the four management sub-tasks to the top-downs. This could be because, as remarked in Question 3.3.4.3 above, the tasks are dealt with in varying degrees of detail in Top-downs 2 and 7. Added to this is the feedback feature of the top-downs. The regular checklists filled in by both principals and circuit inspectors also touch on the tasks.

3.3.4.5 Leading task and management development programmes

This question (cf. Appendix C - Questions 6.1-4) was posed to establish which of the management development processes had improved the skills of the respondents in the performance of the management sub-tasks of the leading task (cf. Table 3.15).

Top-downs are selected by most respondents (80 -60,6%) in all four management sub-tasks as the management development programme that improved their skills in the performance of the management sub-tasks of leading. Second to top-downs the respondents selected management development courses (37 - 28,0%). The respondents selected discussions with DET officials as the third most influential process (34 - 25,8%). The other programmes are selected by between 15 (11,4%) and 27 (20,5%) respondents as having had an influence on the improvement of their skills in the performance of the management sub-tasks of the leading task.

TABLE 3.15

LEADING TASK AND MANAGEMENT DEVELOPMENT PROGRAMMES

		Development of empathy and healthy interpersonal relationships		Acquisition of leadership techniques for different situations		Study of personalities for motivating them to greater effort		Procedures to be followed in different communicating situations		Total	
		N	%	N	%	N	%	N	%	N	%
Top-downs	Nul responses	14	42,2	10	30,3	14	42,2	14	42,4	52	39,4
	Responses	19	57,6	23	69,7	19	57,6	19	57,4	80	60,6
Conferences	Nul responses	29	87,9	31	93,9	28	84,8	29	87,9	117	88,6
	Responses	4	12,1	2	6,1	5	15,2	4	12,1	15	11,4
Teachers' centre	Nul responses	31	93,9	28	84,8	29	87,9	28	84,8	116	87,9
	Responses	2	6,1	5	15,2	4	12,1	5	15,2	16	12,1
Studies	Nul responses	26	78,8	27	81,8	26	78,8	26	78,8	105	79,5
	Responses	7	21,2	6	18,2	7	21,2	7	21,2	27	20,5
DET officers	Nul responses	26	78,8	25	75,8	23	69,7	24	27,7	98	74,2
	Responses	7	21,2	8	24,2	10	30,3	9	27,3	34	25,8
Addresses	Nul responses	25	75,8	33	100,0	30	90,9	26	81,8	115	87,1
	Responses	8	24,2	0	0,0	3	9,1	6	18,2	17	12,9
Courses	Nul responses	19	57,6	26	78,8	26	78,8	24	72,7	95	72,0
	Responses	14	42,4	7	21,2	7	21,2	9	27,3	37	28,0

The fact that top-downs are rated so high, could be due to the fact that the management sub-tasks are covered by the top-down programme. Top-down No. 1 touches on the development of empathy and respect for the establishment of healthy interpersonal relationships (cf. 2.11.4.3). Acquisition of leadership techniques suitable for different situations is covered by Top-down No. 5 and Top-down No. 7 (cf. 2.11.4.3) deals with strategies for motivating subordinates. Lastly, procedures for communicating are dealt with in the Core Programme (cf. 2.11.4) and Top-down No. 4 (cf. 2.11.4.3).

That management development courses should also be rated high could be attributable to the fact that some of the management lectures of 1982 refer directly to the leading management sub-tasks. Lecture 5, Lecture 9 and Lecture 14 also cover the management sub-tasks of the leading task (cf. 2.10.4.3).

Discussions with DET officials are rated third probably because most respondents report to circuit inspectors and assistant directors on the performance of their staff. The officials in turn coach the respondents on attitudes, approaches, techniques and procedures that can be adopted.

According to the respondents the rest of the programmes did not improve them much in performing the management sub-tasks of leading. Probably studies, discussions at teachers' centres and conferences and seminars did not touch on these management sub-tasks at all. Though addressing teachers, parents and pupils has the potential for improving skills of the management sub-tasks through experience, most respondents do not think so.

3.3.4.6 Leading task and top-downs

The aim in asking this question (cf. Appendix C - Questions 6.1-4) was to find out how the respondents evaluated the effect of top-downs on the ability to perform the management sub-tasks of the leading task (cf. Table 3.16).

TABLE 3.16

LEADING TASK AND TOP-DOWNS

		Very little		Little		A fair amount		Much		Very much	
		N	%	N	%	N	%	N	%	N	%
Relationships	Nul responses	32	97,0	33	100,0	28	84,4	16	48,5	23	69,7
	Responses	1	3,0	0	0,0	5	15,2	17	51,5	10	30,3
Leadership	Nul responses	33	100,0	32	97,0	25	75,8	18	54,5	24	72,7
	Responses	0	0,0	1	3,0	8	24,2	15	45,5	9	27,3
Personalities	Nul responses	32	97,0	31	93,9	26	78,8	14	42,4	29	87,9
	Responses	1	3,0	2	6,1	7	21,2	19	57,6	4	12,1
Communicating	Nul responses	32	97,0	33	100,0	26	78,8	15	45,5	26	78,8
	Responses	1	3,0	0	0,0	7	21,2	18	54,5	7	21,2
Total	Nul responses	129	97,7	129	97,7	105	79,5	63	47,7	102	77,3
	Responses	3	2,3	3	2,3	27	20,5	69	52,3	30	22,7

Most respondents (69 - 52,3%) rate the extent of the improvement effect on the task performance as "much", 30 (22,7%) as "very much" and 27 (20,5%) as "a fair amount". Therefore, by far the greatest number of respondents are favourably impressed by the top-downs. Only 3 (2,3%) respondents rate the extent of top-downs on their performance ability as "very little" and another 3 (2,3%) rate the extent as "little".

As indicated in the comment above (cf. 3.3.4.5) the subject content of some of the top-downs addresses the question of the management sub-tasks. Coupled with the recency and currency of the top-downs the effect of these is very much alive in the minds of the respondents.

As suggested in the comment above (cf. 3.3.4.2) the few respondents who improved little or very little could possibly be those respondents who do not understand the top-downs or those who with the advent of top-downs were already sufficiently developed not to have learnt anything new from the top-downs.

3.3.4.7 Controlling as a management task and management development programmes

This question (cf. Appendix C - Questions 7.1-3) was posed to ascertain from the respondents which of the management development programmes improved their skill in the performance of the management sub-tasks of controlling as a management task (cf. Table 3.17).

Most respondents (70 - 70,7%) attribute improvement in the performance of all three management sub-tasks to their exposure to top-downs. Twenty-nine (29,3%) of the respondents attribute improvement of skills to discussions with DET officials and 24 (24,2%) to management development courses. Discussions at the teachers' centre and addresses to teachers, parents and pupils both have 15 (15,2%) respondents each attributing improvement to these programmes. Studies have only 10 (10,1%) of the respondents attributing improvement to them and conferences and seminars have only a paltry 5 (5,1%) respondents for all three management sub-tasks who attribute improvement to them.

TABLE 3.17

CONTROLLING AS MANAGEMENT TASK AND MANAGEMENT DEVELOPMENT PROGRAMMES

		Methods for evaluating pupil achievement		Methods for evaluating staff performance		Methods for controlling delegated tasks		Total	
		N	%	N	%	N	%	N	%
Top-downs	Nul responses	14	42,4	8	24,2	7	21,2	29	29,3
	Responses	19	57,6	25	75,8	26	78,8	70	70,7
Conferences	Nul responses	32	97,0	31	93,9	31	93,9	94	94,9
	Responses	1	3,0	2	6,1	2	6,1	5	5,1
Teachers' centre	Nul responses	28	84,8	27	81,8	29	87,9	84	84,8
	Responses	5	15,2	6	18,2	4	12,1	15	15,2
Studies	Nul responses	27	81,8	31	93,9	31	93,9	89	89,9
	Responses	6	18,2	2	6,1	2	6,1	10	10,1
DET officials	Nul responses	24	72,7	22	66,7	24	72,7	70	70,7
	Responses	9	27,3	11	33,3	9	27,3	29	29,3
Addresses	Nul responses	27	81,8	28	84,8	29	87,9	84	84,8
	Responses	6	18,2	5	15,2	4	12,1	15	15,2
M.D. Courses	Nul responses	22	66,7	26	78,8	27	81,8	75	75,8
	Responses	11	33,3	7	21,2	6	18,2	24	24,2

From Table 3.17 it is apparent that far and above any other management programme the top-downs are viewed by the respondents as the most effective programme. Top-down No. 8 (cf. 2.11.4.3) deals with the first management sub-task, viz., methods of evaluating pupil achievement. The second management sub-task - evaluating staff performance - is covered by Top-down No. 2 (cf. 2.11.4.3). Methods for controlling delegated tasks is covered by Top-down No. 7 (cf. 2.11.4.3). It is therefore understandable that the respondents should attribute improvement in the skills in the performance of these management sub-tasks to the exposure to top-downs.

The respondents have selected discussions with DET officials as the second most effective process in improving skills probably because it is the DET officials who presented the top-down programme and management development courses and it is they who do regular follow-ups on the top-downs. Additionally, the DET officials are responsible for staff evaluation and monitoring of pupil performance.

The management development courses of 1982 had a specific lecture on evaluation (cf. 2.10.4.1). This fact could explain placement of management development courses as the third most effective process.

The rest of the processes are not considered to have contributed much to the improvement of the skills of the respondents in the performance of the various management sub-tasks. The reasons for this could be that these processes did not address the areas of these management sub-tasks.

3.3.4.8 Controlling as a management task and top-downs

The aim in asking this question (cf. Appendix C - Questions 7.1-3) was to find out how the respondents evaluated the extent of the top-downs' influence on the improvement of their skills in performing the management sub-tasks of controlling as a management task (cf. Table 3.18).

TABLE 3.18

CONTROLLING AS A MANAGEMENT TASK AND MANAGEMENT DEVELOPMENT PROGRAMMES

		Very little		Little		A fair amount		Much		Very much	
		N	%	N	%	N	%	N	%	N	%
Pupil evaluation	Nul responses	33	100,0	33	100,0	27	81,8	17	51,5	22	66,7
	Responses	0	0,0	0	0,0	6	18,2	16	48,5	11	33,3
Performance	Nul responses	33	100,0	33	100,0	30	90,9	14	42,2	22	66,7
	Responses	0	0,0	0	0,0	3	9,1	19	57,6	11	33,3
Delegated tasks	Nul responses	33	100,0	33	100,0	26	78,8	19	57,6	21	63,6
	Responses	0	0,0	0	0,0	7	21,2	14	42,4	12	36,4
Total	Nul responses	99	100,0	99	100,0	83	83,8	50	50,5	65	65,7
	Responses	0	0,0	0	0,0	16	16,2	49	49,5	34	34,3

A total of 49 (49,5%) of the respondents thought that top-downs improved their skills "much" in performing the three controlling management sub-tasks. A total of 34 (34,3%) said that the top-downs improved their skills "very much" and 16 (16,2%) "a fair amount". This accounts for all the responses. There were no responses under "little" and "very little".

It seems obvious that the presence of special top-downs (cf. 2.11.4.3) dealing with the three management sub-tasks of controlling as a management task has made the respondents to be favourably impressed by the effect of the top-downs.

3.3.4.9 Conclusion

From the foregoing discussions it has been established that respondents attribute their improved skills in the performance of the various management tasks to each of the seven management development programmes. Secondly, the respondents, in the evaluation of the top-downs overwhelmingly evaluate the top-downs as a very effective programme.

3.3.4.9.1 Management development programme and management tasks

The top-downs are reported by the respondents (65,5%) as the management development programme that improved their performing skills of the management tasks most (cf. Table 3.19). Discussions with DET officials are placed second with 26,1% of the respondents attributing improvement to them. Third are management development courses with 24,4%. The other management development programmes follow with low percentages: discussions at the teachers' centre (14,9%), studies (14,5%), addresses to teachers, parents and pupils (12,9%), and, lastly, conferences and seminars (8,7%) (cf. Table 3.19).

TABLE 3.19

MANAGEMENT DEVELOPMENT PROGRAMMES AND MANAGEMENT TASKS

		Planning		Organising		Leading		Controlling		Total	
		N	%	N	%	N	%	N	%	N	%
Top-downs	Nul responses	47	35,6	43	32,6	52	39,4	29	29,3	171	34,5
	Responses	85	64,4	89	67,4	80	60,6	70	70,7	324	65,5
Conferences	Nul responses	119	90,2	122	92,4	117	88,6	94	94,9	452	91,3
	Responses	13	9,8	10	7,6	15	11,4	5	5,1	43	8,7
Teachers' centre	Nul responses	116	87,9	105	79,5	116	87,9	84	84,8	421	85,1
	Responses	16	12,1	27	20,5	16	12,1	15	15,2	74	14,9
Studies	Nul responses	115	87,1	114	86,4	105	79,5	89	89,9	423	85,5
	Responses	17	12,9	18	13,6	27	20,5	10	10,1	72	14,5
DET officials	Nul responses	106	80,3	92	69,7	98	74,2	70	70,7	366	73,9
	Responses	26	19,7	40	30,3	34	25,8	29	29,3	129	26,1
Addresses	Nul responses	113	85,6	119	90,2	115	87,1	84	84,8	431	87,1
	Responses	19	14,4	13	9,8	17	12,9	15	15,2	64	12,9
Courses	Nul responses	97	73,5	107	81,1	95	72,0	75	75,8	374	75,6
	Responses	35	26,5	25	18,9	37	28,0	24	24,2	121	24,4

528

594

3.3.4.9.2 Top-downs and management tasks

The evaluation of top-downs by the respondents has been very favourable. When comparing the sums of the extremes, "very little" and "little" with "much" and "very much" the picture that emerges shows the extent of the differences (cf. Table 4.20). A cumulative total of only 14 (2,8%) of the respondents said that the influence of the top-downs on their improvement in performing management tasks was minimal. At the same time a cumulative total of 379 (76,6%) said the effect of the top-downs was great (cf. Table 3.20).

TABLE 3.20

TOP-DOWNS AND MANAGEMENT TASKS

	Very little and little		Much and very much	
	N	%	N	%
Planning	5	3,8	100	75,8
Organising	3	2,3	97	73,5
Leading	6	4,6	99	75,0
Controlling	0	0,0	83	83,8
Total	14	2,8	379	76,6

3.3.5 Management areas

In this section (Section D, questions 8-12) it was determined which of the seven management development programmes that have been identified improved the respondents' skills in the handling of the five management areas, viz., pupils, staff, parents, finances and physical assets and procedures. Secondly, data on how the respondents evaluate the top-downs, vis-à-vis, improving their handling skills of the management areas was analysed and interpreted.

3.3.5.1 Pupils as a management area and management development programmes

The aim with this question (cf. Appendix C - Questions 8.1-2) was to find out from the respondents which of the management development programmes had improved their skills in the handling of pupils (cf. Table 3.21).

TABLE 3.21

PUPILS AS A MANAGEMENT AREA AND MANAGEMENT DEVELOPMENT PROGRAMMES

		Expressing your expectations of pupil achievement to pupils		Monitoring the standard of pupil's work		Total	
		N	%	N	%	N	%
Top-downs	Nul responses	16	48,5	17	51,5	33	50,0
	Responses	17	51,5	16	48,5	33	50,0
Conferences/ Seminars	Nul responses	33	100,0	33	100,0	66	100,0
	Responses	0	0,0	0	0,0	0	0,0
Teachers' centre	Nul responses	31	93,9	32	97,0	63	95,5
	Responses	2	6,1	1	3,0	3	4,5
Studies	Nul responses	28	84,8	30	90,9	58	87,9
	Responses	5	15,2	3	9,1	8	12,1
DET officials	Nul responses	25	75,8	23	69,7	48	72,7
	Responses	8	24,2	10	30,3	18	27,3
Addresses	Nul responses	18	54,5	23	69,7	41	62,1
	Responses	15	45,5	10	30,3	25	37,9
Courses	Nul responses	26	78,8	22	66,7	48	72,7
	Responses	7	21,2	11	33,3	18	27,3

According to Table 3.21 33 (50,0%) of the respondents selected top-downs as the most effective process that improved their skills in performing both management sub-tasks of handling pupils. Twenty-five (37,9%) selected addresses to teachers, parents and pupils as the second most effective process. Discussions with DET officials and management development courses are tied by the respondents as the third most effective programmes with 18 (27,3%) responses each. The rest of the processes are not considered by the respondents as very effective for handling pupils. 100% nul responses were recorded for conferences and seminars.

That top-downs should be viewed as very effective by respondents for the handling of pupils could be attributable to the fact that Top-down no. 8 (cf. 2.11.4.3) addresses this area specifically. The respondents therefore responded favourably to the effect that top-downs improved their handling skills of pupils. What is surprising is that 50% of the respondents should claim that their performing skills were not improved by top-downs.

Addresses to teachers, parents and pupils are selected as the second most effective programme for handling pupils. This is understandable as it is only logical that to handle pupils one must address the pupils. Addressing teachers and parents also gives the respondents ideas about how to go about addressing pupils.

Discussions with DET officials are placed third for effectiveness by the respondents. The DET officials, in the course of their work, monitor the standard of work of pupils. They are therefore highly visible to the respondents and have a hand in the handling of pupils. This explains why the respondents place discussions with DET officials as an effective process.

Courses are also placed third probably because the subject content of most courses touched on the question of handling pupils. This was even more so after the unrest in schools in 1985/86 when pupils

threatened to take over the running of the schools. The question of proper handling of pupils became a regular topic for courses.

The rest of the programmes are rated low by the respondents. The respondents feel that these programmes did not improve their skills very much. Actually 100% nul responses are recorded for both management sub-tasks for conferences and seminars. Maybe conferences and seminars were not held or they did not address the question of pupil-handling.

3.3.5.2 Pupils as a management area and top-downs

The aim with this question (cf. Appendix C - Questions 8.1-2) was to find out how the respondents rated the effectiveness of top-downs in the area of handling pupils (cf. Table 3.22).

According to this table most respondents (26 - 39,4%) claim that top-downs improved their skills in handling pupils "much". Twenty (30,3%) claim that their handling skills improved "very much" because of top-downs and 19 (28,8%) claim that their skills improved "a fair amount". Only a solitary 1 (1,5%) says he improved "little" and no-one says he improved "very little" in both management sub-tasks.

All the respondents were exposed to Top-down No. 8 (cf. 2.11.4.3) which emphasises that standards must be established, communicated and monitored. These aspects are gone into in great detail (cf. 2.11.4.3).

3.3.5.3 Staff as a management area and management development programmes

The aim in asking this question (cf. Appendix C - Questions 9.1-3) was to find out which of the seven management development processes had the greatest effect on the respondents on the improvement of skills in the handling of staff (cf. Table 3.23).

TABLE 3.22

PUPILS AS MANAGEMENT AREA AND TOP-DOWNS

		Very little		Little		A fair amount		Much		Very much	
		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
Expressing expectations	Nul responses	33	100,0	33	100,0	23	69,7	21	63,6	22	66,7
	Responses	0	0,0	0	0,0	10	30,3	12	36,5	11	33,3
Monitoring studies	Nul responses	33	100,0	32	97,0	24	72,7	19	57,6	24	72,7
	Responses	0	0,0	1	3,0	9	27,3	14	42,4	9	27,3
Total	Nul responses	66	100,0	65	98,5	47	71,2	40	60,6	46	69,7
	Responses	0	0,0	1	1,5	19	28,8	26	39,4	20	30,3

TABLE 3.23

STAFF AS A MANAGEMENT AREA AND MANAGEMENT DEVELOPMENT PROGRAMMES

		Expressing your expectations of teacher performance to teachers		Discussing purpose and direction of school with staff		Communicating weekly and monthly objectives to staff		Total	
		N	%	N	%	N	%	N	%
Top-downs	Nul responses	14	42,4	13	39,4	5	15,2	32	32,3
	Responses	19	57,6	20	60,6	28	85,8	67	67,7
Conferences	Nul responses	29	87,9	30	90,9	32	97,0	91	91,9
	Responses	4	12,1	3	9,1	1	3,0	8	8,1
Teachers' centre	Nul responses	31	93,9	27	81,8	27	81,8	85	85,9
	Responses	2	6,1	6	18,2	6	18,2	14	14,1
Studies	Nul responses	30	90,9	30	90,9	31	93,9	91	91,9
	Responses	3	9,1	3	9,1	2	6,1	8	8,1
DET officials	Nul responses	26	78,8	25	75,8	23	69,7	74	74,7
	Responses	7	21,2	8	24,2	10	30,3	25	25,3
Addresses to	Nul responses	21	63,6	21	63,6	27	81,8	69	69,7
	Responses	12	36,4	12	36,4	6	18,2	30	30,3
Courses	Nul responses	26	78,8	24	72,7	29	87,9	79	79,8
	Responses	7	21,2	9	27,3	4	12,1	20	20,2

Table 3.23 indicates that in this instance again most of the respondents (67 - 67,7%) think that the top-downs are the programme that had the greatest influence on the improvement of their skills in handling staff. Thirty (30,3%) of the respondents think that addresses to teachers, parents and pupils also improved the relevant skills. Twenty-five (25,3%) respondents think that discussions with DET officials helped in improving their skills of handling staff. The rest of the programmes are chosen by 8 (8,1%) to 20 (20,2%) as having had an effect in improving their staff handling skills.

Two top-downs, viz., Top-down No. 2 and Top-down No. 7 deal with the question of handling staff (cf. 2.11.4.3). It is therefore understandable that the respondents should rate the influence of the top-downs so highly.

Addresses to teachers, parents and pupils are rated highly by the respondents probably because whilst addressing the teachers, parents and pupils the respondents personally gain experience and insight. At the same time discussing with these persons the respondents also solve problems. Therefore, the addresses are viewed as valuable and contributory to skill improvement in the handling of staff.

Discussions with DET officials are rated the third most influential process in improving skills for the handling of staff. The respondents think so probably because during official visits the discussions usually revolve around staff and pupils. The respondents get an opportunity to be "coached" by the officials. The respondents, during these discussions, also have the opportunity to raise their own problems for discussions (cf. 2.9.1.4). Skills are improved in this way.

The rest of the programmes are rated low probably because they did not have any specific topics dealing with the question of handling staff.

3.3.5.4 Staff as a management area and top-downs

This question (cf. Appendix C - Questions 9.1-3) was asked to find out from the respondents how they evaluated the extent to which top-downs improved their skills in the handling of staff (cf. Table 3.24).

An equal number of 39 (39,4%) respondents say that top-downs improved their skills "much" and "very much". Sixteen (16,2%) say the extent of the influence was "a fair amount". Very few (3 - 3,0%) say top-downs improved their skills "little" and only 1 (1,0%) says it improved his skills "very little".

The respondents are favourably impressed by the top-downs as far as their skills in handling staff are concerned. As indicated under paragraph 3.3.5.3 above part of the reason for this disposition is the exposure to the 2 top-downs that deal with the handling of staff.

Top-down No. 2 (1985:24) emphasises that the manager must always state how well a task must be done, i.e., the standard of performance that is expected (cf. Expressing your expectations for teacher performance to teachers).

Top-down No. 7 (1986:14) declares, "Clear tasks and objectives ensure that people know what is expected of them as team members." (cf. Discussing purpose and direction of school with staff).

Lastly, Top-down No. 2 (1985:12) emphasises that tasks should be defined and clear objectives should be set (cf. Communicating weekly and monthly objectives to staff).

TABEL 3.24

STAFF AS A MANAGEMENT AREA AND TOP-DOWNS

		Very little		Little		A fair amount		Much		Very much	
		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
Expressing expectations	Nul responses	33	100,0	33	100,0	28	84,8	17	51,5	21	63,6
	Responses	0	0,0	0	0,0	5	15,2	16	48,5	12	36,4
Purpose and direction	Nul responses	33	100,00	32	97,0	28	84,8	22	66,7	18	54,5
	Responses	0	0,0	1	3,0	5	15,2	11	33,3	15	45,5
Communicating objectives	Nul responses	32	97,0	31	93,9	27	81,8	21	63,6	21	63,6
	Responses	1	3,0	2	6,1	6	18,2	12	36,4	12	36,4
Total	Nul responses	98	99,0	96	97,0	83	83,8	60	60,0	60	60,6
	Responses	1	1,0	3	3,0	16	16,2	39	39,4	39	39,4

With these management sub-tasks so well covered it is understandable that most respondents should claim that their skills were improved by the top-downs.

3.3.5.5 Parents as a management area and management development programmes

The aim in asking this question (cf. Appendix C - Question 10.1-3) was to establish from the respondents which of the 7 management development programmes were instrumental in improving the skills in the management sub-tasks of handling parents (cf. Table 3.25).

According to Table 3.25 most of the respondents (58 - 58,6%) select top-downs as the programme which had the greatest effect on their performance skills of all three management sub-tasks of handling parents. Other respondents (35 - 35,5%) select addresses to teachers, parents and pupils as the second most effective programme. Discussions with DET officials get a total of 27 (27,3%) respondents, therefore placing this process third on the frequency scale.

The other processes have totals varying from 8 (8,1%) to 20 (20,2%) respondents. The lowest of these processes is conferences and seminars which has a low count of only 8 (8,1%).

As in other instances most respondents attribute their improved skills in handling parents to top-downs. Again the explanation can be found in the fact that a special top-down was designed to meet this need. The specific top-down is Top-down No. 4 (cf. 2.11.4.3)

Addresses to teachers, parents and pupils follow top-downs as the process that improved the relevant skills in handling parents. In the preparation for addressing parents and in the actual exercise one gains experience and through observation, techniques and approaches are also improved.

TABEL 3.25

PARENTS AS A MANAGEMENT AREA AND MANAGEMENT DEVELOPMENT PROGRAMMES

		Addressing parents individually		Addressing parents as a group		Communicating school progress and needs to parents in writing		Total	
		N	%	N	%	N	%	N	%
Top-downs	Nul responses	13	39,4	15	45,5	13	39,4	41	41,4
	Responses	20	60,6	18	54,5	20	60,6	58	58,6
Conferences	Nul responses	31	93,9	31	93,9	29	87,9	91	91,9
	Responses	2	6,1	2	6,1	4	12,1	8	8,1
Teachers' centre	Nul responses	28	84,8	31	93,9	28	84,8	87	87,9
	Responses	5	15,2	2	6,1	5	15,2	12	12,1
Studies	Nul responses	29	87,9	28	84,8	30	90,9	87	87,9
	Responses	4	12,1	5	15,2	3	9,1	12	12,1
DET officials	Nul responses	26	78,8	26	78,8	20	60,6	72	72,7
	Responses	7	21,2	7	21,2	13	39,4	27	27,3
Addresses	Nul responses	20	60,6	19	57,6	25	75,8	64	64,6
	Responses	13	39,4	14	42,4	8	24,2	35	35,4
Courses	Nul responses	24	72,7	27	81,8	28	84,8	79	79,8
	Responses	9	27,3	6	18,2	5	15,2	20	20,2

Discussions with DET officials are also ranked high probably because before parent meetings are held the Inspectorate has to be informed. In most instances the agenda is discussed with the circuit inspector and he is also invited to attend the meeting. The inspector becomes a high-profile person where handling of parents is concerned.

One lecture in the 1982 series of lectures indirectly covers the question of handling parents. Lecture 2 deals with handling of parents (cf. 2.10.3.3). Referring to parents and Governing Councils this lecture says that meetings must be held regularly and members should be regularly provided with quarterly reports (cf. 2.10.3.3).

The other 3 processes are rated as not very effectual in improving skills probably because the processes did not treat techniques of dealing with parents in any of their topics.

3.3.5.6 Parents as a management area and top-downs

The aim in asking this question (cf. Appendix C, questions 10.1-3) was to determine how respondents evaluated the extent of the influence of top-downs on the improvement of skills in the performance of the management tasks of handling parents (cf. Table 3.26).

According to Table 3.26 most respondents (37 - 37,4%) say that they learnt "much" from top-downs. Thirty-one (31,3%) respondents reply that they learnt "very much" and 23 (23,2%) say that they learnt "a fair amount",

Only a small number (6 - 6,1%) claim to have learnt "little" from top-downs and 2 (2,0%) say that they learnt "very little".

The Top-down No. 4, Manual on Standards, Ideas and Procedures (cf. 2.11.4.3) instructs the principal to

- * maintain an open-door policy towards parents, i.e., addressing parents individually,

TABLE 3.26

PARENTS AS A MANAGEMENT AREA AND TOP-DOWNS

		Very little		Little		A fair amount		Much		Very much	
		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
Individually	Nul responses	32	97,0	31	93,9	27	81,8	21	63,6	21	63,6
	Responses	1	3,0	2	6,1	6	18,2	12	36,4	12	36,4
As groups	Nul responses	33	100,00	31	93,9	27	81,8	19	57,6	22	66,7
	Responses	0	0,0	2	6,1	6	18,2	14	42,4	11	33,3
Communicating	Nul responses	32	97,0	31	93,9	22	66,7	22	66,7	25	75,8
	Responses	1	3,0	2	6,1	11	33,3	11	33,3	8	24,2
Total	Nul responses	97	98,0	93	93,9	76	76,8	62	62,6	68	68,7
	Responses	2	2,0	6	6,1	23	23,2	37	37,4	31	31,3

- * ensure that at least 2 parent meetings/functions are organised annually, i.e., addressing parents as a group, and
- * ensure that regular newsletters and circulars are sent to parents, i.e., communicating school progress and needs to parents in writing.

In the light of these direct instructions it is understandable that most respondents should claim to have improved their skills "much" and "very much". Coupled with the fact that circuit inspectors regularly check on when parents' meetings were held and also demand for copies of newsletters sent to parents, the respondents have to rate the influence of top-downs very high.

There are a few respondents (8 - 8,1%) who improved a "little" and "very little". These could possibly be the respondents who were handling parents well before their exposure to top-downs. Alternatively, they could be respondents who, in spite of top-downs, are still making heavy weather of handling parents.

3.3.5.7 Physical assets and procedures as management areas and management development programmes

This question (cf. Appendix C - Question 11.1-2) was asked to find out from the respondents which of the management development processes improved the respondents' skills in handling physical assets and procedures (cf. Table 3.27).

Table 3.27 indicates that most respondents (43 -65,2%) claim that top-downs are the programme that improved their skills most in the handling of physical assets and procedures. Second to top-downs are discussions with DET officials with 22 (33,3%) respondents favouring this programme. Management development courses are placed a poor third with only 15 (22,7%) of the respondents claiming that the courses improved their skills. Conferences and seminars have a total of 8 (12,1%) respondents attributing skill improvement to

TABLE 3.27

FINANCES AS A MANAGEMENT AREA AND MANAGEMENT DEVELOPMENT PROGRAMMES

		Drawing up reasonable estimates		Using monies to meet needs according to budget		Total	
		N	%	N	%	N	%
Top-downs	Nul responses	20	60,6	16	48,5	36	54,5
	Responses	13	39,4	17	51,5	30	45,5
Conferences	Nul responses	25	75,8	28	84,8	53	80,3
	Responses	8	24,2	5	15,2	13	19,7
Teachers' centre	Nul responses	30	90,9	30	90,9	60	90,9
	Responses	3	9,1	3	9,1	6	9,1
Studies	Nul responses	33	100,0	33	100,0	66	100,0
	Responses	0	0,0	0	0,0	0	0,0
DET officials	Nul responses	17	51,5	14	42,4	31	47,0
	Responses	16	48,5	19	57,6	35	53,0
Addresses to	Nul responses	32	97,0	31	93,9	63	95,5
	Responses	1	3,0	2	6,1	3	4,5
Courses	Nul responses	26	78,8	26	78,8	52	78,8
	Responses	7	21,2	7	21,2	14	21,2

them. The rest of the programmes are not thought of to have improved skills in the handling of physical assets and procedures by many respondents (2 - 3,0% to 5 - 7,6%).

That top-downs are selected by most respondents as the process that had the greatest influence in improving their skills, can be attributed to the fact that Top-down No. 3 and Top-down No. 6 deal specifically with the two management sub-tasks (cf. 2.11.4.3).

Discussions with DET officials are selected the second most influential process in improving performing skills in the area of physical assets and procedures. This high rating could be attributed to the fact that the officials check on conditions of physical assets during their visits to schools. Additionally, there is a special checklist (ET 480) which is used by the officials for checking on conditions of buildings, stock, and files (cf. 2.9.1.4.2).

Courses are placed third by the respondents probably because of indirect treatment of the management tasks in several of the lectures of the 1982 management programme by the DET, e.g. Lecture 4 and Lecture 6 (cf. 2.10.3.1). These lectures touch on the creation of a school environment conducive to learning.

The other processes are probably quiet on the question of the handling of physical assets and procedures. The respondents do not therefore consider them to have contributed much to their improved skills in this area of physical assets and procedures.

3.3.5.8 Physical assets and procedures as management areas and top-downs

This question (cf. Appendix C - Questions 11.1-2) was asked to find out how respondents evaluated the extent of the influence of the top-downs on their skills in handling of physical assets and procedures (cf. Table 3.28).

TABLE 3.28

PHYSICAL ASSETS AND PROCEDURES AS MANAGEMENT AREAS AND TOP-DOWNS

		Very little		Little		A fair amount		Much		Very much	
		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
Improve environment	Nul responses	33	100,0	32	97,0	24	72,7	20	60,6	23	69,7
	Responses	0	0,0	1	3,0	9	27,3	13	39,4	10	30,3
Filing system	Nul responses	32	97,0	31	93,9	22	66,7	23	69,7	24	72,7
	Responses	1	3,0	2	6,1	11	33,3	10	30,3	9	27,3
Total	Nul responses	65	98,3	63	95,5	46	69,7	43	65,2	47	71,2
	Responses	1	1,5	3	4,5	20	30,3	23	34,8	19	28,8

Twenty-three (34,8%) of the respondents say that top-downs improved their performance skills in the handling of physical assets and procedures "much". The second greatest number of respondents (20 - 30,3%) say the programme improved their skills "a fair amount" and 19 (28,8%) say the programme improved their skills "very much".

A few respondents, 3 (4,5%), are not impressed in that they say the programme improved them "little" and a solitary 1 (1,5%) respondent says the improvement due to the programme was "very little".

A possible explanation for this very favourable disposition by respondents towards top-downs is that the first management sub-task - improving the school's physical environment - is adequately covered by Top-down No. 3 (cf. 2.11.4.3). This top-down maintains that it is important to manage physical assets well because good management "has a direct influence on the performance of the staff and pupils in the school".

The second management sub-task of implementing a specific filing system is adequately covered by Top-down No. 6 (cf. 2.11.4.3). This top-down avers that, "The management of methods and procedures is directly related to performance. Methods and procedures are therefore the tools which make a manager more effective."

In the light of the above and the recency associated with top-downs it is understandable that the respondents should be so favourably disposed towards the top-downs.

3.3.5.9 Finances as a management area and management development programmes

This question (cf. Appendix C - Question 12.1-2) was asked to elicit from the respondents which of the management development processes improved their performance skills in the handling of finances (cf. Table 3.29).

TABLE 3.29

FINANCES AS A MANAGEMENT AREA AND MANAGEMENT DEVELOPMENT PROGRAMMES

		Drawing up reasonable estimates		Using monies to meet needs according to budget		Total	
		N	%	N	%	N	%
Top-downs	Nul responses	20	60,6	16	48,5	36	54,5
	Responses	13	39,4	17	51,5	30	45,5
Conferences	Nul responses	25	75,8	28	84,8	53	80,3
	Responses	8	24,2	5	15,2	13	19,7
Teachers' centre	Nul responses	30	90,9	30	90,9	60	90,9
	Responses	3	9,1	3	9,1	6	9,1
Studies	Nul responses	33	100,0	33	100,0	66	100,0
	Responses	0	0,0	0	0,0	0	0,0
DET officials	Nul responses	17	51,5	14	42,4	31	47,0
	Responses	16	48,5	19	57,6	35	53,0
Addresses to	Nul responses	32	97,0	31	93,9	63	95,5
	Responses	1	3,0	2	6,1	3	4,5
Courses	Nul responses	26	78,8	26	78,8	52	78,8
	Responses	7	21,2	7	21,2	14	21,2

According to Table 3.29 most respondents, (35 - 53,0%), discussions with DET officials are selected as the process which had the greatest influence on their performance skills in the area of finance handling. Thirty (45,5%) respondents selected top-downs and 14 (21,2%) respondents selected management development courses as the process that improved the relevant skills. Conferences and seminars run a poor fourth with only 13 (19,7%) respondents selecting them as having had an influence. The others, discussions at teachers' centres (6 - 9,1%) and addresses to teachers, parents and pupils (3 4,5%) are not selected by many. Not a single respondent selected studies for a degree or diploma as having improved their skills at all.

Discussions with DET officials are said to have improved the respondents' skills in the handling of finances. This could be due to the fact that circuit officials monitor the use of monies and check on financial books on a regular basis. The Inspectorate regularly runs courses on methods of keeping financial books. The circuit office also calls in the financial books for scrutiny before the books are sent to the auditors. This activity by the DET officials explains why respondents think that their skills in handling finances were improved most by discussions with DET officials.

For the first time the respondents selected top-downs as only the second most influential process. This could be due to the fact that in most other instances top-downs had special top-downs dealing with the management tasks and areas. In the case of finances no such top-down was written. However, Top-down No. 6 (cf. 2.11.4.3) does touch on finances because they are part of methods and procedures.

Management development courses are rated highly by the respondents because, as indicated in the comment on discussions with DET officials above, courses on finances have been held at circuit level. Secondly, the management development programme of 1982 had a special lecture on finances. Lecture No. 13 (not summarised), dealt in detail with the question of how financial books were to be kept.

The other programmes are not rated very highly probably because the question of finances was not treated as a special topic by them. That studies for a degree or diploma should reflect a 100,0% nul response could be attributed to the fact that most studies deal with subject content and methods. They do not have finances as a special topic except for subjects such as Business Economics and Accounting.

3.3.5.10 Finances as a management area and top-downs

The aim in asking this question (cf. Appendix C - Question 12.1-2) was to find out how the respondents evaluated the extent of the influence of top-downs to their performance skills in the area of handling of finances (cf. Table 3.30).

Most respondents (25 - 37,9%) rate the top-downs as having improved their performance skills in the two management sub-tasks of finances to "a fair amount" and "much". Twelve (18,2%) say the improvement was "very much" and 2 (3,0%) say they learnt "little" and "very little" from their exposure to top-downs.

In spite of the absence of a top-down specifically addressing the question of finances the respondents feel that they learnt to a certain extent from top-downs. The reason could be that the general theme of top-downs is that one should plan beforehand what one would like to do. This naturally includes money matters because estimates and the budget have to be planned.

3.3.5.11 Conclusion

From the above discussions it is clear that the respondents think that each of the management development programmes had a hand in the improvement of their handling skills of the management areas. The respondents also evaluate the top-downs very favourably as having improved their handling skills of the management areas.

TABLE 3.30

FINANCES AS A MANAGEMENT AREA OF TOP-DOWNS

		Very little		Little		A fair amount		Much		Very much	
		1		2		3		4		5	
		N	%	N	%	N	%	N	%	N	%
Reasonable estimates	Nul responses	32	97,0	32	97,0	20	60,6	20	60,6	28	84,8
	Responses	1	3,0	1	3,0	13	39,4	13	39,4	5	15,2
Spending to budget	Nul responses	32	97,0	32	97,0	21	63,6	21	63,6	26	78,8
	Responses	1	3,0	1	3,0	12	36,4	12	36,4	7	21,2
Total	Nul responses	64	97,0	64	97,0	41	62,1	41	62,1	54	81,8
	Responses	2	3,0	2	3,0	25	37,9	25	37,9	12	18,2

TABLE 3.31

MANAGEMENT DEVELOPMENT PROGRAMMES AND MANAGEMENT AREAS

		Pupils		Pupils Staff		Staff Parents		Parents Phy. Assets Procedures		Phy. Assets Finances		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Top-downs	Nul responses	33	50,0	32	32,3	41	41,4	23	34,8	36	54,5	165	41,7
	Responses	33	50,0	67	67,7	58	58,6	43	65,2	30	45,5	231	58,3
Conferences	Nul responses	66	100,0	91	91,1	91	91,9	58	87,9	53	80,3	359	90,7
	Responses	0	0,0	8	8,1	8	8,1	8	12,1	13	19,7	37	9,3
Teachers' centre	Nul responses	63	95,5	85	85,9	87	87,9	61	92,4	60	90,9	356	89,9
	Responses	3	4,5	14	14,1	12	12,1	5	7,6	6	9,1	40	10,1
Studies	Nul responses	58	87,9	91	91,9	87	87,9	64	97,0	66	100,0	366	92,4
	Responses	8	12,1	8	8,1	12	12,1	2	3,0	0	0,0	30	7,6
DET officials	Nul responses	48	72,7	74	74,7	72	72,7	44	66,7	31	47,0	269	67,9
	Responses	18	27,3	25	25,3	27	27,3	22	33,3	35	53,0	127	32,1
Addresses	Nul responses	41	62,1	69	69,7	64	64,6	61	92,4	63	95,5	298	75,3
	Responses	25	37,9	30	30,3	35	35,4	5	7,6	3	4,5	98	24,7
Courses	Nul responses	48	72,7	79	79,8	79	79,8	51	77,3	52	78,8	309	78,0
	Responses	18	27,3	20	20,2	20	20,2	15	22,7	14	21,1	87	22,0

3.3.5.11.1 Management development programmes and management areas

The management development programme that is favoured by most respondents is the top-downs (58,3%) (cf. Table 3.31). As with the management tasks the management development programme with the second highest percentage is discussions with DET officials (32,1%). Addresses to teachers, parents and pupils are third with 24,7%. The rest of the management development programmes have low percentages: management development courses (22,0%), discussions at the teachers' centre (10,1%), conferences and seminars (9,3%) and finally, studies (6,5%) (cf. Table 3.31).

3.3.5.11.2 Top-downs and management areas

The respondents have evaluated the top-downs very favourably. When comparing the sums of the extremes "very little" and "little" with "much" and "very much" the results show the extent of the differences (cf. Table 3.32). A cumulative total of only 21 (2,7%) of the respondents regard the value of the influence of top-downs to the improvement of their handling skills as insignificant. On the other hand, a cumulative total of 271 (34,2%) said that the top-downs influenced them greatly (cf. Table 3.32).

TABLE 3.32

TOP-DOWNS AND MANAGEMENT AREAS

	Very little and little		Much and very much	
	N	%	N	%
Pupils	1	1,5	46	69,7
Staff	4	4,0	78	78,8
Parents	8	8,1	68	68,7
Physical Assets and procedures	4	6,1	42	63,6
Finances	4	6,1	37	56,1
Total	21	5,3	271	68,4

3.3.6 Evaluation of core programme and top-downs

In this section (Section E, questions 13-14) the data on how the respondents evaluate the core programme and the individual topdowns with regard to the extent to which these improved their management skills, will be analysed and interpreted.

3.3.6.1 Evaluation of core programme

The aim in asking this question (cf. Appendix C - Questions 13.1-2) was to find out from the respondents how they evaluated the core programme (cf. Table 3.33).

Most respondents (30 - 45,5%) say that they "learnt very much" from the core programme. Twenty-two (33,3%) say that they "learnt much" and 14 (21,2%) say that they "learnt a fair amount". No one says that he learnt nothing or little.

It can be presumed that the respondents have learnt the five outputs of the DET well (cf. 2.11.4.1). It can further be presumed that the respondents know the six steps to be followed in the process of coaching (cf. 2.11.4.2).

With the knowledge of what outputs are, the respondents can operationalise these and make them into weekly and monthly objectives. With the added skill of coaching the respondents will be in a position to continually keep the objectives in focus and to support their subordinates.

3.3.6.2 Evaluation of individual top-downs

The aim in this question (cf. Appendix C - Questions 14.1-8) was to establish how the respondents evaluated the individual top-downs (cf. Table 3.34).

TABLE 3.33

EVALUATION OF CORE PROGRAMME

	Very little		Little		A fair amount		Much		Very much	
	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Outputs of the DET	0	0,0	0	0,0	9	27,3	11	33,3	13	39,4
Procedures for coaching subordinates	0	0,0	0	0,0	5	15,2	11	33,3	17	51,5
Total	0	0,0	0	0,0	14	21,2	22	33,3	30	45,5

TABLE 3.34

EVALUATION OF INDIVIDUAL TOP-DOWNS

	Learnt nothing		Learnt little		Learnt a fair amount		Learnt much		Learnt very much	
	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Top-down No. 1	0	0,0	0	0,0	4	12,1	21	63,6	8	24,2
Top-down No. 2	0	0,0	1	3,0	3	9,1	16	48,5	13	39,4
Top-down No. 3	0	0,0	2	6,1	4	12,1	13	39,4	14	42,4
Top-down No. 4	0	0,0	0	0,0	7	21,2	14	42,4	12	36,4
Top-down No. 5	1	3,0	2	6,1	3	9,1	14	42,4	13	39,4
Top-down No. 6	0	0,0	3	9,1	7	21,2	16	48,5	7	21,2
Top-down No. 7	0	0,0	0	0,0	6	18,2	17	51,5	10	30,3
Top-down No. 8	2	6,1	1	3,0	2	6,1	16	48,5	12	36,4
Total	3	1,1	9	3,4	36	13,6	127	48,1	89	33,7

According to Table 3.34 the respondents constantly claim that they learnt much from each top-down. Out of a possible total of 264 responses for all top-downs, 127 (48,1%) respondents say that they "learnt much". The second largest group of respondents (89-33,7%) is that which claims to have "learnt very much", followed by a group of 36 (13,6%) who say that they "learnt a fair amount". A negligible number of 9 (3,4%) respondents claims to have "learnt little" and a still more negligible number of respondents (3-1,1%) claims to have "learnt nothing".

The top-downs have apparently gone down very well with the respondents. The respondents have learnt to manage personal objectives, time and image. Therefore, they have developed personally as managers. They have also learnt how to delegate duties, how to manage physical assets, how to initiate and manage parent involvement and other skills covered by the top-downs. The respondents have found relevance in all the top-downs and have personalised the experiences described in the top-downs to make them their own.

3.4 CONCLUSIONS

Section A shows that the respondents view top-downs as the programme which most improved their skills in the performance of all the management tasks and all but one management area, viz., finances. The teaching method of the top-downs which includes a built-in feedback system consisting of check-lists makes the top-downs a high-profile programme.

Another point for consideration is the fact that the top-downs are an official DET programme which is presented to respondents by departmental officials (circuit inspectors). Added to this is the fact that the researcher, also a circuit inspector, has presented the top-downs to the respondents. The last two points could have influenced the respondents to answer in favour of top-downs for fear of discrediting an official programme.

The other programmes are placed far below top-downs by the respondents. Discussions with the DET officials are placed a poor second for their effectiveness in improving performing skills. The most ineffectual programme, according to respondents, is that of attendance of a conference or seminar. Out of a possible cumulative total of 891 responses for each these are the scores in order of merit:

TABLE 3.35

EVALUATION OF MANAGEMENT DEVELOPMENT PROGRAMMES

	N	%
Top-downs	555	62,3
Discussions with DET officials	256	28,7
Management development courses	208	23,3
Addresses to teachers, parents and pupils	162	18,2
Discussions at teachers' centre	114	12,8
Studies for degree or diploma	102	11,4
Attending conferences and seminars	80	9,0

The selection of official programmes over non-official ones can be attributed to an anxiety to please on the part of the respondents. Studies, conferences and seminars are mostly personal and unofficial and are not supposed to reflect on officialdom. Therefore, they are said not to have influenced performance skills.

In Section B the respondents came out distinctly in favour of top-downs. Most claimed that top-downs improved their performance skills much and very much. Many said that their skills improved to a fair amount whilst very few said their skills improved little or very little. Many of the tasks, areas and sub-tasks are adequately covered by the top-downs. Yet, even with those sub-tasks which are not covered by any specific top-down the respondents claim that their skills were improved to a large extent.

A case in point is that of question 3.3.4.1 which asks the respondents to rate the extent to which exposure to top-downs improved their skills in the performance of "effective steps for decision-making/decisiveness". The respondents rated top-downs as follows (cf. Table 3.12):

Very little	1 (3,0%)
Little	0 (0,0%)
A fair amount	5 (15,2%)
Much	18 (54,5%)
Very much	9 (27,3%)

Of the 33 respondents, 32 said that their skills were improved by the top-downs to varying degrees of proficiency; yet the respondents at the time of answering the questionnaire, had not yet received Top-down No. 10: "Decision-making and problem-solving in schools". The top-down was only presented to the circuit inspectors on 11th April, 1989. The respondents received it later. This makes the sincerity of some of the respondents questionable.

3.5 SUMMARY

The questionnaire, which was the measuring instrument in this study, found a favourable reception among respondents as 86,8% of the questionnaires were returned. The biographical data revealed that there were more male than female principals, that the average age of the principals in the target group was under 50 years, that the average experience as principals was under 15 years, that the senior certificate was the average academic qualification and a pre-matriculation teachers' certificate the most common professional qualification.

Most respondents headed primary schools; the average pupil enrolment was in the 600-799 range; and the size of staffs averaged 10 to 19 teachers.

According to the data most respondents attributed their improved skills in the performance of the different management tasks and the handling of the different management areas to top-downs. In evaluating top-downs the respondents also favoured the top-downs programme rating it, on average, as having improved their skills "much". The core programme and the individual top-downs were also evaluated favourably by the respondents.

CHAPTER 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 INTRODUCTION

In this chapter a summary of the overall findings will be made. Conclusions which have been made from the study will be put forward. Finally, recommendations relating to improvements to the management development programmes of the DET and recommendations relating to further study and research in the field of this study will be made.

4.2 SUMMARY

In the first chapter the problem in this study was identified as lack of adequate preparations for persons appointed as principals in the black urban schools of the DET. Prior to 1984 principals were appointed for reasons other than management aptitude - they were appointed for their teaching ability.

Attempts to improve management competencies of principals were discussed. These included the 1982 series of lectures called "School management" which were presented by DET officials. Another system that was introduced was the PES's top-down programme.

The format which the study would follow was also discussed.

In the second chapter a literature study of management development was made. Definitions of relevant concepts were made. The management competencies of successful principals as observed by different education management researchers were listed. The nature, aims and factors of management development were discussed in some detail. The management tasks and knowledge thereof were gone into and put forward as a condition for handling of management areas.

Official methods used by the DET within and outside the schools to improve management development skills were gone into. Similarly, unofficial methods used by the teachers' organisations as well as other instances to improve the principals were discussed.

The reasoning behind the introduction of the top-down programme in the DET was focused on. Methods used by the top-down programme to ensure that each top-down was read and discussed from beginning to end were described. Coaching as an informal management system was discussed. The contents of each of the first eight top-downs which received attention in this study were discussed albeit briefly.

In the third chapter an empirical study of the effectiveness of the management development programmes was made. The questionnaire, as the measuring instrument used in the study, was described, including its shortcomings and advantages. The administrative procedures for the questionnaires, the composition of the target group and the statistical technique used in analysing the questionnaire data were described.

After the data was worked out by computer, the data was tabled in matrix form with percentages. Findings of each were described and interpreted individually. Comparisons were made between management tasks and areas and management development programmes. Top-downs were evaluated for their effectiveness in improving performing skills of the management tasks and handling skills of the management areas. The evaluation of the core programme and the first eight top-downs were analysed and interpreted.

4.3 CONCLUSIONS

4.3.1 Conclusions concerning literature study

The following conclusions were made from the literature study:

- * Some education management researchers identified competencies which management development programmes should develop and

improve. Some of the competencies are: sensitivity to school needs, appreciation of interpersonal learning styles, ability to make decisions and solve problems and presence of a personal education philosophy which will provide a strong intellectual base (cf. 2.4; 2.7).

- * Other competencies which are emphasised in the literature study are commitment to school mission, a core set of standards, high expectations, tactical adaptability, and ability to scan, monitor and interpret events (cf. 2.4; 2.5).
- * Other researchers have identified what management development programmes should embrace. These include education policy and law-making, education law and ordinances, departmental policy, regulations and rules, financing and staff management (cf. 2.4; 2.5; 2.7).
- * The need for knowledge of what the management tasks and management areas are is also emphasised in the literature study (cf. 2.8).

4.3.2 Conclusions concerning the empirical research

- * Most of the respondents in the target group are not highly qualified because most of them have only a senior certificate and a prematriculation professional certificate (3.3.1.4 - 5).
- * Whilst the average school has a pupil enrolment of between 600 and 799 all the secondary schools are unwieldy as they have pupil enrolment in excess of 1 200 pupils and staff members exceeding 30. To add to the problems in secondary schools, 2 of the respondents who head such schools have only a senior certificate as their highest academic qualification (cf. 3.3.2.3 - 4).
- * The respondents selected top-downs as the most influential of

the seven management development programmes that influenced their management skills on 11 of the 12 comparisons. Obviously, the top-downs, as a high profile programme, is highly esteemed by the respondents (cf. 3.3.4.9).

- * The top-downs are evaluated by the respondents as having improved the management skills much. This evaluation is favourable for both the management tasks and the management areas. Therefore, it must be accepted that the respondents are really favourably impressed by the top-downs (cf. 3.3.4.9; 3.3.5.11).
- * An important conclusion is that in Chapter 1 (cf. 1.2) it was maintained that principals view top-downs as addressing an utopian situation which does not relate to their own peculiar situations. The empirical study, however, proves that this is not the view of the principals. Their view is that top-downs are a down-to-earth and practical programme which has assisted them significantly in their day-to-day management of tasks and areas.
- * Also, in chapter one (cf. 1.2) it was avered that top-downs involve principals in a lot of written work which is of nuisance value. The empirical study, which shows general acceptance of all the principles of the top-down programme, proves that principals also accept that plans and objectives have to be written. Presumably the principals do not write down objectives for the benefit of their supervisors only but also with the intention of implementation.

4.4 RECOMMENDATIONS

4.4.1 Recommendations concerning management development programmes in the DET

- * The literature study emphasises the fact that course-goers develop a positive attitude towards courses whose course content they had a say in. It could be helpful if course-goers were allowed

an input in the course content of the management development courses.

- * The teachers' centre as a venue for discussions among peers is depicted as an important management programme in the literature study because, among peers, the atmosphere is non-threatening and supportive. The DET would do well to develop as many as possible of these centres and for local management to allow principals to organise programmes for themselves.
- * The need for a top-down dealing specifically with school finances is clearly indicated (cf. 3.3.5.9; 3.3.5.11). It is recommended that PES should develop such a top-down.
- * Another short-coming is the absence of training in education law in any of the programmes used within the DET. Education researchers emphasise this aspect as a necessary component in management development (cf. 2.4). It is recommended that this aspect be included in one of the programmes.

4.4.2 Recommendations for further research

- * The question of whether respondents of other areas would have responded to the questionnaire as those in the Vanderbijipark area did will remain unanswered until similar investigations are carried out in other areas. A study on similar lines encompassing a far larger target group is recommended.
- * There is a nagging suspicion that the researcher in this study might have subtly caused a bias among respondents by his rank of circuit inspector. The respondents might have answered in such a way as to satisfy the researcher whom they knew as an official of the DET. The use of outside independent agencies might produce different results with the same group.

- * An unstructured questionnaire might identify other management development programmes which have not been identified in this study. Such a questionnaire could be preliminary - to be followed by a structured one based on the findings of the first.

- * There is little in the literature on methods for teaching adults. Maybe the top-downs are effective because of their read-answer-and-discuss technique. Or, maybe, the persistent follow-ups are the ones that make the respondents to retain what has been learnt. An experimental study to establish precisely which methods are most effective for adult learning is recommended.

4.5 SUMMARY

In this chapter a summary of the first three chapters was made. Conclusions which the researcher reached in the light of the literature study and empirical research were discussed. Recommendations regarding improvements to management development programmes were made. Because of the inconclusiveness of some of the findings in this study recommendations regarding further study and research in the field of management development were made.

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APPENDIX A

Ref. No.:8/1/1
Enquiries: K.J. Makhokolo
Tel. No.: (016) 33-4031

Vanderbijlpark Area
Private Bag X036
VANDERBIJLPARK, 1900
2 October 1987

The Director-General
Department of Education and Training
Private Bag X212
PRETORIA.

Dear Sir

INTERVIEW OF STAFF THROUGH QUESTIONNAIRE

This serves as a request for approval of my use of urban principals of the Vanderbijlpark area for interviews and questionnaires in research for the M.Ed. degree.

I am a First Education Adviser (Educational Auxiliary Services) attached to the Vanderbijlpark Area.

I am enrolled with Potchefstroom University for Christian Higher Education. My topic is, "The management development of principals in black schools with special reference to Top-downs." The proposal has already been accepted by the University and I am presently at work on the second chapter which has to do with the theory of management development.

I will be willing to submit the questionnaire/structural interview before proceeding with the application of same among subjects.

Thanking you in advance,

Your sincerely

K.J. MAKHOKOLO (Mr.)

APPENDIX B

OO/ET 230

REPUBLIEK VAN SUID-AFRIKA
 Telegramadres }
 Telegraphic address } "IMFUNDO"
 Teleks No. }
 Telex No. }
 Telefoon } Direk } (012) 312-5911
 Telephone } Direct }



REPUBLIC OF SOUTH AFRICA By beantwoording meld
 In reply please quote
 No. 6/16/2

DEPARTEMENT VAN ONDERWYS EN OPLEIDING
 DEPARTMENT OF EDUCATION AND TRAINING

Adresseer alle briewe aan Direkteur-generaal
 All communications to be addressed to Director-General

Privaatsek } X212
 Private Bag }
 PRETORIA
 0001

1989-01-20

NAVRAE : DR. G.J. ROOS
 TEL.NO: (012) 312-8063

Prof. P.C. van der Westhuizen
 Departement Vergelykende Opvoedkunde en Onderwysbestuur
 PU vir CHO
 POTCHEFSTROOM
 2520

Gegte prof. van der Westhuizen

NAVORSING : MNR. K.J. MAKHOKOLO

U skrywe van 5 Desember 1988 onder verwysing PCvdW/mw het betrekking.

Dit is vir my aangenaam om u mee te deel dat Hoofkantoor geen beswaar het teen mnr. Makhokolo se voorgenome navorsing by gemeenskapskole in die Oranje-Vaalstreek, Vanderbijiparkkring nie.

Toestemming om navorsing by die betrokke skole te doen geskied onderhewig aan die voorwaardes soos vervat in die aangehegte aansoek - en ondernemingsvorm.

'n Kopie van hierdie brief asook kopieë van ander tersaaklike dokumentasie, word ter inligting en vir die nodige aandag aan die Streekdirekteur Onderwys en Opleiding, Oranje-Vaalstreek gestuur. Die student moet asseblief direk met die streekdirekteur in verbinding tree.

Kommentaar deur die Direkoraat Menslike Hulpbronontwikkeling op die betrokke verslys, word ook ter inligting hierby aangeheg.

Met agting en vriendelike groete

WAARNEMENDE DIREKTEUR-GENERAAL

AN ENQUIRY INTO THE MANAGEMENT DEVELOPMENT PRACTICES IN THE DET**SECTION A**

--	--

 (1-2)
1. BIOGRAPHICAL DETAILS

Please make a cross (X) in the appropriate box.

1.1 Sex:

Male

Female

	1
	2

 (3)
1.2 Age:

20-29

30-39

40-49

50-59

60 and older

	1
	2
	3
	4
	5

 (4)
1.3 Experience - number of years as principal:

0-4

5-9

10-14

15-19

20 and more

	1
	2
	3
	4
	5

 (5)
1.4 Highest academic qualification:

Junior Certificate

Senior Certificate

B. Degree

B.Ed. Hons. Degree

M. Degree

	1
	2
	3
	4
	5

 (6)
1.5 Highest professional qualification:

Pre-matric Certificate

Post-matric Certificate

Post-matric Diploma

Post-degree Diploma

	1
	2
	3
	4

 (7)

SECTION B**2. DEMOGRAPHICAL DETAILS**

Please make a cross (X) in the appropriate box.

2.1 Classification of school:

Lower primary

Higher primary

Combined primary

Secondary

	1	(8)
	2	
	3	
	4	

2.2 Pupil enrolment of school:

Less than 600

600-799

800-999

1 000-1 199

1 200 and more

	1	(9)
	2	
	3	
	4	
	5	

2.3 Size of staff:

Less than 9

10-19

20-29

30-39

40 and more

	1	(10)
	2	
	3	
	4	
	5	

SECTION C**3. EXPERIENCES**

Indicate in the appropriate box with a cross (X) if you have been involved in the following activities during the period of your principalship:

3.1 Attended a management development course, including top-down presentations**3.2 Attended a conference or seminar****3.3 Took part in management discussions at a teacher's centre****3.4 Studied for a degree or diploma****3.5 Had discussions on management with departmental officials (assistant director, circuit inspector or subject advisor)****3.6 Addressed teachers or pupils or parents**

	1	2	
	Yes	No	(11)
	Yes	No	(12)
	Yes	No	(13)
	Yes	No	(14)
	Yes	No	(15)
	Yes	No	(16)

SECTION E**TOP-DOWNS**

Indicate on a scale of 1-4 with a cross (X) the extent of your learning from the top-downs in the following aspect:

- 1 = Learnt nothing
 2 = Learnt little
 3 = Learnt a fair amount
 4 = Learnt much
 5 = Learnt very much

13. Core programme

13.1 Outputs of the DET

1	2	3	4	5	(11)
1	2	3	4	5	(12)

13.2 Procedures for coaching subordinates

14. To-downs

14.1 Management of personal objectives, time and image

1	2	3	4	5	(13)
---	---	---	---	---	------

14.2 Delegating of duties to subordinates

1	2	3	4	5	(14)
---	---	---	---	---	------

14.3 Management of physical assets

1	2	3	4	5	(15)
---	---	---	---	---	------

14.4 Initiation of parent involvement

1	2	3	4	5	(16)
---	---	---	---	---	------

14.5 Causes of conflict in schools

1	2	3	4	5	(17)
---	---	---	---	---	------

14.6 Filing of documents and keeping of inventories of stock

1	2	3	4	5	(18)
---	---	---	---	---	------

14.7 Communicating team goals to staff

1	2	3	4	5	(19)
---	---	---	---	---	------

14.8 Creation of a school climate in which student learning can best take place

1	2	3	4	5	(20)
---	---	---	---	---	------

APPENDIX D

S-1576
SHARPEVILLE 1933
30 September 1988

The Principal

Dear Sir/Madam

The enclosed questionnaire aims to get the opinions of principals in the Vanderbijlpark Circuit regarding the effect management development programmes have had on their management skills and competency.

Written permission has been obtained from the Department of Education and Training to carry out this academic research among principals.

Your name or that of the school does not appear anywhere in the questionnaire. All information will be treated in the strictest confidence and your anonymity will be protected. The code number appearing in the questionnaire is intended for the use of the researcher to control returned questionnaires.

You are sincerely requested to give priority to the filling in of this questionnaire and to return it in the enclosed stamped envelope.

Your understanding of the need for management development is highly appreciated.

Yours sincerely

K.J. MAKHOKOLO