

**A SURVEY OF MANAGEMENT DEVELOPMENT NEEDS OF
SCHOOL PRINCIPALS IN THE ATAMELANG DISTRICT OF
THE NORTH WEST PROVINCE.**

BY

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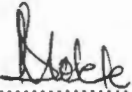
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DECLARATION

I declare that "A SURVEY OF MANAGEMENT DEVELOPMENT NEEDS OF SCHOOL PRINCIPALS IN THE ATAMELANG DISTRICT" is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of completed reference.



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ABSTRACT

The purpose of this study was to provide an overview of management development needs of school principals and to determine principals' views on their management development needs.

The subjects of the study were all the principals in the Atamelang district (in the North West province). 118 school principals answered the questionnaires. They were requested to indicate their views and contributions on the three categories, namely: Biographical aspects, Demographical aspects, and their views on management development needs. Results from the respondents were analysed. The study revealed that principals underlined their professional development in these areas: Outcomes based education, Policy drafting, Auditing financial books, Managing change, Bargaining with teacher unions, Learner and teacher discipline, Educational law, Teacher and learner appraisal, Developing mission statement, Managing and acquiring physical resources, Teacher, learner and parent relationship, School-based in service education for teachers, Teacher and principal induction and how to deal with learners with special needs.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

The tasks of the educational leader have undergone radical changes during the past few decades. The educational leader is subjected to changing demands, especially in respect of his or her management tasks. The principals' tasks now tend to be more management directed (Van der Westhuizen, 1991:2).



Cawood, in Van der Westhuizen, (1991:1) found out that in the 1940s the school principals spent 40% of their teaching time in the classroom, whereas in 1976 they spent only 27% of that time. Due to the changes that the education leader is faced with, it is therefore necessary for them to receive both academic and professional training in educational management. The education institutions should train teachers to teach and also prepare potential school leaders for the demands of promotion positions (Van der Westhuizen, 1991:4; Legotlo, 1994).

Van der Westhuizen (1991:1) points out that the traditional view was that a competent teacher with a certain number of years of teaching experience and the right personality was well equipped for the demands of principalship.

Principals are facing a continuous change in their environment. The political, social, economic and environmental forces that are influencing our society so dramatically are in turn having dramatic impact on all aspects of the school, including the nature of the teaching-learning process and student behaviour (Roe & Drake, 1980:1). Thus, the effective functioning of a school greatly depends on the professional conduct of the school principal and the leadership and management roles he fulfils (Van der Westhuizen, 1991:3). It is therefore necessary to examine management development programmes to help principals to cope well.

Hystek (1994) from Pretoria University also conducted research on the in-service training of principals in management competencies. His research was motivated by the many changes that are taking place in South African education. He further stated that these changes necessitate in-service training in specific management competencies to ensure that effective school management is maintained.

Various researchers (Boshof, ; De Wet) as quoted by Van der Westhuizen (1991:2) have suggested that successful completion of a course in educational management should be a recommendation when teachers are appointed in promotion posts.

Within the context of this proposal an orientation of the study is provided. A statement of the problem will be provided to facilitate an understanding of the problem under investigation. Following that, the research design will be given and terms relevant to the study will also be defined.

1.2 STATEMENT OF THE PROBLEM

What is observed is that there is a necessity for educational leaders to receive both academic and professional training in educational management. Today it is observed that few principals have acquired certain skills or attended in-service courses to enable them to cope with the managerial duties required (Legotlo: 1994). For those principals who never had any form of training in educational management, induction courses should be conducted.

The pattern that exists in the districts for one to be a principal is that one first becomes a teacher, then is promoted to a departmental head or deputy principal then later to a principalship post. Some teachers are promoted to principalship only because of their many years of teaching experience (Legotlo, 1994).

It is argued that to be promoted to a principalship position one should have undergone sufficient training in educational management. Thus, educational management courses should be a prerequisite for a principalship position. There should also be support programmes for those who are already in positions (Legotlo, 1991; Van der Westhuizen, 1994).

Heystek (1994) in his research noted that in South Africa in-service programmes are provided for newly appointed principals and the rest of the training occurs mostly in groups in the circuits under the supervision of the superintendent of education.

In the USA for example pre-service, and induction activities for new principals are in place (Legotlo, 1994). According to Cawood (1973:6) and Van der Westhuizen (1991:2) the need for specialised training for people who are likely to hold promotion posts in teaching was identified in the USA. Secondary and primary school principals' training programmes were acknowledged by universities and colleges as "state accredited programmes for educational leaders in the USA". In each of the 50 states (USA) it is currently a requirement that school principals should attend management development programmes. The assessment centres and the principals' centres play a major role in this regard (Van der Westhuizen, 1991:112). Universities are also responsible for preparation of school administrators while school districts and state departments determine the certification requirements. There is also the NASSP (National Association of Secondary School Principals) which presents weekly courses throughout the USA, as well as the American Association of School Administrators (Legotlo, 1994; Van der Westhuizen, 1991:112). The preparation programme contents include course work in educational organisation and administration, curriculum supervision, finance and school law (Legotlo: 1994).

In Britain the CCEA (Commonwealth Council of Educational Administration) was founded in 1970 and in 1978 a meeting of educational managers was attended in Canada by professors of educational administration. In addition the CCEA published a small Newspaper and a Newsletter on educational administration. Since 1973 CCEA also published studies in educational administration. In 1971 the BEMAS was found (British Educational Management and Administration Society). The BEMAS published the Newspaper on Educational Management and Administration. In 1971 there was also the establishment of the RMCs (Regional Management Centres); 12 of these were created and they offer degree courses, diploma courses and special courses on educational management (Van der Westhuizen, 1991:108).

In Australia since 1967 educational administration has been presented as a course at most universities. The journal of Educational Administration has become an important mouthpiece for the growth of educational management (Van der Westhuizen; 1991:108).

In Namibia there is a clearly defined management philosophy that some knowledge in management skills is a pre-requisite for all staff at head office and schools (Van der Westhuizen, 1991:113). The Directorate has formed a school management guidance team at head office with the specific task of giving assistance and management training to senior staff at schools (Van der Westhuizen, 1991:113).

In South Africa today, there is a report of the task team on educational management development appointed by the Minister of Education, Professor Bhengu. The team is convinced that the educational management development is the key to transformation of education. They further suggest the development of managers through education, training and long term support. Thus, in building competencies of individual managers, what is required is a shift in emphasis from training the individual towards support for individual development within the context of organisational development.

The task team's objectives are to advance a proposal for the establishment of a national institute for education management development in South Africa, to provide an interim education management support service, to make practical strategic proposals for improving education management capacity in South Africa.

This study focussed on the support programmes and needs of school principals in the Atamelang district.

1.3 PURPOSE OF THE STUDY

Aim 1: To determine the nature and scope of the professional development programmes for school principals.

Aim 2: To determine empirically the views of principals on their management development needs

1.4 METHODS OF RESEARCH

1.4.1 Literature Study:

A literature review was made on primary and secondary sources. A computer aided literature search was also conducted with the following key-words; pre-service; in-service; induction; principals' preparation programmes and training of school principals.

1.4.2 Empirical Investigation

1.4.2.1 A questionnaire was developed to collect the empirical data. The main purpose of the questionnaire was to determine the views of the principals on the in-service and induction needs of school principals and support programmes in place for them.

1.4.3 Population and Sampling

The simple random sampling method was used to select 65 school principals. A list of all schools(N=131) in the Atamelang district was compiled and every second school on the list was selected. Schools are categorised as follows.

| | |
|-----------------|------------|
| High Schools | 14 |
| Middle Schools | 27 |
| Primary Schools | 86 |
| Special Schools | 4 |
| TOTAL | 131 |

1.5 DATA ANALYSIS

Simple statistical techniques such as frequencies and percentages were employed in the analysis of data with the help of the statistical consultant of the University of North West.

1.6 DEFINITION OF TERMS

INDUCTION

A systematic organisational plan to help personnel to adjust readily and effectively to a new assignment so that they can contribute maximally to work of the system while realising personal and position satisfaction (Castetter, 1992:186).

Legotlo (1994) defines an induction programme as a process for developing, among new principals, knowledge, skills and attitudes and values essential to fulfilling their roles effectively. In this study induction refers to a well planned programme to help principals in addressing their management development needs.

IN-SERVICE

Planned programme of learning opportunities offered staff members for the purpose of improving the performance of individuals in already assigned positions (Castetter, 1992:538).

1.7 CHAPTER READINGS

- | | |
|-----------|--|
| Chapter 1 | Orientation |
| Chapter 2 | Literature study |
| Chapter 3 | Research design |
| Chapter 4 | Data analysis and interpretation |
| Chapter 5 | Summary, findings and recommendations. |

CHAPTER 2

LITERATURE STUDY

2.1 INTRODUCTION

The objective of this chapter is to give a brief review of literature on the nature and scope of management development programmes (pre-service mentoring induction and in-service) in both developed and developing countries.

For the past few years the role of the principal has undergone drastic changes. The role of the principal is now that of a manager, a leader as opposed to a teacher (Van der Westhuizen, 1991). Furthermore, the role of the principal was that of a single head of the school system whose primary function was to plan and manage technical operations. The current role is that of an administrator who must deal with the complex problems of the organisation, at the same time meeting many diverse external needs of the community and dealing with societal pressure sources. An increased pressure for accountability, competency testing and performance management has placed increasing and new demands on the already hard pressed executive. The traditional role of the principal as a leading professional is overshadowed by the need for managerial effectiveness (Van der Westhuizen, 1991).

Being a principal much less an effective one is not an easy job. The demands on principals have become more complex as the demands on public education for quality performance have intensified. Principals must learn and be helped to learn (McCurdy, 1983 : 6).

Although the value of the educational reform movement of the 1980s may be debated, one fact is clear, the role of the principal has become more complex. Shared decision making, merit pay for teachers, teachers empowerment, school based management, the use of technology in instruction, community control, public school choices and other educational reforms are placing new demands on those who choose to become principals during the 1990s (Parkay et al., 1990 :19). Principals alone do not have magic powers to create good

schools. It would be a mistake moreover to focus on principals at the expense of other critical factors such as teachers, textbooks, curriculum, school climate, school boards, funding and leadership of superintendents. In a sense, the principalship is special among all the components of the educational process. The principal is the critical agent who can get things done. Recognition is growing that the kind of person in the job will likely determine the kind of school that results (McCurdy, 1983 : 7).

Thus, there is a need to focus on the issues of principals selection, training and development to enhance the chance of ensuring efficient and effective school management (Mchugh et al. , 1995).

It may also be argued that the management aspect of the principals job necessitates the acquisition and development of a range of skills ignored by those concerned with teacher's training. Thus, attention must be focussed on training of principals if they are to be placed to perform their new role to a high standard. Those changing needs have implications for the training and development of those principals already in place or position and for selection and training of new appointees.



With regard to those who are already in position, the assumption underlying promotion is that the best teachers make the best managers without considering that the jobs of teachers and managers are extremely different, requiring different key skills and abilities (Mc Hugh et al.,1995). Such principals who have been recruited initially on the basis of their talent as teachers must now be able to perform a different role and use different skills. The newly appointed principal needs support from the day of his or her effective appointment until he or she becomes a self motivated, self directive and fully effective member of the enterprise (Legotlo , 1994 : 26). Principals are appointed with no knowledge of school objectives, specific duties and responsibilities, school and community, traditions and personal and position standards to which members are expected to adhere.

Thus, newly appointed principals require structured programmes for training and development which provides an opportunity for them to acquire and develop skills which are relevant to the new role they must fulfil, thereby enabling them to perform their job

efficiently and effectively (Mchugh et al., 1995).

It thus, appears that newly appointed principals who have never been exposed to support programmes for school principals may at a later stage of their position choose to resign. De Lonnibus and Thomson as quoted by Legotlo (1994) in their study on why principals leave, found that most important factors for leaving were excessive time demands, heavy workloads and stress, implying that high turnover amongst principals could be ascribed to discrepancies in pre-service education and unplanned induction strategies.

The changing nature of the principal's job also signals a need to focus attention on the selection and training of new appointees (McHugh et al., 1995). It would be expected that the current job description, and specifications of head teachers outline job activities and skill requirement.

Van der Westhuizen and Makhololo (1991) further state that 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

Initially a brief clarification of the terms, education management development, induction, mentoring and inservice education and training is provided and the latter part of this chapter is devoted to pre-service strategies, induction strategies, inservice approaches and different skills needed by principals.

2.2 FURTHER DEFINITION OF CONCEPT

Major concepts, education management development, induction, inservice and mentoring will be defined and discussed in this chapter.

2.2.1 Education management Development

Practically education management development must be seen as an ongoing process in which people learn, and organisations adapt and adjust, within the context of commonly held values and standards of performance. As an integral part of the education system, it is a process which seeks to harmonise the current and future goals both of the education system and of individuals in the education community (R.S.A., 1996 : 16).

The task team's work revealed that there are three approaches to education management currently at work in South Africa (R.S.A., 1996 :15).

The first approach focuses on technical administration functions such as planning, organising, guiding and controlling. Officials are seen as implementors of policy formulated by elected politicians. This approach dominated the public service during the apartheid years and infuses current thinking on education management. It is the guiding principle behind the restructuring of many provincial education departments and is characterised by a concern with order and control (R.S.A., 1996: 15).

Many managers in the education system are focusing strongly on issues such as professionalism, the development of regulatory frameworks and the clarification roles and function (R.S.A., 1996). This way of thinking focuses on administrative process and generates an approach to management development which emphasises structure. It is largely concerned with defining job descriptions, powers, functions and management relationships.

The second approach attempts to reduce the emphasis on administrative process. It emphasises the management and leadership functions of managers in the education system as a whole. It is concerned with people development and with the establishment of management systems which support education delivery (R.S.A., 1996:15)

It further depends on management practices which emphasise the devolution of

power, mission building, human resource development and school effectiveness. Management development which supports this approach would highlight quality assurance and performance (R.S.A., 1996). It would develop leadership and technical management skills so as to ensure effective and efficient delivery within education institutions.

The third approach is concerned with governance and with the relationship between policy, decision making processes and implementation. It implies an emphasis on relationship building, stakeholder participation, the management of diversity and development. Thus management development would focus on the skills required to build and support the relationships needed to reconstruct a captured education system (R.S.A., 1996).

Van der Westhuizen (1990:265) defines management development as a dynamic, integrated and continuous activity over a prolonged period of time with provision being made for the development of educational leaders' management behaviour and skills, in order for them to be effective in their educational careers. Management development provides the opportunity to acquire the necessary knowledge, skills and attitudes for the effective execution of management tasks in the school.

Through management development, change is brought about in the management behaviour of a person, and it is an absolute pre-requisite for successfully implementing the new education policies (R.S.A., 1996:40).

This management development can be seen as an activity or set of activities set out for the development of a person's or manager's behaviour by developing their knowledge and skills so that they can become effective in their management roles.

2.2.2 Induction

Induction is a systematic organisational plan to assist personnel to adjust readily and effectively to a new assignment so that they can contribute maximally to work of

the system while realising personal and position satisfaction (c.f. 1.6). Thus, induction is only concerned with personnel new to an assignment such as someone new to the system or someone within the system taking over a new assignment.

Gorton (1983:174) sees induction as a process in which recently employed individuals are helped to become oriented to a new environment which includes the school system, the community, the teaching position and the people with whom they will be working. It is during induction that newly appointed principals get their first impressions of the school policy and the methods of operation (Legotlo, 1994).

Legotlo (1994:18) defines an induction programme as a well structured comprehensive development programme with clearly articulate objectives designed to develop among beginners, new appointed principals' knowledge, skills, attitude and values needed to carry out their role effectively.

Thus induction is a programme that could be well designed with clearly stated objectives to help newly appointed principals to adjust well into their new roles and provide them with knowledge and skills which are important in doing their work effectively (Legotlo: 1994).

Rebore (1991) views induction as a process designed to acquaint new members with the school, the community, and their colleagues. Thus, through this programme one is familiarised with the environment he/she is to work in.

Daresh and Playko (1992a) further define induction as a process for developing among new members of an organisation the knowledge, skills, attitudes and values essential to carrying out their roles effectively. The aim of induction is to create conditions so that the new members internalise the norms of their role in a way that the primary focus of control is self control.

Daresh and Playko (1992b) argue that others see it as a process of providing general information needed by the new comers during their first few weeks in a new

work environment.

The induction programme has numerous components such as printed materials on employment conditions and school system policies, orientation meetings and visits, seminars and training workshops, follow up conferences and assignments of a mentor (Legotlo, 1994).

Reassigned employees need to be acquainted with their new school, program and colleagues. An effective induction program must have well defined objectives that reflect the needs of a new employee and the specific philosophy of the school system (Rebore, 1991).

Rebore (1991) outlines the objective of induction as :

- To make employee welcome and secure;
- To help the employee become a member of the team;
- To inspire the employee towards excellence in performance;
- To help employee adjust to the work environment;
- To provide information about the community, school systems, school buildings, faculty and students;
- To acquaint the individual with other employees with whom he or she will be associated, and
- To facilitate the opening of school each year.

Thus, induction can be defined as a well planned programme with clearly stated objectives, to help newly appointed personnel or personnel assigned to a new position to adjust to their new roles effectively and efficiently and to acquaint them with the new environment.

2.2.3 In-service Education and Training

In-service education includes all professional development activities which one

engaged in after initial certification and employment and does not conclude until there is termination of service.

In-service education is a planned programme of learning opportunities offered to staff members for the purpose of improving the performance of individuals in already assigned positions (Castetter, 1992).

Mutshekwane (1995) states that in-service education and training refers to planned activities practised both within and outside school, primarily to develop the professional knowledge, skills attitude and performance of professional staff in schools.

Thus, by means of formal in-service training and education, purposeful opportunities are created to broaden to horizon of manager's knowledge (Van der Westhuizen, 1991).

Thus, in-service education can be defined as a programme or activities designed to help employees who are already in position in developing their skills and performance.

2.2.4 Mentoring

Mentoring involves pairing of school principals with mutual commitment and a need to grow personally and professionally. There must also be mutual trust and appreciation for each other, a desire to learn and openness to feedback.

Legotlo (1996) defines mentoring as a process by which an experienced person takes a personal interest in helping and developing a less experienced person or colleague in a spirit of collegiality. Thus, mentoring provides support and encouragement for both people involved.

Ashburn, et al. (1987) defined mentoring as the establishment of a personal

relationship for the purpose of professional instruction and guidance.

According to (Krupp , 1987:13) mentoring is a positive force that contributes to one's capacity for loving, learning and working, but it does have the potential for creating problems. Krupp (1987) further states that mentoring is the process by which a trusted and experienced person takes a personal and direct interest in the development and education of younger or less experienced individuals.

Thus, true mentorship involves assisting an individual to grow in a highly personalised way. The mentor takes a personal interest in helping the mentee develop professionally.

Different training (pre service) strategies , induction strategies and in-service approaches that address management development needs are discussed to provide a guideline on the professional development of school principals.

2.3 CONCEPTUAL FRAMEWORK

Different pre-service, induction and in-service programmes or models that address management development needs of school principals are outlined to guide this study.

2.3.1 Pre-Service Programmes

Pre-service involves preparation of school principals. Strategies or procedures that can be applied in preparation of school principals and addressing principal's needs on educational management will be discussed.

2.3.1.1 Ideal Training Program

The programmes should be designed for local school situations to fit the needs of principals or participants.

Trainers and training participants often have very different perspectives on the content and goals of activities. Differences should be worked out beforehand to reach agreement on expectations, goals procedures and intended outcomes.

Programs should go beyond providing new understanding and new skills and should assist participants to integrate into their professional performances the new as well as old skills, knowledge and experiences.

Trainers should deal with principals in a collegial rather than a critical fashion, seeking to build positively on their experience and skills rather than ignore or downgrade what principals already know and can do.

2.3.1.2 Promising Training Strategies

To close the gap between classroom and practice, most principal preparation programs now require some type of internship or practicum. (Anderson, 1991). The NASSP report suggests that a variety of carefully designed bridging procedures must be used in the classroom prior to, or in conjunction with field experience. These classroom bridging procedures should:

- emanate from appropriate theoretical constructs of the profession and other related disciplines.

- provide application in relating safe settings where students can make mistakes and learn from them.

- encourage repetitive applications so that students can practise

effective behaviours.

-place students sufficiently close to the field settings so that the remainder of the transition can be made with a minimum of difficulty.

Three bridging procedures are outlined as performance simulation, case studies and games (Anderson, 1991)

Performance Simulation

Performance simulations are one strategy university trainers can use to begin bridging the gap between classroom and field. Situations are recreated where the student must quickly formulate strategies to solve problems that school principals face.

Examples of simulations include basket exercises; group activities, stress exercise and teacher observation simulations. Several empirical studies reported by Bernard Bass in Anderson (1991) found that managers trained through simulations performed significantly better on supervisory assessments and were perceived by followers as better leaders than those who received a traditional course on leadership principles.

Case Studies

Case studies rich in descriptions and contextual details of actual situations are used. These case studies are designed to help aspiring principals develop analytical problem solving and decision making skills. Case studies help both the trainers and students to examine the basis of decisions and their effectiveness. They also help students to analyse how they might handle situations.

Games

Organisational, institutional and business games are the third bridging strategy. Trainees make sequential decisions and are responsible for the results. During games participants experience success and failure more fully than in other types of simulations.

In addition to classroom bridging procedures, various field based experiences are also recommended for the preservice training of principals. (Anderson, 1991). The three types of field based experience are; course based field activities, practicums and internships.

Course based field activities

In course based field activities, trainers require students to complete assignments, such as conducting field interviews and observations, that add a practical dimension to academic course work. Examples of such assignments can be; observing a school board meeting, negotiations; interviewing administrators on a specific topic such as developing a building budget or designing a staff in service plan. Trainers should teach students various observation and interview recording techniques before their field based assignment.

Practica

It can also help administrators to begin to translate theory into practica. Practica should be at least one semester in duration in which students demonstrate administrative skills. With this approach universities and school districts can use the practicum as part of a career guidance plan that allows those interested in administration to “test the waters” before deciding to pursue administration as a career.

A second criterion for a successful practicum experience is that university faculty

members and school district administrators work together to closely supervise and provide helpful feedback on students' projects.

A final criterion for an exemplary practicum experience requires students to bring about a change in some aspect of a school's structure, norms, or traditional procedures, as they work directly with people involved in the school. Thus relevant practicum assignments will probably require some release time from an aspirant's regular duties. University faculty and school administrators should also provide students with information and ideas on successful change strategies and carefully guide aspiring administrators through a change process. Examples of appropriate practicum projects are :-

- Improving curriculum articulation within a school
- Initiating a new norm, structure or procedure for in service training in a school
- Observing and improving a school's discipline or attendance procedure.

Internships

Internships approximate the scope and complexity of an actual position. The ideal of internship is to give prospective principals a chance to try their hands at real-life school administration. It is recommended that students should be engaged in a one year administrative internship in which the candidate works closely, on a full time basis with an experienced, successful principal.

Internships will not produce outstanding leaders unless they are carefully designed, supervised, and scheduled over a sufficient period. John Daresh (1987) believes that districts' failure to grant release time for aspiring administrators may be a significant roadblock to effective training experience. Anderson (1991) and Daresh (1987) believe that aspiring administrators need to spend a great deal of time reflecting on and analysing the skills they learn in the field and the activities in which they are engaged.

Trainers should guide students through a reflective learning cycle to improve students' administrative abilities and insights. This guidance takes time and requires a true concern for the learner as an individual.

Candidates should also attend bimonthly seminars with their peers, where they share frustrations and triumphs, pose problems and offer solutions, reflect on their activities, compare perceptions and experiences and develop support networks.

2.3.2 Induction Programme

2.3.2.1 The goals of induction

The induction programme generally is developed to help newly appointed principals to adjust to their new roles effectively and to be familiar with the environment they are to work in. Thus, the main aim of this programme is to facilitate adjustment of new personnel to the work environment in which they are to render service (Castetter, 1992; Legotlo, 1994).

Daresh and Playko (1992b ; 1992c) in their research on development of induction programmes for beginning principals (USA) identified three major goals for the induction programmes namely, orientation remediation and socialisation.

2.3.2.1.1 Orientation

During orientation newly appointed principals learn about the operation of the school system and gain information about the personnel responsible for different units (Legotlo, 1994). Principals, when hired, may think that they know everything even though they know very little and actually need support to learn exactly how to do things.

2.3.2.2.2 Remediation

All newly appointed principals or newly hired employees joining the organisation have both desirable performance behaviours and potentially disruptive performance related behaviours. Induction is the programme that enhances the development of those performance behaviours that are conducive to the individual and organisational goals, and to correct performance deficiencies (Castetter, 1996).

Remediation helps to address the inadequacies of the pre-service education, but this does not necessarily imply that the pre-service institutions send forward incompetent people. (Legotlo, 1994).

Daresh & Playko (1992c) argue that there will always be a need to fix the newly hired person regardless of the quality of the pre-service training.

2.3.2.2.3 Socialisation

The goal of the induction programme is to integrate the beginning principal into the social group by learning the groups' culture and his role in the group.

(Legotlo, 1994, Duke 1987).

Duke (1987: 262) noted three forms of socialisation, which are, anticipatory, professional and organisational socialisation. Anticipatory socialisation concerns the learning of the rights, obligations, expectations and outlook

of a social role preparatory to assuming it. This type of socialisation occurs throughout the life of the beginning principal. It can begin while people are elementary students observing the role of the principal as well as community expectations. So by the time of assumption of duty the principal has learnt some roles and expectations of the school principal.

Professional or occupational socialisation refers to the process by which persons learn and perform according to the norms, values and behaviours held to be necessary for performing a particular professional role. This process begins at a college or university training programme where aspiring professionals learn the importance of specialised knowledge (expertise) as well as the values and ethics that guide the use of this knowledge.

Organisational socialisation involves learning how to function in a new setting. The individual learns the knowledge, values and behaviours required to perform a specific role within a particular organisation. This form of socialisation recurs throughout a person's career, each time a person changes jobs within the organisation or leaves one organisation to join another. Principals learn the culture and norms of the school and the district. They learn the survival skills needed in the district (Legotlo, 1994).

2.3.2.2.4 Other goals

Other common goals of the induction programme could be summarised as follows (Legotlo, 1994; Castetter, 1996; Rebore, 1991).

- ★ To provide the new principals with information which was not fully covered during the recruitment and selection processes. For example the individual recruiter may not have been capable of explaining to the recruit all the ramifications involved in a given position assignment. The administrator to whom a new comer is assigned will need to take care of whatever remains to be done for latter to make a full adjustment to the system.

To help the employee to adjust to the new work environment. Newly appointed principals should be furnished with all information necessary to facilitate their socialisation.

- ★ To inform the new principal about the local community, the school system, school buildings, facilities and student body. Every newly appointed principal should be fully informed about the social structures, values and norms of the local community, the nature of the student body, the building unit, the relationship between all social structures involved and their responsibilities.

- ★ The process should enable every inductee from caretakers to chief executive to be fully informed about the community, duties, relationships, responsibilities of the position and characteristics of the system and the building unit to which the inductee will be assigned.

- ★ To acquaint the newly appointed principal with all other officials with whom he will be associated.

- ★ The ultimate aim of the induction of the newly appointed

principal is to actualise the aims of education, which culminate in quality education for all children (Legotlo, 1994).

The induction programmes include providing all newly hired principals with a comprehensive orientation to district technical procedures, pairing successful veteran principals with new principals in a mentor relationship and structuring time for new principals to observe successful veterans.

Position satisfaction and growth in ability of new principals to be self-directing. Thus, the process should contribute to position satisfaction and increasing the ability of the new principal to perform at a level of efficiency.

Rogus and Drury (1988) listed the main purposes for induction as follows:- Induction program participants will be able to:

- Demonstrate understanding of system expectations, procedures and resources
- Demonstrate increased competence and comfort in addressing building or unit outcomes or concerns.
- Enhance their personal/professional growth
- Develop a personal support system
- Receive personalised assistance in coping with building/unit problems.
- Receive formative feedback and assistance towards strengthening their administrative performance.

2.3.2.2 Induction Models

Different induction models which address principal's needs will be discussed to guide this study.

According to Rogus & Drury (1988) their induction model is one that will improve administrator's performance. They designed a three-pronged principal induction model to help in achieving induction goals. The three components are; large group,

small group and mentoring.

Fig. 2.1. Three pronged principal induction model

| LARGE GROUP | SMALL GROUP | MENTORING |
|---|--|---|
| 1. Presentation with respect to content/ process needs identified by program participants | 1. Group support sessions with a problem solving emphasis | 1. Individual helping relationships to build/concerns |
| 2. Presentations with respect to system expectations, procedures and resources. | 2. Group support for implementing plan. | 2. Provision of formative feedback on administration performance. |
| 3. Development of personal/professional growth plans |  | 3. Individual support for implementing personal growth plan. |

Source : Rogus and Drury (1988) ; Anderson (1991)

Large group component: Activities in the large group settings are designed to focus on the concerns, problems and issues that district staff and administrative participants identify. It is thus important that participants understand the expectations of the district and they should also receive help on the issues and concerns that they view as significant. Large groups can serve as an effective setting for development of professional growth plans.

The small group component

Small groups serve as a vehicle for providing individual assistance with the implementation of the personal growth plans. These groups can also be used by the district to help beginning principals address building or unit problems. Rogus & Drury (1988) and Anderson (1991) note that each small group should be composed of five or six administrators in a similar job position. Members of the group divide into pairs and share growth outcomes and action steps on a regular basis.

The mentoring component

In this part, veteran administrators are paired with beginners in a “buddy system”. Mentors tend to be effective if they choose to serve as mentors, effective in their work, recognised as being successful and are trained for the role. Mentors meet with their partners on a regular basis to provide support and assistance. They provide assistance to the beginner in carrying out a personal growth plan, providing feedback on administrative performance and helping the rookie principal focus not only on immediate concerns, but also questions that “transcend the urgencies which normally dominate a first year principal’s thinking”. Thus, the mentor’s task is to help the mentee develop a clear vision of what the organisation might become and to reflect on the mentee’s leadership actions.

This model serves as a framework for communicating the expectations of the district to new principals. It allows for clinical support, coaching and corrective feedback by practitioners and also serves as a helpful mechanism for recruiting and selecting new members.

2.3.2.2.2 Anderson’s induction Strategies

School districts, assume primary responsibility for providing newly hired principals with a variety of supportive induction activities to help them succeed and to grow as school leaders (Anderson, 1991). Anderson further suggests strategies that

could be employed as a guide to help school districts' principals induction effort. The following recommendations are provided to address needs and problems of new principals :

★ Orient beginning principals to the district

The district should take up the responsibility of orienting the newly appointed principal to the district. This begins during the selection process, when hiring officials should provide applicants with a clear understanding of the district, community and supervisory body's goals and aims as well as any unusual challenges that a new principal may face when beginning work.

The purpose of initial orientations should be to familiarise the new principal with the persons who can answer questions as issues arise.

★ Orient beginning principals to their schools

It is the professional responsibility of the out-going principal to provide needed assistance and information to a new principal. The out going principals need to provide their replacements with specific information about building schedules and procedures. Staff strengths and weaknesses and local community leaders' and parents' expectations.

If the out going principal is not available, the district office supervisors and other principals in the district should provide the needed assistance and information

★ Institute a buddy system;

School districts should pair successful veteran principals with rookies in a "buddy system" to help newcomers learn the informal ropes of a district. The veteran principal should provide technical and culture-specific information and assistance, giving the new principal insight into the subtle signs, signals and norms of the

district.

Effective mentors must not tell beginning principals what to do, but should guide new comers so they are able to make their own decisions based on a thorough understanding of the potential consequences of their choices.

★ Structure beginners' workload

New principals need to spend a great deal of time in the school to develop a working relationship with staff, students and parents and to assess other aspects of the schools' programs and operations.

The district should help the beginners on how to structure their workload and protect them from other activities that might take them out of their school buildings, like district committees and projects.

★ Give beginning principals feedback

Supervisors should provide both formal and informal feedback throughout the year. This feedback helps them to gauge their strengths and to improve their performance.

★ Develop a plan for professional growth

The district must assess new comers' general leadership strengths and weaknesses as well as their skills and knowledge regarding district - specific priorities. This could help the beginner to develop a growth plan that includes specific learning objectives and activities to help in the development process.

This also builds up a sense of collegiality and support among the new principals.

★ Facilitate peer-group problem solving and idea sharing

Principals should be brought together in idea-sharing and problem-solving sessions to discuss beginners' experiences, offer suggestions for handling specific problems, share ideas for building specific issues and expose new-comers to innovative practices.

Universities can also assist in co-ordinating seminars that bring beginning principals for supportive, reflective discussions.

★ Facilitate regional in service

The district, universities and other educational training institutes need to facilitate regional in service opportunities where experienced and beginner principals come together to share ideas in areas such as budget planning and management, teacher supervision and evaluation, time management and conflict management.

2.3.2.2.3 Daresh's guidelines for supporting newly hired school administrators.

Daresh (1996: 169) conducted some research at the Ohio state university to examine the conditions faced by principals during their first years on the job so that more effective and supportive strategies for professional development could be identified. The responses of the beginning principals interviewed provide some important insights into the type of professional life they lead, and the way in which that life might be made more satisfying.

The interview indicated that the concerns of newly appointed principals are : problems with role clarification; limitations on technical expertise, and difficulty with socialisation to the profession and the system.

Daresh (1986: 169) further states that support mechanisms can be identified to assist beginning principals in dealing with their frustrations related to role

clarification, technical expertise and socialisation.

Support for role clarification

Universities involved with the pre-service preparation and training of school administrators should be role players in role definition where people are provided with a view of what the principalship is supposed to be before they get there.

Field based practicums may both be sufficient in their ability to enable people to experience administration before they take their first job. Shadowing a principal and full-time paid internship where a person is not only shown a glimpse of the principal's world but is also required to live in the world of the administrator and is held accountable for decisions, would be more useful in helping future principals to understand what is involved in principalship position.

At local school district level support for those who are to be prepared for principalship position should be provided. Universities should also try to improve the quality of practicums and thus reduce cultural shock experienced by new principals.

Support for technical assistance

Workshops, seminars and training institutes of short duration can be designed to provide for principals' needs such as education law, school finance, teacher evaluation procedures, computer applications in education. Such efforts can increase the opportunity for beginning administrators to learn more about their jobs and to grow professionally.

These workshops and seminars might also be effective ways of dealing with administrator's learning needs in the areas of interpersonal skills development. Training programmes that introduce alternative ways of dealing with stress, managing conflict, improving conference skills and how to improve the school

community relations are highly appreciated by beginning principals.

Support for socialisation

Administrators need to be provided with accurate messages of “the way things are done” in the field. Beginning principals need to be paired with veteran principals in a mentor relationship to help new ones in the process of socialisation to the school system and the community.

Local school districts, universities, state education agencies and associations of administrators have legitimate stakes in supporting beginning principals to jump the first hurdle. Mentoring and workshops are the tools of the trade in the induction of newly appointed principals. (Legotlo, 1994).

2.3.3 In-Service Education and Training

In-service programme provides new principals with the opportunity to learn from practical experiences and the veterans’ styles and different ways of addressing management issues (Anderson, 1991). The programmes will enable principals to evaluate their own work and attitudes in conjunction with their professional competence, confidence and relevant knowledge. They also will be able to develop criteria which would help them to assess their management roles in relation to a changing society and be able to advance their careers (Morant, 1981).

In-service education and training is thus crucial in any education system to remedy the ills of poor preservice teacher training and other problems which might surface when the principal is practising his or her profession. Pre-service training should be supplemented by in-service education and training to make the manager a complete professional (Mutshekwane, 1995: 156)

Daresh & Playko (1992: 132) point out that administrator in-service education is viewed as more effective when content is based on the needs of the participants and

should be concerned with topics of immediate concern to participating practitioners.

It also includes the means whereby principal's personal needs and aspirations may be met as well as those of the system in which he or she serves. It further includes the promotion of innovation in response to the educational problems.

It can be deduced from this that the roles of in-service training and education are to satisfy the needs of the principal, the system of education and societies by the schools.

Daresh & Playko (1992c: 140) point out that effective in-service education is directed toward local school needs. It is based on participants' needs and is effective when designed so that individual participants' needs, interests and concerns are addressed.

2.3.3.1 Principals' In-service Programme



Anderson (1991:61) states that a programme with an emphasis on collegial support is the Principals In-service programme developed in 1979 by the Institute for Development of Educational Activities (I/D/E/A). James La Plant 1979 director of the project suggests that in-service education for principals can be characterised as a smorgasbord of opportunities splattered on the school house wall in a way which leaves principals trying to decide if the wall is part of a large mural, a piece of abstract art or perhaps an unwanted act of vandalism (Anderson; 1991:61)

The I/D/E/A developed its programme to assist principals by establishing long term collegial support groups to provide school specific improvement. These groups are usually composed of six to ten principals who meet monthly over a two year period to explore problems in their schools that demand solutions. The goal of the programme is to help principals improve their ability to lead school programmes that will help children learn (Anderson, 1991: 62).

Outcomes of the programme typically fall into four categories:

- Personal professional development

The principal as a member of a collegial support group, designs, implements and evaluates a personal professional development plan to increase his or her leadership capability.

- School improvement

The principal as a member of a collegial support group, designs, implements and evaluates a school improvement project to address an identified need within the school.

- Collegial support group

Members of the collegial support group provide assistance and encouragement to one another as they engage in their professional development and school improvement efforts.

- Continuous improvement

The principal accepts responsibility for the achievement of personal professional development and school improvement goals.

2.3.3.2 In-service Approaches

Daresh & Playko (1992c: 140) state that there is a variety of generic administrator in-service approaches in the form of institutes, in-service academies and networking.

- Institutes

This approach is distinct from the other in-service education delivery models because it is a short duration activity, and it tends to deal with such highly focussed special topics. It can also be referred to as an isolated training event rather than on going in-service programming (Daresh & Playko, 1992(c):145)

Institutes have a number of positive features. Firstly their structure makes it possible for a good deal of information concerning issues of immediate concern to be presented to principals. Examples of these concerns could be restructuring schools, special education, the use of microcomputers for school management, Aids education, substance abuse detention, prevention and treatment and teacher evaluation.

With laws, policies and technologies changing rapidly, flexibility in training is a highly prized feature of any approach to in-service education. Therefore it is necessary that institutes be designed quickly to serve immediate needs of busy practitioners. (Daresh & Playko, 1991 : 148).

The National Association of secondary school principals is cited as an example of an institute (Daresh & Playko, 1992c: 148). The organisation strives to provide professional assistance to practising administrators who are involved with education in high schools, junior high schools and middle schools across the United States and Canada. The NASSP makes a full range of services available to its members including a number of publications such as the News leader and the journal, the NASSP Bulletin. There are two major strands of institutes promoted by the NASSP each year. The first consists of the national convention and the programme of these conventions includes many opportunities for job-alike gatherings of administrators from middle, junior or senior high schools, for rural and urban schools. The second strand of short term learning events include short term sessions that are designed to provide practising secondary school administrators with up to date information on topics and issues that are of

immediate relevance to any school administrator interested in doing an effective job (Daresh, 1988).

- In-service Academies

This is an arrangement wherein a schools district, a state department of education or some other educational agency provides structured learning experiences of education on an ongoing basis. Contents of these academies are changed periodically on the basis of a frequent needs assessment issued to the potential enrollees. (Daresh & Playko, 1992c : 153). Thus, the academy is an in house effort to address the needs of local practitioners. The academy offers a degree of stability and has regular faculty made up of school district personnel such as local university faculty members serving as consultants. They are also usually controlled directly by the practitioners who serve as participants and the curriculum is often established following an initial survey of practitioner needs in the school district where the academy is established.

The Maryland Professional Development Academy is an intensive in-service education programme designed to enhance the instructional leadership skills of administrators across the state. (Daresh & Playko; 1992c ; 157). There are three major assumptions that have guided the efforts of this programme (Sanders, 1987; 101-103; Daresh & Playko, 1992c: 157).

- The state department of education can provide some types of training and staff development that is more appropriate to its role.

- The academy is based on the belief that effective school research can be used as its basis and that the findings of this research can be translated into ongoing staff development.

- School based administrators are the proper leaders of staff development

for their schools. They exercise leadership over staff development needs in their schools in the same way that they make responsible judgements on curriculum, instruction and organisational climate.

These institutes focus on imparting skills to increase administrators' abilities to improve teaching, to provide clinical supervision or to build more effective and more democratic patterns of teamwork among staff members (Sanders, 1987: 100; Daresh & Playko, 1992 c : 158).

Networking as a form of in-service

This involves the linking of individuals in various schools, districts or other agencies to share concerns, ideas and effective practices on a continuing basis. (NASSP when educators are able to form linkage relationships with one another good things happen. (Daresh & Playko c ; 162) in studies by Daresh and Weindling and Earley indicate that school administrators tend to lead lives that are largely isolated from their peers, as a result efforts to bring people together in some meaningful way are highly prized. So network of school administrators have been recognised as successful approaches to providing for the delivery of in-service education experiences. (Daresh & Playko, 1992c: 162).

Networking holds that individuals who share common problems are able to come together periodically to gain support from colleagues and also to gain additional insights and support from others who face similar problems (Daresh & Playko, 1992 c: 162). The topics addressed come directly from the concerns of participants, and is built on the premise that long-term relationships among participants are desirable.

The principals' in-service programme as a form of in-service education, developed with support from the Institute for development of Educational Activities (I/D/E/A), represents an attempt to develop effective administrator in-service by focussing directly and exclusively on the local school situation and the needs of local principals as participants. (Daresh & Playko, 1992c: 164). Principals need

a way to learn how to be better by using their present knowledge and their own awareness of their needs as a starting point for professional development.

The strength of the principals' In-service Programs lies in the fact that it enables principals to engage in continuous self improvement and professional growth. (Daresh & Playko, 1992c: 165).

Another in-service model is called the project leadership and it relies on the ability of school administrators to learn from each other through the sharing of oral tradition. (Orlich, 1989; Daresh & Playko; 1992c: 165). This approach is different from the principal's In-service Program because it is based on the assumption that groups that are brought together to form collegial work do not have to represent only one particular administrative role such as principal. (Daresh & Palyko; 1992c: 166).

All participants are brought together for meetings and during these sessions, issues identified as common concerns of all local participants are discussed (Daresh&Playko,1992c:166).

2.4 SKILLS NEEDED BY THE PRINCIPAL

Outlined by (Kimbrough R.B & Burkett C.W , 1990 : 16)

The skills needed by an effective school principal to deal with subordinates who have nearly as much formal education as the principal creates an unusual situation. The added dimension of providing an effective teaching or learning environment increases the list of skills needed. The principal should also have the skills to deal with hundreds of students who have varying needs and problems. Parents too, draw on the various human relations skills of the principal.

Hughes & Ubben (1984) identified five areas in which the principal functions effectively: School community relations, staff personnel development, pupil personnel development; educational program development and business and building management. The abilities a

principal must possess to deal with these responsibilities have also been discussed by Hersey Paul, Director of the Assessment Centre project of the National Association of Secondary school principals (Kimbrough, R.B.; Burkett C.W. 1990). He emphasized problem analysis, judgement, organisational ability, decisiveness, leadership, sensitivity, range of interests, personal motivation, stress tolerance, educational values, oral communication and written communication as the skills most needed by a principal.

2.4.1 The Three-skill Five Skill Approach to Administration

A number of experts have attempted to determine the proper preparation of principals on the basis of the Katz, three-skill approach to administration. Katz in Roe & Drake (1986: 29) categorizes the skills needed by an administrator into three broad decisions skills, which are, technical skills, human skills, conceptual skills.

- 2.4.1.1** Technical skills involve specialized knowledge and proficiency in a specific kind of activity, along with facility in the use of tools and techniques of the activity.
- 2.4.1.2** Human skills are used in working with people rather than working with things. They aid a person to work effectively with individuals and groups of people to build a co-operative and friendly team effort in achieving the goals of the organization.
- 2.4.1.3** Conceptual skills in a sense are the ability to put it together, sensing the organisation as a whole and the total situation relevant to it. Katz in Roe & Drake (1986; 29) suggests that seeing the enterprise as a whole includes recognising the interdependency of the various organisational functions and how changes in any one function affect all the others.

The three-skill emphasis can be expanded to five-skills.

- 2.4.1.4** One addition would be identified as educational instructional skills. The principal as educational leader should excel in knowledge of teaching and

learning. He or she should be a person with stature, a recognised expert, with academic credentials that establishes he or she as a scholar in this area.

2.4.1.5 The second addition would be cognitive. Cognitive skills can be developed and broadened so they can be used at a high performance level.

Fig. 2.2. : Five-skills Approach - Roe & Drake(1986:30)

| |
|----------------------|
| Conceptual skills |
| Human skills |
| Instructional skills |
| technical skills |
| Cognitive skills |

2.4.2 Principal competencies : basic and high performing

These competencies have been adapted and developed by the Florida council on Educational Management as those possessed by the principals in their high performance (Roe & Drake; 1986 : 33). These competencies are :

2.4.2.1 Commitment to school mission and concern for its image

Helps identify values, goals and missions for the school and continuously enunciates them. Presents a modelling behaviour consistent with these values and encourages staff and students to present a positive image both inside and outside the school.

2.4.2.2 Pro-active leadership Orientation

Freely initiates proposals, plans, and action for self and group to accomplish tasks,

behaves with the full assumption that he or she can be the “cause; can create changes and achieve goals, accepts overall responsibility for staff and students and teachers, recognises when the group needs direction and will effectively interact with a group to guide them.

2.4.2.3 Decisiveness

The principal should exhibit a readiness to make decisions and the ability to recognise when a decision is required. He or she makes thorough preparation to arrive at a decision and is forceful and confident when a decision is made.

2.4.2.4 Interpersonal and Organisational Sensitivity

- Has consideration for the needs and feelings of others.
- Uses encouraging processes to get others to express their point of view and is able to verbalise ideas and opinions so that they are understood.
- Is aware of the effect of one’s behaviour and decisions on other people and groups in and outside the organisation.

2.4.2.5 Intellectual Flexibility

The principal should be capable of using a variety of concepts and perspectives when solving problems or making decisions.

- Ability to view an event from multiple perspectives simultaneously.
- Is at ease with conflicting situations and considers all the pros and cons when solving problems and when planning.

2.4.2.6 Managing Interaction

- Demonstrates good group-process skills facilitation skills.
- Ability to stimulate others to work together and interact in a positive, productive manner.

- Facilitates dialogue and interaction in a group situation.
- Skilful in resolving conflicts and in assisting groups with divergent opinions to co-operate.
- Has ability to build a network of support for the school both inside and outside the organisation.

2.4.2.7 Achievement Motivation

- Has the ability to verbalise personal and group goals in such a way as to inspire staff and students to high achievement.
- Constantly makes known expectation of high performance and excellence.
- Has high regard for the ability and potential of others and expresses confidence in their superior achievement.
- Instills value for developing other staff members and provides support, approval and recognition for in-service achievements.

2.4.2.8 Management Control

- Arranges for adequate and timely feedback on work accomplishment of others.
- Plans, schedules and monitors all delegated and assigned activities, informs others when their work is not meeting standards.
- Makes sure that the school conducts adequate and continuous evaluation of student achievement.

2.4.2.9 Organisational Ability

- Provides for the most efficient use of human and other resources.
- Organises activities of a group in order to implement a plan.
- Establishes priorities and handles priorities in logical order.
- Reviews completed tasks and then plans appropriate next steps.
- Delegates authority and responsibility clearly and appropriately in order to accomplish organisational goals.

2.4.2.10 Communication

Communication enables principals to clearly present ideas, in both written and oral communication.

- Able to share ideas in an open, genuine and non-threatening manner.
- Effective in using technical, symbolic and visual aids or graphics in order to get ideas across.
- He should be clear, concise, properly structured and grammatically correct in written communication.

2.4.3 Critical Needs Framework

Another framework with potential for helping planners of support programmes for beginning school administrators was developed by the Maryland Leadership in educational Administration (LEAD) project (Daresh & Playko; 1992c: 95). Among the skills areas identified in this work were :

- Interpersonal relations
- Instructional supervision
- Staff development
- Goal setting
- Problem analysis
- Decision making
- Communication
- Conflict Management
- Stress Management

Fuller (1968), Hall and Loucks (1978) and (Daresh and Playko, 1992: 95) suggested that in-service education should be matched with developmental needs and concerns. A good induction programme for administrators must also take into account such varying individual needs as well as organisational priorities.

All these skills include ideas to be used as starting points for the development of the

curriculum of an entry year programme. Thus, before starting an entry-year programme, planners should carry out their own research regarding the types of skills, knowledge and attitudes appropriate for their school system. (Daresh & Playko, 1992c: 95). Effective induction programmes should be designed in a way that uses identified skills areas as a guide to the development of programmes that address concerns of beginning administrators. This system will develop strong and effective leaders in schools. (Daresh & Playko, 1992c).

Rogus and Drury (1988) also suggest another framework that might be looked at when designing programmes. They suggest that beginning administrators should be able to;

- Demonstrate understanding of system expectations, procedures and resources
- Demonstrate increased competence and comfort
- Enhance their personal and professional growth
- Develop a personal support programme
- Receive personalised assistance in coping with unit or building problems
- Receive formative feedback and assistance toward strengthening their administrative performance.

Word, (1995 : 3815) conducted a study on principals' perceptions of their professional development needs. The purpose of this study was to determine the professional development needs of newly appointed principals in the district of Columbia Public School. The newly appointed principals perceived themselves as having a broad array of training needs. The greatest need for training was in the area of budget and finance. Newly appointed principals perceived the development of administrative skills as critical to their development. On the job training, professional development, in-service course work and university training were ranked in this order from the most to the least beneficial in the preparation of principals.

The findings suggest that the development programmes should be sequentially organised and allow for the pursuit of individual interests and needs. The increased diversity of the clients and the expanded roles and responsibilities of school leaders dictates that professional development programmes provide a broad base of knowledge, skills and experiences to meet the challenges of the 21st century.

Another study was conducted on the professional development needs of experienced principals in South Carolina by Riccard (1996 : 960). The purpose of this study was to examine the training needs of experienced principals as training needs related to the twenty-one performance domains developed by the national Policy Board for educational Administration. A questionnaire, the survey of Professional Development Needs of Experienced School Principals was developed and pilot tested with a group of principals. Findings revealed that principals identified their most important training needs in the areas of Curriculum design and instruction and the learning environment. They reported that the lecture workshop was the primary delivery method for most training activities, yet, the method received mixed ratings of effectiveness. Data suggested that principals did not have frequent opportunities to participate in alternative delivery methods for professional training. Participants gave recommendations for improving training related to;

- The time when training was offered
- The content of training
- The location of training
- Networking support available before, during and after training, and
- follow-up activities related to training situation, and
- skills of performing one's specific roles and responsibilities.

Bhagia et al, (1990: 36) state that training should develop understanding and skills among educational administrators based on the real needs of the system and of themselves. Thus training helps in acquiring the knowledge and skills needed for performing the task in an organisation.

2.4.4 SPECIAL UNDERSTANDING AND SKILLS IN DEVELOPING COUNTRIES

Bhagia et al, (1990:37) noted that there are certain special learning that are uniquely suited for educational administrators working in developing countries at different levels of education.

There are at least three types of special learning required by educational

administrators in developing countries, namely;

- An understanding of the value system and educational policies of the country
- An understanding of the special problems and gaps in educational administration, and
- skills of performing one's specific roles and responsibilities.

Heystek (1994: 1154) in his study identified that personnel and financial management still remain two of the most important competencies required of principals. The marketing of schools, the management of physical facilities and conflict management are new management competencies that principals have to acquire in the light of present changes in the educational policy of South Africa. In his findings he concluded that principals experience the greatest need for management competency training in personnel and financial management.

The South African Task Team on educational management development (1996:25) noted the emerging needs and priorities of principals in South Africa. The new education policy requires managers who are able to work in democratic and participating ways to build relationships and ensure efficient and effective delivery. A key priority would be the development of a shared understanding about education management needs and priorities, and a shared understanding of appropriate education management development strategies through which to address these needs and priorities.

The Task Team believes that through the Audit it has begun to discern an emerging understanding of needs and priorities. These can be clustered as involving the development of:

- Appropriate policies, strategies and structures to support the growth of managers. This involves policy development, shared vision, setting aims and objectives and decision making.
- The ethos and management practice to encourage a sense of motivation and initiative. This involves attention to induction, leadership and team development,

role clarification, communication and effective practice.

- Systems which support effective management development.
- People with the right understanding, skills, knowledge and ability to do their work. This depends on the development of understanding and competence in areas such as policy development, strategic planning, project management, office skills and team building.
- Diversity and equity in the education system as a whole. This requires the eradication of discriminatory practices which are based on race, gender disability and sexual preference. The problems of sexual harassment, rape and violence suffered by women both students and teachers in the school environment and more broadly in the education system as a whole need to be addressed.

The Audit suggests that there is insufficient capacity to meet these needs. Provinces have only just begun to develop policies and strategic plans for meeting these challenges. There is however, a whole range of providers offering courses or programmes in the field of education management, including tertiary institutions, non-governmental organisations and private sector organisations.

2.5 SUMMARY



Professional development of school administrators includes the phases of pre-service, preparation, initial professional induction and ongoing in-service education (Daresh & Playko, 1992c: 169).

The assumption is that leadership preparation and development is based on a diagnosis of strengths and weaknesses leading to continuous cyclic, on going and self energized development of leadership competence over the course of an executive's career span (Carter, et al., 1993) for maximum effects a more comprehensive role for the training and preparation of school executives needs to be undertaken by the school districts themselves in the form of internships and mentoring programs coupled with regular in-service programmes (Carter, et al., 1993).

In-service training of school principals in the skills and behaviours is required for effective leadership. Effective in-service training of principals is badly needed because as principals themselves say loud and clear, their pre-service or university education has often failed to serve them well as professional administrators (McCurdy, 1983 : 74).

The initiation of an effective induction process is one way that the system can contribute to assimilation of new members as well as to their personal development, security, and need satisfaction (Castetter, 1992). A school system can recruit and select personnel, but until newly appointed members become fully cognisant of and adjusted to the work to be performed, the environment in which they will function, and the colleagues with whom they will be associated, they cannot be expected to contribute efficiently and effectively to the realization of organisational expectations (Castetter, 1992).

More than ever before, the management development of school principals needs more attention in the new South Africa (Legotlo, 1996). Unlike in other countries like the USA where the pre-service preparation programmes for prospective principals are in place (Legotlo, 1996), in South Africa new principals are not trained, therefore the only thing is to improve those who are already in the position of principalship to design effective induction and in-service education programmes which will ensure that principals perform their managerial duties to the best and most satisfying level.

If South Africa is to implement its vision for the education system, which is to improve teaching and learning, it will be necessary to draw on aspects of :-

- developing structures and systems appropriate to devolve decision making within the context of new policy legislation,
- developing the leadership skills needed to manage people, lead change and support the process of transformation and
- developing individual and team competencies and the understanding, knowledge, skills and attitudes, appropriate to the day to day management of education.

The formal support for principals is seen as a profitable investment in improving their management and leadership skills with the ultimate purpose of improving the quality of education offered (Legotlo, 1996). Therefore for new principals who are experiencing strong feelings of isolation when they first take the mantle of leadership, the support of other principals or senior executives in the system is required to help in the reduction of the feeling of being on one's own, (Bradley et al., 1994). This could be done through organisation of induction and in-service programmes where new and veteran principals will be paired in a mentor relationship. This relationship will enable them to share ideas and support each other on their managerial role.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

This chapter outlines the method of research of this study. It explains how the research was conducted and what steps were taken to ensure the validity of the study.

3.2 THE QUESTIONNAIRE AS A RESEARCH TOOL

Borg & Gall (1989: 418) state that tools employed in the collection of data in surveys are questionnaire and individual interviews. The method of data collection is to some extent guided by the purpose of the study (Dixon, 1989: 135 ; Legotlo, 1994 : 162). As stated in Chapter 1, the purpose of the Chapter is to determine views of principals on their management development needs and the nature and scope of management development needs.

In the empirical investigation of this study the questionnaire was employed as a tool for collecting data. The most important aspect of this type of data collection is that the questionnaire is the only means of communication between the respondent and the researcher (Legotlo, 1994: 162).

Thus, a questionnaire is a document filled out by the respondent in his or her own time or completed by him or her usually not under the supervision of the researcher, as it was the case in this study (Ramjan, 1994: 12; Molebaloa, 1996 : 96).

3.2.1 Advantages of Questionnaires

The following are the advantages of a questionnaire as a method of investigation (Bloom, 1986 : 137; Legotlo, 1994 : 196; Ramjan, 1994: 193; Molebaloa, 1996: 97)

- It is less time consuming than a personal interview
- It can be completed at a convenient time
- In contrast to the interview, the administration of a questionnaire does not involve a great deal of time and expense
- More people can be reached, thus obtaining a broader spectrum of views
- Standard instructions are given to all the respondents and the appearance and mode of conduct of the investigator do not influence the results.
- It is easier to elicit a response on controversial issues through a questionnaire than through an interview.

3.2.2. Disadvantages of Questionnaire

Despite the advantages of the questionnaire method of investigation, it is to be used very carefully for the following reasons (Legotlo, 1994: 163; Molebaloa, 1996: 97).

- Although the questionnaire has the advantage of giving the respondent freedom to reveal his or her views, questionnaires are difficult to analyse and quantify.
- In the questionnaire the subject may omit important points or emphasize aspects which are of no importance to the researcher.
- The questionnaire has the disadvantage of forcing the subjects to choose from a number of pre-selected answers to questions, or to an alternative that does not really reflect the respondent's point of view.
- In all types of questionnaire the danger of misinterpretation of a question exists as it is very difficult to formulate questions which convey the same meaning to all readers (Ramjan, 1994: 193).

3.2.3 Questionnaire Construction

The measuring instrument has the greatest influence on the reliability of the

collected data, hence great care was taken in the construction of the questionnaire (Legotlo, 1994: 163). A well designed questionnaire boosts the reliability and validity of the data to acceptable levels of tolerance (Schnetter, 1989: 44; Legotlo, 1994 : 163).

The questionnaire is commonly used as a tool for data collection (Wiersma, 1985: 146; Schenetter, 1989 : 44; Legotlo, 1994 : 164). However, there are some criticisms against the use of the questionnaire, such as:

- Excessive non-response rates
- Poorly constructed items
- Dealing with trivial information
- Difficulty in synthesizing data from different questions.

Schnetter (1989: 44) argues that the major criticisms against the use of questionnaires is the poor design rather than the questionnaire per se. To overcome the difficulty of poorly constructed questionnaires, items should deal with meaningful research problems, questionnaires are to be structured carefully and administered effectively to qualified respondents (Van Dalen, 1979: 156; Legotlo, 1994: 164).

According to Borg and Gall (1989:430-431) some of the rules for constructing a questionnaire are:

- Clarity: items should mean the same to all respondents
- Short items are preferable
- Negative items should be avoided
- double barrelled items which require the subject to respond to two separate ideas with a single answer should be avoided, and biased questions are to be avoided.

3.2.4 Development of Questionnaire Items

The aim of the questionnaire was to gather information about principals' views on

educational management development needs of school principals. Thus the questionnaire was used to get principal's views on pre-service; induction and in-service skills needed by school principals.

The strategy employed in the development of the questionnaire was adopted from a critical needs framework developed by the Maryland Leadership in Educational Administration (LEAD) project (Daresh & Playko, 1992c: 95), also from skills discussed by Hersley Paul, Director of the Assessment Center project of the national Association of Secondary school principals (Kimbrough & Burkett: 1990).

The Likert scale responses on skills needed by school principals was used.

3.2.5 Format and content of the Questionnaire



The questionnaire was divided into three sections according to their focus:

Section A (questions 1-8). The purpose of these questions was to gather biographical information about the respondents.

Section B (questions 9-11). The purpose of these questions was to collect demographic data about each respondent. Such information is essential to understand the background information of the respondents.

Section C (questions 1-11). These questions were constructed to elicit data on which of the management development skills need the most attention in developing management development programmes.

A five point scale was provided for principals to indicate which of the skills is important (1- very important ; 2 = important; 3 = somewhat important; 4 = unimportant, 5 = no feeling about this).

Question 12. Principals were to list any other need to be addressed in management development programmes.

3.2.6 Pre-testing the Questionnaire

A pilot study is a small-scale preliminary investigation designed to acquaint the researcher with flaws and problems that need attention before the major study is conducted. (Treece & Treece, 1986: 382; Legotlo, 1984: 164). It offers the researcher an opportunity to pre-test the instrument and its major purpose is to detect problems that must be solved before the major study (Legotlo, 1994: 167).

To determine any flaws and problems, the questionnaire was pre tested using a sample of (n = 10) school principals. The 10 principals were asked to complete the questionnaire and to indicate whether some questions seemed ambiguous to them, and to comment on other points that might need to be considered to improve the instrument (Borg & Gall, 1989 : 435; Legotlo, 1994: 167-168).

The pretest results were checked and the respondents did not have any suggestions about the questionnaire. This indicated that the respondents did not have any difficulty in answering the questionnaire. The population of the pre-test was not used in the final study.

3.2.7 Final Questionnaire

Thereafter, the final questionnaire was administered to 131 school principals.

3.2.8 Covering Letter

The covering letter is a tool employed to introduce the questionnaire to the respondents with the main purpose of getting them to respond to the questionnaire (Legotlo, 1994: 168). It gives the respondents directions in the completion and return of the questionnaire, and also guarantees anonymity (Wiersma, 1985: 152; Borg & Gall, 1989: 436; Legotlo, 1994: 168).

A simple covering letter explaining the topic under investigation, and also a letter from the district superintendent asking for cooperation from school principals,

accompanied the questionnaire to the respondents.

3.3 ADMINISTRATION PROCEDURES

Initially permission was obtained from the Atamelang District office to distribute questionnaires among principals in the district. The questionnaire was distributed to 131 school principals, 14 high schools, 27 middle schools, 86 primary schools and 4 special schools.

The researcher further requested each of the five circuit managers to help with the distribution of questionnaires to principals in their circuits.

Questionnaires were returned to the respective circuit offices and taken to the district office from where the researcher collected them.

3.4 FOLLOW UPS

A major disadvantage of the questionnaire is non-response. The respondents may simply decide not to respond to the questionnaire (Legotlo, 1994: 170).

To ensure that all principals responded, every questionnaire was accompanied by a covering letter from the district superintendent and the head of the department of educational planning and administration who is also the supervisor.

A few questionnaires (60) were returned within a week and follow ups were started with the help of secretaries from the district office. Eventually not all questionnaires were returned only a total of 118 were received. Follow ups did not continue because schools were closing and it was difficult to get hold of other principals.

3.5 POPULATION AND SAMPLING

Population is the group of interest to the investigator, the group to which he or she would like the results of the project to be generalised (Molebaloa, 1996: 109). The population of

this study included all school principals in the Atamelang District.

The Atamelang District consists of the following categories of schools

- Primary schools;
- Middle schools;
- High schools, and
- Special schools.

The questionnaire was administered to all 131 school principals.

Table 3.1. Distribution of the sample population

| TYPE OF SCHOOL | SAMPLE POPULATION | % |
|----------------|-------------------|------------|
| Special school | 4 | 3.05 |
| Primary school | 86 | 65.6 |
| Middle school | 27 | 20.6 |
| High school | 14 | 10.7 |
| Total | 131 | 100 |

Table 3.1 shows all 131 principals who participated in the study.

From the table 65.6% of the sample population was drawn from the primary school phase, 20.6% from the middle school and only 10.7% from the high schools and 3.05% from the special school category. This indicates that primary school principals dominated this study.

3.6 RESPONSE RATE

Questionnaires were distributed to all 131 school principals. Table 3.2 shows the response

rate of school principals.

Table 3.2 Response rate

| SCHOOL PHASE | n | NO RESPONSE | % | RESPONSE | % |
|--------------|------------|----------------|------------|------------|-------------|
| Primary | 86 | 11 | 12.8 | 75 | 87.2 |
| Middle | 27 | 1 | 3.7 | 26 | 96.2 |
| High | 14 | | | 14 | 100 |
| Special | 4 | 1 | 25 | 3 | 75 |
| TOTAL | 131 | 13 | 9.9 | 118 | 90.1 |

Table 3.2 indicates that the high school phase had the highest response rate of 100%, of the total number of high school principals. 9.9% of the whole population did not respond, that is, they did not return the questionnaires

3.7 STATISTICAL TECHNIQUE

A computer aided statistical analysis was employed. In the analysis of data, statistics like frequency distribution and percentages were employed to compute the results of this study, with the help of the North West University Statistical Consultant.

3.8 SUMMARY

In sum, the questionnaire was employed as the main instrument in the collection of data because of its advantages(c.f.3.2.1).

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter reports on the results of the empirical investigation conducted to determine the management development needs of school principals. The data collected through the investigation is summarised and discussed.

4.2 Review of the Subjects

Of the total subjects (131), 118 (90.0%) respondents returned the questionnaire. 13 (9.9%) of the questionnaires were not returned.

4.3 Biographical Data of the Respondents

Table 4.1 was drawn to get a clear picture of the demographical characteristics of the respondents. Such information helps us to know more about the school principals in our study.

4.3.1 Age of the Respondents

The subjects reported their age by selecting one of the six age groups. From table 4.1 it is noted the 5 (4.2%) of the respondents were below 30 years of age; 14 (11.9%) were between 31 - 35; 31(26.3%) were between 36 - 40; 35 (29.7%) were between 41 - 45; 21 (17.8%) were between 46 - 50; and 12 (10.2%) were 51 and over. The implication is that most of the principals are between 41 and 45 years old, which means that most of the principals in the district are in a position to identify their needs and attend management development programmes, thus ready to learn.

4.3.2 Sex of the Respondents

Of the total respondents 63(53.4%) were male and 55 (46.6%) were females. These data support the problem of female under representation in key managerial positions (Legotlo, 1994 : 176).

Table 4.1 Description of Biographical Data of the Respondents

| Age (Question A - 1) | F | % | total |
|--|----------|----------|--------------|
| No response | - | - | - |
| 1.2 below 30 | 5 | 4.2 | 5 |
| 1.3 31 - 35 | 14 | 11.9 | 14 |
| 1.4 36 - 40 | 31 | 26.3 | 31 |
| 1.5 41 - 45 | 35 | 29.7 | 35 |
| 1.6 46 - 50 | 21 | 17.8 | 21 |
| 1.7 51 and over | 12 | 10.2 | 12 |
| Total | 118 | 100 | 112 |
| | | | |
| SEX (Question A - 2) | | | |
| No response | - | - | - |
| 2.1 Male | 63 | 53.4 | 63 |
| 2.2 Female | 55 | 46.6 | 55 |
| | | | |
| Marital Status (Question A - 3) | | | |
| No response | - | - | - |
| 3.1 Unmarried | 17 | 14.4 | 17 |
| 3.2 Married | 88 | 74.6 | 88 |
| 3.3 Widow | 6 | 5.1 | 6 |
| 3.4 Separated | 7 | 5.9 | 7 |

| | | | |
|---|----------|----------|--------------|
| Total | 118 | 100 | 118 |
| Years as a School Principal (Question A - 4) | F | % | Total |
| No response | - | - | - |
| 4.1 0 - 3 years | 38 | 32.2 | 38 |
| 4.2 4 years and over | 80 | 67.8 | 80 |
| Total | 118 | 100 | 118 |
| | | | |
| Present Position (Question A-5) | | | |
| No response | | | |
| 5.1 Principal | 74 | 62.7 | 74 |
| 5.2 Acting principal | 44 | 37.3 | 44 |
| Total | 118 | 100 | 118 |
| | | | |
| Previous Position (Question A-C) | | | |
| No response | - | - | - |
| 6.1 Assistant Teacher | 56 | 47.5 | 56 |
| 6.2 Head of department | 52 | 44.1 | 52 |
| 6.3 Teacher Councillor | 1 | 0.8 | 1 |
| 6.4 Deputy Principal | 3 | 2.5 | 6 |
| 6.5 Acting Principal | 6 | 5.1 | 6 |
| Total | 118 | 100 | 118 |
| | | | |
| Academic Qualifications (Question A- 7) | | | |
| No response | - | - | - |
| 7.1 Below Std 10 | 12 | 10.2 | 12 |
| 7.2 Std 10 | 82 | 69.5 | 82 |
| 7.3 Std 10 + Courses | 3 | 2.5 | 3 |
| 7.4 Std 10 + 8 Courses | 3 | 2.5 | 3 |
| 7.5 First degree | 9 | 7.6 | 9 |

| | | | |
|---|-----|------|-----|
| 7.6 Honours | 9 | 7.6 | 9 |
| Total | 118 | 100 | 118 |
| Professional Qualification (Question A -8) | | | |
| No response | - | - | - |
| 8.1 PTC | 7 | 6.0 | 7 |
| 8.2 PTC/HPTC | 61 | 52.1 | 61 |
| 8.3 JSTC | 1 | 0.9 | 1 |
| 8.4 ST.C | 8 | 6.8 | 8 |
| 8.5 U.E.D (Dip Ed. | 21 | 17.9 | 21 |
| 8.6 Other | 19 | 16.2 | 19 |
| | 118 | 100 | 188 |
| | | | |

4.3.3 Marital Status

Of the total respondents 88 (&4.6% are married; 17 (14.4%) are not married, 6 (5.1%) are widowed and 7 (5.9%) are separated. This shows that in designing the management development programmes to address principal's needs, accommodation, duration of such programmes and time for such programmes should be considered as they might be of great concern to married principals.

4.3.4 Years as a School Principal



The table shows that of the total respondents 80 (67.8%) were principals for 4 years and over and 38 (32.2%) for 0 - 3 years. This indicates that most of the principals are veterans and they might be in a position to indicate what their needs are, as they have been long in their positions.

4.3.5 Present Position

Of the total respondents 74 (62.7%) were officially appointed as principals and 44 (37.3%) were acting principals. This shows that most of the principals are officially

appointed by the department and they might be in a good position to identify their management development needs.

4.3.6 Previous Position

Table 4.1 indicates that 56 (47.5%) of the total respondents were assistant teachers before being appointed as principals; 52 (44.1%) heads of department; 3 (2.5%) deputy principals and 6 (5.1%) deputy principals. These figures indicate that most of the principals in the district were appointed into principalship positions without any knowledge or experience in managerial skills either as deputy or as acting principals. This implies that they may have experienced problems when they were appointed as principals and now they may be in a good position to identify their management development needs.

4.3.7 Academic Qualifications

Table 4.1 shows that 82 (69.5%) of the total respondents had the highest academic qualification of Standard 10, 12 (10.2%) had below Std 10, 3 (2.5%) had Std 10 plus 8 degree courses, 3 (2.5%) had Std 10 plus 4 degree courses, 9 (7.6%) had first degree and 9 (7.6%) had honours degree. This indicates that most of the principals had the highest academic qualification of Std 10.

4.3.8 Professional Qualification

Table 4.1 shows that 61 (52.1%) of the total respondents had PTC/HPTC; 21 (17.9%) had UED (Dip Ed); 19 (16.2%) had HED; 8 (6.8%) had STC; & (60%) had PTC and 1 (0.9%) had JSTC. This indicates that more than 50% of the respondents had PTC/HPTC and because of current changes in the professional upgrading of teachers, in the not too distant future these principals could be regarded as professionally underqualified (Legotlo, 1994; 181). Thus, it should be discussed which strategy is the best for upgrading school principals for effective management in schools (Legotlo, 1994; 181). That is, more attention should be paid to the management development of school principals.

4.4 Demographic Data of the Respondents

In this section the demographic characteristics of the sample population are discussed. Table 4.2 provides a picture of the demographic characteristics of the respondents. A brief discussion of the data provided by Table 4.2 is given below.

4.4.1 School Settlement

Table 4.2 shows that there are 75 (65,2%) primary schools, 26 (22.6%) middle schools; 14 (12.2%) high schools and 3 (3.4%) special school for physically and mentally disabled children.

4.4.2 School Type

Table 4.2 indicates that 91 (77.1%) of the schools are community schools and 27 (22.8%) are state schools. This indicates that most of the schools in the district are community schools, so principals of these schools need support on establishing good relations with the wider community for effective management of the school.

Table 4.2 Demographic Aspects

| School Settlement (B - 9) | F | % | Total |
|----------------------------------|----------|----------|--------------|
| No response | - | - | - |
| Rural | 104 | 88.1 | 104 |
| Urban | 14 | 11.9 | 14 |
| Total | 118 | 100 | 118 |
| | | | |
| School Type (B - 10) | | | |
| No response | - | - | - |
| Community | 91 | 77.1 | 91 |
| State | 27 | 22.8 | 27 |
| Total | 118 | 100 | 118 |

| | | | |
|-------------|-----|------|-----|
| | | | |
| No response | - | - | - |
| Primary | 75 | 63.5 | 75 |
| Middle | 26 | 22.0 | 26 |
| High | 14 | 11.8 | 14 |
| Special | 3 | 2.5 | 3 |
| Total | 118 | 99.8 | 118 |
| | | | |

4.5 Management Development Needs or Skills Needed by Principals

The purpose of the study was to determine management development needs of school principals or skills needed by principals which could be addressed in management development programmes organised for principals. To determine their needs, principals were asked to indicate their views on the level of importance of skills needed to be addressed, i.e. on a five point scale. The skills needed by principals were categorised into the following administrative areas:

Financial management (c.f 2.4.5)

Personnel management (c.f 2.4.5)

Time management

External Human Relations Skills (c.f.2.4.1)

Student Discipline and motivational techniques(c.f. 2.4.2)

Communication (c.f.2.4.2)

School Governance

Interpersonal Skills (c.f. 2.4.2)

Instructional Leadership (c.f. 2.4.1)

Collective Bargaining (c.f. 2.4.3)

General needs

Other needs listed by the respondents (c.f. 4.5.1)

4.5.1 Financial Management

Financial management includes, budget building, school finances and business. Supreme accounting procedures for school fees, supervise purchasing procedures, and reconciling financial quarterly returns.

Table 4.3 provides a picture of the importance of the need and a brief summary of the findings based on the table.

Item 1.1. Budget Building

Table 4.3 indicates that 95 (80.5% of the respondents felt that the need for budget building is very important; 11 (9.3%) felt it is important. This indicates that most of the principals showed or indicated a great need on how to build the school budget. Thus, it is very important for management development programme to address this need.

Item 1.2 School Finances and Business

The majority 61 (51.7%) of the respondents indicated that the need for school finances and business is very important, 44 (37.3%) indicated it is important. This indicates a great need on school finances and business.

Item 1.3 Accounting Procedures for School Fees

Table 4.3 indicates that 68 (57.6%) of the respondents felt that a need for accounting procedures for school fees is very important; 30 (25.4%) felt it is very important.

Item 1.4 Supervise Purchasing Procedures

Majority of the respondents 58(49.2%) indicated that it is very important to consider a need to supervise purchasing procedures when developing management development programmes, 44 (37.8%) indicated it is important. This indicates that most of the principals greatly need to be inducted or in serviced on how to supervise purchasing procedures in their schools.

Item 1.5 Reconciling Financial Quarterly Returns

Of the total respondents; 60(50.8%) indicated that the need for reconciling financial quarterly returns is very important; 30 (25.4%) indicated it is important. This indicates that majority of the principals have a problem when reconciling financial quarterly returns. It is therefore important that the out-coming principal show or advice the in-coming one on how to do it, or those involved in principal induction should help the new principal in this regard.

In summary; Anderson, 1991; Daresh & Playko, 1992c; Legotlo, 1994 argue that first year principal is expected to demonstrate an understanding of the school budget, be able to supervise the basic accounting procedures and also be able to keep accurate records of the accounts and all school finances.

Table 4.3 Financial Management

| MANAGEMENT DEVELOPMENT NEEDS (C - 1) | NO RESPO-NSE | | Importance of the need | | | | | | | | | |
|---|--------------|---|------------------------|------|-----|------|---|-----|---|-----|----|-----|
| | | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 1. Financial Management | - | - | 95 | 80.5 | 11 | 9.3 | 5 | 4.2 | 4 | 3.4 | 3 | 2.5 |
| 1.1 Budget Building | - | - | 61 | 51.6 | 4.4 | 37.3 | 3 | 2.5 | 3 | 2.5 | 7 | 6.1 |
| 1.2 School finances and business | - | - | 68 | 57.6 | 30 | 25.4 | 6 | 5.1 | 3 | 2.5 | 11 | 9.4 |
| 1.3 Supreme accounting Procedures for school fees | - | - | 58 | 49.2 | 44 | 37.3 | 9 | 7.6 | 5 | 4.2 | 2 | |
| 1.4 Supervise purchasing Procedure | - | - | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---|---|----|------|----|------|--------|----------|---|-----|---|-----|
| 1.5 Reconciling financial quarterly Returns | - | - | 60 | 50.8 | 30 | 25.4 | 1 5 | 12. 7 | 5 | 4.2 | 8 | 6.8 |
|---|---|---|----|------|----|------|--------|----------|---|-----|---|-----|

- Scale :
1. Very Important
 2. Important
 3. Somewhat important
 4. Unimportant
 5. No feeling about this

4.5.2 Personnel Management

Personnel management includes assisting weak teachers, helping teachers with classroom management, promoting co-operation among teachers with one another and with administration, providing meaningful staff development, carrying out the personnel function of the principal including supervising and evaluating staff, collegial observation and feedback, and dealing with teacher strikes.

Table 4.4 provides a picture of the importance of the need and a brief summary of the findings based on the table, with two missing variables.

Item 2.1 Assisting weak teachers

Table 4.4 indicates that 89 (75.4%) of the respondents view the need for assisting weak teachers as very important, 20 (16.9%) as important. This indicates that most of the principals need to be assisted or advised on how they can help weak teachers and also on how to maintain good relations with them, thus building a co-operative and friendly team effort in achieving the goals of the organisation (cf 2.4.12).

Item 2.2 Helping teachers with classroom management.

Of the total number of respondents 66 (55.9%) indicated that there was a great need to

help teachers with classroom management; 40 (33.8%) indicated that it is important. This implies that principals need to be equipped with skills to help teachers with classroom management, because the principal as an instructional leader should excel in the art of teaching and learning (cf 2.4.1.4)

Item 2.3 Promoting co-operation among teachers with one another and with administration

The majority 83 (70.3%) of the respondents indicated that the need for promoting co-operation among teachers with one another and with administration is very important; 30 (25.4%) indicated it is important. None of the respondents rated this need as not important. This implies that the principal should be able to demonstrate good group process skills - facilitation skills. The ability to stimulate others to work together and interact in a positive, productive manner (cf 2.4.2.6).

Item 2.4 Providing meaningful staff development

Table 4.4 indicates that 71 (60.1%) of the respondents viewed the need for providing meaningful staff development as very important; 36 (30.5%) important; 8 (6.7%) as somewhat important; 3 (2.5%) as somewhat important. None of the respondents indicated as not having feelings about it. The implication is that principals need to place a premium on developing other staff members and providing support, approval and recognition for in service achievements (c.f 2.4.2.9).

Item 2.5 Carrying out the personnel function of the principal including supervising and evaluating staff.

The majority 63 (53.3%) of the respondents indicated a very strong need for supervising and evaluating staff, 40 (53.8%) indicated it is important, 6 (5.0%). This indicates that most of the principals need to be guided on how to evaluate and supervise staff members to achieve effective teaching.

Item 2.6 Collegial observation and feedback

Table 4.4 indicates that 55 (46.6%) of the respondents viewed the need for collegial observation and feedback as very important, 46 (38.9%) as important. This indicates most of the principals view this need as very important because as a principal one has to arrange for adequate and timely feedback on work accomplished by others (cf 2.4.2.8).

Item 2.7 Dealing with teacher strikes

Table 4.4 indicates that 39 (33.0%) of the respondents viewed the need for dealing with teacher strikes as very important, 23 (19.4%) as important; 24 (20.3%) as somewhat important. This indicates that some of the principals might not have experienced teacher strikes, this is why few regard this as very important.

In summary it is important for principals to acquire human relations skills because they are an aid to working effectively with individuals and groups of people to build a co-operative and friendly team effort in achieving the goals of the organisation (cf. 2.4.1.2)

Table 4.4 Personnel Management

| MANAGEMENT DEVELOPMENT NEEDS (C -2) | NO RESPO -NSE | | IMPORTANCE OF THE NEED | | | | | | | | | |
|--|---------------|--|------------------------|------|----|------|---|-----|---|-----|---|-----|
| | | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | F | | F | % | F | % | F | % | F | % | f | % |
| 2. Personnel Management | | | | | | | | | | | | |
| 2.1 Assisting weak teachers | | | 89 | 75.4 | 20 | 16.9 | 4 | 3.4 | 2 | 1.7 | 2 | 1.7 |
| 2.2 Helping teachers with classroom management | | | 66 | 55.9 | 40 | 33.8 | 5 | 4.2 | 2 | 1.7 | 4 | 3.4 |

| | | | | | | | | | | | | |
|---|--|--|----|------|----|------|----|------|----|-----|----|------|
| 2.3 Promoting co-operation among teachers with one another and with administration | | | 83 | 70.3 | 30 | 25.4 | 2 | 1.6 | - | - | 3 | 2.5 |
| 2.4 Providing meaningful staff development | | | 71 | 60.1 | 36 | 30.5 | 8 | 6.7 | 3 | 2.5 | - | - |
| 2.5 Carrying out the personnel function of the principal including supervising and evaluating staff | | | 63 | 53.3 | 40 | 33.8 | 6 | 5.0 | 4 | 3.4 | 5 | 4.2 |
| 2.6 Collegial observation and feedback | | | 55 | 46.6 | 46 | 38.9 | 11 | 9.3 | 3 | 2.5 | 3 | 2.5 |
| 2.7 Dealing with teacher strikes | | | 39 | 33.0 | 23 | 19.4 | 24 | 20.3 | 10 | 8.4 | 22 | 18.6 |

1. Very Important
2. Important
3. Somewhat important
4. Unimportant
5. No feeling about this

4.5.3 Time Management

Time management includes managing professional and personal time in an efficient manner.

Table 4.5 provides a picture of the importance of the need and a brief summary of the findings based on the table.

Item 3.1 Managing professional and personal time in an efficient manner.

Table 4.5 indicates that 81 (68.6%) of the respondents viewed the need for managing professional and personal time as very important; 29 (24.5%) as important.

Legotlo (1994) and Gorton (1983) argue that the problem of insufficient time experienced by both beginning and experienced principals is well documented. New principals in particular have little control over how they spend their time (Legotlo, 1994: 61). Principals also have problems with the management of time because of the lack of knowledge about the organisation and lack of experience.

In summary, it is thus important for principals to receive training or support on how they should manage their time, because they are expected to do more managerial work than teaching. Van der Westhuizen (1991) found that in 1940 the school principal spent 40% on his or her time teaching whereas in 1975/76 spent only 27% of his or her time in the classroom. This indicates that principals are expected to spend most of their time as managers. This suggests that they need support on time management.

Table 4.5 Time Management

| MANAGEMENT DEVELOPMENT NEEDS | NO RESPONSE | | IMPORTANCE OF THE NEED | | | | | | | | | |
|---|-------------|---|------------------------|------|----|------|---|-----|---|-----|---|-----|
| | | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 3. Time management | | | | | | | | | | | | |
| 3.1 Management of professional and personal time in an efficient manner | - | - | 81 | 68.6 | 29 | 24.5 | 4 | 3.3 | 2 | 1.6 | 2 | 1.6 |

Scale

- 1 Very Important
- 2 Important
- 3 Somewhat Important
- 4 Unimportant
- 5 No feeling about this

4.5.4 External Relations/School Community Relations

External relations includes: public relations, assessing community needs, problems and

expectations, motivating adults, and relations with local school districts.

Table 4.6 provides a picture of the importance of the need and a brief summary of the findings based on the table. There is only one variable missing on the responses.

Item 4.1 Public Relations

Table 4.6 indicates that 54 (46.2%) of the respondents viewed the need for public relations as very important, 51 (43.6%) as important. This indicates that most of the principals in the district need to understand or know how to relate to the public.

Item 4.2 Assessing community needs, problems and expectations

The majority 60(51.3%) of the respondents viewed the need for assessing community needs, problems and expectations, as very important, 36(30.8%) as important; 17(14.5%) as somewhat important. It is thus important for the principal to know what the needs, problems and expectations of the community are. Management development programmes need to help principals in this regard.

Item 4.3 Motivating Adults



Of the total respondents, 65(55.6%) indicated that it is very important that management development programmes address the need for motivating adults, 35 (29.9%) viewed it as important. This indicates that most of the principals in the district need support on how to motivate adults to participate in the learning process of their children because it is very important that parents should take part in the education of their children.

Item 4.4 Relations with local school district

Table 4.6 indicates that 53(45.3%) of the respondents view the need for relations with the local school district as very important, 42(35.9%) as important. This implies that principals perceive the need to maintain good relations with the local school district as important for effective school management.

In summary principals are expected to build effective, healthy school community relations (Anderson, 1991; Daresh and Playko, 1992c; Legotlo 1994). This skill helps one to work effectively with individuals and groups of people to build a co-operative and friendly team effort in achieving the goals of the organisation (cf 2.4.1.2)

Table 4.6 External Relations

| MANAGEMENT DEVELOPMENT NEEDS | NO RESPONSE | | IMPORTANCE OF THE NEED | | | | | | | | | |
|---|-------------|---|------------------------|------|----|------|----|------|---|-----|---|-----|
| | | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 4. External Relations | | | | | | | | | | | | |
| 4.1 Public Relations | | | 54 | 46.2 | 51 | 43.6 | 6 | 5.1 | 2 | 1.7 | 4 | 3.3 |
| 4.2 Assessing community needs problems and expectations | | | 60 | 51.3 | 36 | 30.8 | 17 | 14.5 | 2 | 1.7 | 2 | 1.7 |
| 4.3 Motivating Adults | | | 65 | 55.6 | 35 | 29.9 | 11 | 9.4 | 2 | 1.7 | 4 | 3.3 |
| 4.4 Relations with local school district | | | 53 | 45.3 | 42 | 35.9 | 11 | 9.4 | 6 | 5.1 | 5 | 4.2 |
| | | | | | | | | | | | | |

SCALE

1. Very important
2. Important
3. Somewhat Important
4. Unimportant
6. No feeling about this

4.5.5 Student discipline and motivational techniques

Student discipline and motivational techniques include, techniques for dealing with students who display repetitive behavioural patterns, techniques for dealing with students exhibiting bizarre behaviour, employing creative discipline approaches, techniques for

enhancing student motivation, classroom management skills and building and maintaining high school morale.

Table 4.7 provides a picture of the importance of the need and a brief summary of the findings based on the table, with one missing variable.

Item 5.1 Techniques for dealing with students who display repetitive behavioural pattern.

Table 4.7 indicates that 80 (68.3%) of the respondents viewed the need for techniques for dealing with students who display repetitive behavioural patterns as very important, 26(22.2%) as important. This indicates that most of the principals need great support on how to deal with this need.

Item 5.2. Techniques for dealing with students exhibiting bizarre behaviour.

Of the total number of respondents 71 (60.6%) indicated that the need for techniques of dealing with students exhibiting bizarre behaviour is very important; 29 (24.7%) is important. This indicates that most of the principals need to be advised, taught or supported on how to deal with such students.

Item 5.3 Employing creative discipline approaches.

Table 4.7 indicates that 68 (58.1%) of the respondents viewed the need for employing creative discipline approaches as very important; 40 (34.1%) as important. This indicates that most of the principals need to be inducted or in serviced on which proper measures of discipline to apply since corporal punishment has been abolished.

Item 5.4 Techniques for enhancing student motivation.

The majority of respondents, 67 (57.2%) indicated a greater need for ways to motivate students, 35 (29.9%) viewed it as important. This implies that most of the principals need

great support on how to motivate students.

Items 5.5 classroom management skills

Table 4.7 indicates that 69 (58.9%) of the respondents viewed the need for classroom management as very important; 34 (29.0%) as important. This indicates that most of the principals, as instructional leaders believe they should excel in knowledge of teaching and learning (cf. 2.4.1.4)

Item 5.6 Building and maintaining high school morale

Table 4.7 indicates that 77 (65.8%) of the respondents viewed the need for building and maintaining high school morale as very important; 26 (22.2%) as important. This indicates that most of the principals need support on this need because as observed today both teacher and student morale is very low due to reasons such as teacher salaries, students learning environment, and lack of resources. In summary principals really do need support on how to maintain discipline in schools and how motivate students. This contributes to effective teaching and learning.

Table 4.7 Student Discipline and motivational techniques

| MANAGEMENT DEVELOPMENT NEEDS | NO RESP-ONSE | | IMPORTANCE OF THE NEED | | | | | | | | | |
|---|--------------|---|------------------------|------|----|------|---|-----|---|-----|---|-----|
| | | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 5. Student discipline and motivational techniques | | | | | | | | | | | | |
| 5.1 Techniques for dealing with students who display repetitive behavioural pattern | | | 80 | 68.3 | 26 | 22.2 | 6 | 5.1 | 2 | 1.7 | 3 | 2.5 |
| 5.2 Techniques for dealing with students exhibiting bizarre behaviour | | | 71 | 60.6 | 29 | 24.7 | 7 | 5.9 | 3 | 2.5 | 7 | 5.9 |

| | | | | | | | | | | | |
|---|--|----|------|----|------|---|-----|---|-----|---|-----|
| 5.3 Employing creative discipline approaches | | 68 | 58.1 | 40 | 34.1 | 5 | 4.2 | 2 | 4.2 | 2 | 1.7 |
| 5.4 Techniques for enhancing student motivation | | 67 | 57.2 | 35 | 29.9 | 7 | 5.9 | 1 | 0.8 | 7 | 5.9 |
| 5.5 Classroom management skills | | 69 | 58.9 | 34 | 29.0 | 8 | 6.8 | 4 | | | |
| 5.6 Building and maintaining high school morale | | 77 | 65.8 | 26 | 22.2 | 5 | 4.2 | 2 | 1.7 | 7 | 5.9 |

Scale

1. Very Important
2. Important
3. Somewhat Important
4. Unimportant
5. No feeling about this

4.5.6 Communication

Communication includes, written and oral communication.

Table 4.8 provides a picture of the importance of the need and a brief summary of the findings based on the table, with one missing variable.

Item 6.1 written communication

Table 4.8 indicates that most of the principals 76 (65.0%) viewed the need for written communication as very important; 31 (26.5%) as important. This indicates that written communication is perceived as important because the principal should be effective in using technical, symbolic and visual aids or graphics to get ideas across. He or she should be clear, concise, properly structured, and grammatically correct in written communication (c.f. 2.4.2.10).

Item 6.2 Oral Communication

Of the total respondents, 75 (64.1%) indicated that the need for oral communication is very important; 25 (21.4%) is important. This indicates that most of the principals need support on this need because principals should be able to share ideas in an open, genuine and non-threatening manner (c.f. 2.4.2.10).

In summary principals should be able to clearly present ideas, in both written and oral communication (c.f. 2.4.2.10).

Table 4.8 Communication

| MANAGEMENT DEVELOPMENT NEEDS | NO RESP-ONSE | | IMPORTANCE OF THE NEED | | | | | | | | | |
|------------------------------|--------------|---|------------------------|------|----|------|---|-----|---|-----|---|-----|
| | | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 6. Communication | | | | | | | | | | | | |
| 6.1 Written communication | - | - | 76 | 65.0 | 31 | 26.5 | 3 | 2.6 | 3 | 2.6 | 4 | 3.4 |
| 6.2 Oral communication | - | - | 75 | 64.1 | 25 | 21.4 | 9 | 7.7 | 3 | 2.6 | 5 | 4.2 |

Scale

1. Very Important
2. Important
3. Somewhat important
4. Unimportant
5. No feeling about this

4.5.7 School governance

School governance includes working with school governing bodies and defining and understanding the role of the school governing bodies.

Table 4.9 provides a picture of the importance of the need and a brief summary of the findings based on the table, with one missing variable.

Item 7.1 working with school governing bodies

Table 4.9 indicates that 90 (76.9%) respondents viewed the need for working with the school governing body, as very important; 16 (13.6%) as important, 6 (5.1%) as somewhat important; 5 (4.2%) had no feeling about it and none of them viewed it as not important. This indicates that most of the principals need support on this need because school governance is a new process to them, so they need to understand how to work with elected members of the governing body.

Item 7.2 Defining and understanding the role of the school governing bodies.

The majority 85 (72.6%) of the respondents indicated that the need for defining and understanding the role of the school governing bodies is very important; 20(17.0%) indicated it is important, 8 (6.8%) it is somewhat important, 4 (3.4%) had no feeling about it and no one indicated it as not important. This indicates that most of the principals need to understand how these bodies work, as they have some functions to perform. Principals need to be careful not to give the school governing bodies total responsibility for running the school.

In summary, it is indicated that most of the principals in the district need to be supported, inducted or in-serviced on how to work effectively with the school governing bodes as it is a new process in South Africa.

Table 4.9 School Governance

| MANAGEMENT DEVELOPMENT NEEDS | NO RESPONSE | | Importance of the need | | | | | | | | | |
|--|-------------|---|------------------------|------|----|------|---|-----|---|---|---|-----|
| | | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | | | F | % | F | % | F | % | F | % | F | % |
| 7. School Governance | | | | | | | | | | | | |
| 7.1 Working with school governing Bodies | - | - | 90 | 76.9 | 16 | 13.6 | 6 | 5.1 | - | - | 5 | 4.2 |
| 7.2 Defining and understanding the role of the school governing bodies | - | - | 85 | 72.6 | 20 | 17.0 | 8 | 6.8 | - | - | 4 | 3.4 |

Scale

1. Very Important
2. Important
3. Somewhat Important
4. Unimportant
5. No feeling about this

4.5.8 Interpersonal Skills or Personal Relations

Personal relations or interpersonal skills include personal motivation, stress tolerance, problem analysis, sensitivity and decisiveness.

Table 4.10 provides a picture of the importance of the need and a brief summary of the findings based on the table, with one missing variable.

Item 8.1 Personal motivation

The majority 83 (70.9%) of the respondents indicated that the need for personal motivation is very important, 29 (24.7%) viewed it as important. This indicates that

most of the principals in the circuit need to be serviced on techniques for personal motivation.

Item 8.2 Stress tolerance

Table 4.10 indicates that 45 (48.4%) of the respondents viewed the need for stress tolerance as very important, 37 (31.6%) as important. This indicates that most of the principals need assistance on how to tolerate stress, because principals' work can be very stressful (c.f. 2.4.3).

Item 8.3 Problem Analysis

Table 4.10 indicates that 64 (54.7%) of the respondents viewed the need for problem analysis as very important; 33 (28.2%) as important. This indicates that problem analysis is viewed as one of the important management development needs (cf. 2.4.3)

Item 8.4 Sensitivity



Of the total number of respondents, 51 (43.5%) indicated that the need for organisational sensitivity is very important; 36 (30.7%) also indicated it is important. This indicates that organisational sensitivity is viewed as an important management development need because as a principal one should have consideration for the needs and feelings of others, use encouraging methods to get others to express their points of view and verbalise ideas and opinions so that they are understood (cf. 2.4.2.4).

Item 8.5 Decisiveness

Table 4.10 indicates that 48 (41.0%) of the respondents viewed the need for decisiveness as very important; 37 (31.6%) as important. This indicates a great need for decisiveness. The principal should exhibit a readiness to make decisions and have the ability to recognise when a decision is required (c.f. 2.4.2.3).

In summary, it is indicated that most of the principals viewed interpersonal relations as an important management development need (c.f. 2.4.3).

Table 4.10 Interpersonal Skills / Personal Relations

| MANAGEMENT DEVELOPMENT NEEDS | NO RESPONSE | | Importance of the need | | | | | | | | | |
|--|-------------|---|------------------------|------|----|------|----|------|----|-----|----|------|
| | | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 8. Interpersonal Skills Personal Relations | | | | | | | | | | | | |
| 8.1 Personal Motivation | - | - | 83 | 70.9 | 29 | 24.7 | 4 | 3.4 | 1 | 0.8 | - | - |
| 8.2 Stress tolerance | | | 45 | 38.4 | 37 | 31.6 | 14 | 11.9 | 10 | 8.5 | 11 | 9.4 |
| 8.3 Problem analysis | | | 64 | 54.7 | 33 | 28.2 | 13 | 11.1 | 3 | 2.5 | 4 | 3.4 |
| 8.4 Sensitivity | | | 51 | 43.5 | 36 | 30.7 | 18 | 15.3 | 8 | 6.8 | 4 | 3.4 |
| 8.5 Decisiveness | | | 48 | 41.0 | 37 | 31.6 | 9 | 7.6 | 10 | 8.5 | 13 | 11.1 |

4.5.9 Instructional Leadership

Instructional leadership includes acquiring strong knowledge of curriculum and instruction, supervise and evaluate instruction, protect instructional time, coordinate curriculum, promote and support instructional improvement, development and promotion of high expectations of students, and assess and monitor student performance.

Table 4.11 provides a picture of the importance of the need and a brief summary of the findings based on the table.

Item 9.1 Acquiring strong knowledge of curriculum and instruction

Table 4.11 indicates that 89 (76.1%) of the respondents viewed the need for acquiring strong knowledge of curriculum and instruction as very important, 14 (12.0%) as important. This indicates that a great number of principals viewed this need as an important management development need.

Item 9.2 Supervise and Evaluate Instruction

Table 4.11 indicates that 70 (59.8%) of the respondents viewed the need to supervise and evaluate instruction as very important; 30 (25.6%) as important. This indicates that most of the principals viewed instructional supervision as a very important management development need (c.f. 2.4.3.)

Item 9.3 Protect Instructional Time

Of the total respondents, 63 (53.8%) indicated the need to protect instructional time as very important; 37 (31.6%) as important. This implies that the majority of the respondents viewed the need to protect instructional time as an important management development need.

Item 9.4 Coordinate Curriculum

The majority of the respondents, 77 (65.8%) indicated the need to coordinate curriculum as very important; 23 (19.7%) as important. This indicates that most of the respondents viewed the need as a very important one to be addressed in management development programmes offered.

Item 9.5 Promote and Support Instructional Improvement

The majority 60 (52.2%) of the respondents viewed the need to promote and support instructional improvement as very important, 32 (27.8%) as important. This indicates that most of the principals viewed this need as very important.

Item 9.6 Development and Promotion of high expectations of students

Table 4.11 indicates that 57 (49.6%) of the respondents viewed the need for the development and promotion of high expectations of students as very important, 36 (31.3%) as important. This indicates that most of the principals need to be inducted or in serviced on this management development needs.

Item 9.7 Assess and Monitor Students Performance

Table 4.11 indicates that 85 (73.9%) of the respondents viewed the need to assess and monitor students' performance as very important; 17 (14.8%) as important. This indicates that most of the principals viewed this need as one of the most important management development needs.

In summary, it is clear from the table that most of the principals need support on how to handle instruction. Thus, as instructional leaders they should excel in knowledge of teaching and learning. He or she should be a person with stature, a recognised expert, with academic credentials that establishes him or her as a scholar in this area (c.f. 2.4.1.4)

Table 4.11 Instructional Leadership

| MANAGEMENT DEVELOPMENT NEEDS | NO RES- PONSE | | Importance of the need | | | | | | | | | |
|---|---------------|---|------------------------|------|----|------|----|------|---|-----|---|-----|
| | | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 9. Instructional leadership | | | | | | | | | | | | |
| 9.1 Acquiring strong know-ledge of curriculum and instruction | | | 89 | 76.1 | 14 | 12.0 | 8 | 6.8 | 4 | 3.4 | 2 | 1.7 |
| 9.2 Supervise and evaluate Instruction | | | 70 | 59.8 | 30 | 25.6 | 12 | 10.3 | 4 | 3.4 | 1 | 0.8 |

| | | | | | | | | | | | | |
|---|--|--|----|------|----|------|----|------|---|-----|---|-----|
| 9.3 Protect instructional time | | | 63 | 53.8 | 37 | 31.6 | 8 | 6.8 | 3 | 2.6 | 6 | 5.1 |
| 9.4 Co-ordinate curriculum | | | 77 | 65.8 | 23 | 19.7 | 5 | 4.3 | 5 | 4.3 | 7 | 5.9 |
| 9.5 Promote and support instructional improvement | | | 60 | 52.2 | 32 | 27.8 | 15 | 13.0 | 3 | 2.6 | 5 | 4.3 |
| 9.6 Development and promote High expectations of students | | | 57 | 49.6 | 36 | 31.3 | 10 | 8.7 | 3 | 2.6 | 9 | 7.8 |
| 9.7 Assess and monitor student Performance | | | 85 | 73.9 | 17 | 14.8 | 7 | 6.1 | 1 | 0.9 | 5 | 4.3 |
| | | | | | | | | | | | | |

Scale :

1. Very important
2. Important
3. Somewhat important
4. Unimportant
5. No feeling about this

4.5.10 Collective bargaining

Collective bargaining includes, negotiation skills and collective bargaining, dealing with teacher strikes, handling grievances at school level, negotiating in good faith, maintaining mutual respect among teachers, and conflict management.

Table 4.12 provides a picture of the importance of the need and a brief summary of the findings based on the table.

Item 10.1 Negotiation Skills and Collective Bargaining

Table 4.12 indicates that 54 (47.0%) of the respondents viewed the need for negotiation skills and collective bargaining as very important, 43 (37.4%) as important. This indicates that most of the principals need to acquire skills on how to negotiate with everyone involved in the school and how to bargain collectively.

Item 10.2 Dealing with Teacher Strikes

Of the total number of respondents, 33 (28.9%) viewed the need to deal with teacher strikes as very important, 38 (33.3%) as important. Less than 50% of the respondents viewed this need as either very important or important. This probably indicates that most of the principals viewed this need as not important or had no feeling about it because most of them might have not faced a situation where they had to deal with teacher strikes.

Item 10.3 Grievances handled at school level

Table 4.12 indicates that 61 (53.0%) of the respondents viewed the need for handling grievances at school level as very important, 40 (34.8%) as important. This implies that most of the principals need support on how to handle grievances at school level. They regard this need as one of the most important management development needs.

Item 10.4 Negotiate in Good Faith

Table 4.12 indicates that 78 (67.8%) of the respondents viewed the need for negotiating in good faith as very important' 26 (22.6%) as important . This implies that the majority of the principals in the district viewed the need for negotiating in good faith as a very important management development need.

Item 10.5 Maintain Mutual Respect among Teachers

The majority 70 (60.9%) of the respondents viewed the need to maintain mutual respect among teachers as very important, 32 (27.3%) as important. This indicates that most of the principals need to be in serviced or supported on how to maintain mutual respect among teachers, because with respect among teachers effective teaching and learning will occur. The principal must demonstrate the ability to stimulate others to work together and interact in a positive, productive

manner (c.f. 2.4.2.6).

Item 10.6 Conflict Management

Table 4.12 indicates that most of the principals, 54 (47.0%) indicated that the need for conflict management is very important, 35 (30.4%) indicated it as important. This indicates that most of the principals viewed the need for conflict management as very important (c.f. 2.4.3).

In summary most of the principals indicated that the need for collective bargaining is one of the most important management development needs.

Table 4.12 Collective Bargaining

| MANAGEMENT DEVELOPMENT NEEDS | NO RES P-ONS E | | IMPORTANCE OF THE NEED | | | | | | | | | |
|---|----------------|---|------------------------|------|----|------|----|------|----|-----|----|------|
| | | | 1 | | 2 | | 3 | | 4 | | 5 | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| 10. Collective Bargaining | | | | | | | | | | | | |
| 10.1 Negotiation skills and collective Bargaining | | | 54 | 47.0 | 43 | 37.4 | 10 | 8.7 | 3 | 2.6 | 5 | 4.3 |
| 10.2 Dealing with teacher skills | | | 33 | 28.9 | 38 | 33.3 | 13 | 11.4 | 10 | 8.8 | 20 | 17.5 |
| 10.3 Grievances handled at school Level | | | 61 | 53.0 | 40 | 34.8 | 4 | 3.5 | 5 | 4.3 | 5 | 4.3 |
| 10.4 Negotiate in good faith | | | 78 | 67.8 | 26 | 22.6 | 5 | 4.3 | 1 | 0.9 | 5 | 4.3 |
| 10.5 To maintain mutual respect among teachers | | | 70 | 60.9 | 32 | 27.8 | 7 | 6.1 | 2 | 1.7 | 4 | 3.5 |
| 10.6 Conflict management | | | 54 | 47.0 | 35 | 30.4 | 11 | 9.6 | 6 | 5.2 | 9 | 7.8 |

Scale

1. Very important
2. Important
3. Somewhat important
4. Unimportant
5. No feeling about this

4.5.11 Other Needs (General)

Other needs include, establishing a supportive network, understanding how the organisation works, facilitating change, orientation of school culture, organising to address daily, monthly and yearly routine, becoming knowledgeable of resources within/outside school district, establishing and communicating an instructional vision of the school and understanding and implementing school board policies, district rules and administrative procedures.

Table 4.13 provides a picture of the importance of the needs and a brief summary of the findings based on the table.

Item 11.1 Establishing a supportive network

Table 4.13 indicates that 72 (62.6%) of the respondents viewed the need for establishing a supportive network as very important, 32 (27.8%) viewed it as important. This indicates that most of the principals need training, in service education on how to establish a supportive network within and outside the school.

Item 11.2 Understanding how the Organisation Works

The majority 64 (55.6%) of the respondents viewed the need for understanding how the organisation works as very important, 36 (31.3%) viewed it as important. This implies that most of the principals need support on how they can understand how the organisation works.

Item 11.3 Facilitating Change

Of the total respondents, 60 (52.1%) indicated that there is a great need on support to facilitate change, 43 (37.3%) viewed it as important. This indicates that most of the principals need training, in service education on how to facilitate change because today South Africa is going through transformation even in education, so principals need support on how to facilitate change.

Item 11.4 Orientation to School Culture

Table 4.13 indicates that 55 (47.8%) of the respondents viewed the need for orientation to school culture as very important, 50 (43.4%) as important. This implies that most of the principals viewed the need for orientation to school culture as very important to be addressed by management development programmes.

Item 11.5 Organising to Address Daily, Monthly and Yearly Routine

Table 4.13 indicates that 68 (59.1%) of the respondents viewed the need for organising to address daily, monthly and yearly routine as very important, 30 (26.0%) as important. Principals really do need support in this regard as it leads to effective school management.

Item 11.6 Becoming Knowledgeable of Resources within or outside the district.

Table 4.13 shows that 60 (53.0%) of the respondents indicated that the need for becoming knowledgeable about resources within or outside the district as very important, 35 (50.9%) as important. This indicates that most of the principals viewed this need as very important because it is important for principals to know about resources available at their disposal so that they can know how best to use them for the benefit of the whole school community.

Item 11.7 Establishing and Communicating an Instructional Focused Vision of the School.

Of the total respondents, 64 (57.1%) viewed the need for establishing and communicating an instructional, focussed vision of the school as very important, 30 (26.7%) as important, 9 (8.0%) as somewhat important, 2 (1.7%) as not important that most of the principals in the district need knowledge on how to communicate and establish vision of the school, because every organisation must have its vision, and strategies should be developed to achieve the shared vision. The vision must also be communicated to the whole school community, so that all can focus on it.

Item 11.8 Understand and Implement School Board Policies, District Rules and Administrative Procedures.

Table 4.13 indicates that 72 (62.6%) of the respondents viewed this need as very important, 25 (21.7%) as important. This indicates that most of the principals need training or in service education on how to understand and implement school board policies, district rules and administrative procedures as they viewed it as a very important management development need.

In summary most of the principals indicated that they need support on a variety of management development needs, thus they need skills for performing their specific roles and responsibilities (c.f. 2.4.4.)

Table 4.13 Other Needs

| MANAGEMENT DEVELOPMENT NEEDS | NO RESP-ONSE | Importance of the Need | | | | |
|------------------------------|--------------|------------------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |

| | F | % | F | % | F | % | F | % | F | % | F | % |
|---|---|---|----|------|----|------|----|-----|---|-----|---|-----|
| 11. Other needs (General) | | | | | | | | | | | | |
| 11.1 Establishing a supportive network | | | 72 | 62.6 | 32 | 27.8 | 4 | 3.4 | 1 | 0.8 | 6 | 5.2 |
| 11.2 Understanding how the organisation works | | | 64 | 55.6 | 36 | 31.3 | 11 | 9.5 | 2 | 1.7 | 2 | 1.7 |
| 11.3 Facilitating change | | | 60 | 52.1 | 43 | 37.3 | 8 | 6.9 | 3 | 2.6 | 1 | 0.8 |
| 11.4 Orientation to school culture | | | 55 | 47.8 | 50 | 43.4 | 7 | 6.0 | 2 | 1.7 | 1 | 0.8 |
| 11.5 Organising to address daily, monthly and yearly routine. | | | 68 | 59.1 | 30 | 26.0 | 10 | 8.6 | 2 | 1.7 | 5 | 4.3 |
| 11.6 Becoming knowledgeable of resources within/outside the district | | | 60 | 53.0 | 35 | 30.9 | 11 | 9.7 | 3 | 2.6 | 4 | 3.5 |
| 11.7 Establishing and communicating an instructional focussed vision of the School | | | 64 | 57.1 | 30 | 26.7 | 9 | 8.0 | 2 | 1.7 | 7 | 6.2 |
| 11.8 Understand and implement school board policies, district rules and Administrative procedures | | | 72 | 62.6 | 25 | 21.7 | 10 | 8.6 | 4 | 3.4 | 4 | 3.4 |

Scale

1. Very importance
2. Important
3. Somewhat important
4. Unimportant
5. No feeling about this

4.5.12 Principals were requested to list any other needs to be addressed in management development programmes.

Table 4.14 provides list of management development needs in a ranking order as listed by principals 57 (48.3%) responded and 61 (51.6%) did not respond.

Table 4.14 Principals Management Development Needs

| Rank | Item | F | % |
|------|--|----|------|
| 1 | OBE Workshops | 22 | 18.6 |
| 2 | Policy drafting | 21 | 17.7 |
| 3 | Auditing Financial Books | 20 | 16.9 |
| 4 | Managing Change | 20 | 16.9 |
| 5 | Bargaining with Teacher Unions | 20 | 16.9 |
| 6 | Learners & Teachers Discipline | 18 | 15.2 |
| 7 | Educational Law | 15 | 12.7 |
| 8 | Teacher and Learner Appraisal | 15 | 12.7 |
| 9 | Drafting Mission Statement | 10 | 8.4 |
| 10 | Managing and Acquiring Physical Resources | 10 | 8.4 |
| 11 | Teacher Learner and Parent Relationship | 10 | 8.4 |
| 12 | School Based In-service Education for Teachers | 9 | 7.6 |
| 13 | Teacher and Principal Induction | 5 | 4.2 |
| 14 | Dealing with Learners with Special Needs | 4 | 3.3 |

In summary most of the principals indicated they need to be supplied with information on the new OBE system that has been introduced lately in South Africa. That is they need to attend workshops on this OBE system. They further indicated drafting of school policy as a major need, auditing financial books and how to manage change, because today there are so many changes in South Africa.

4.5.13 Summary

This chapter outlined the findings of the empirical investigation conducted to determine principals' views on management development needs. Principals were also asked to list any other needs to be addressed in management development programmes. The majority of them listed the following needs :-

- OBE Workshops
- Drafting School Policy
- Auditing Financial Books
- Managing Change, and
- Bargaining with Teacher Unions

- Budget Building
- Assisting Weak Teachers
- Providing Staff Development
- Managing Professional Time
- Negotiating in Good Faith
- Maintaining Mutual Respect among Teachers
- Establishing a supportive Network
- Understanding and Implementing School Board Policies, District Rules and Administrative Procedures
- Building High School Morale
- Communication
- School Governance
- Personal Motivation
- Instructional Leadership

Thus, management development programmes should be organised to address principals' needs and interests.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Introduction

A brief summary of this study is presented in this chapter. There is also a reflection on major findings of the study, as well as recommendations for the improvement of the current position of management development for school principals in the Atamelang District.

5.2 Summaries

The review of chapters will be summarised below

In Chapter 1, the rationale for the study and a statement of the problem are outlined. The concern in the chapter is about the changing role of the principal and management development needs. Today's principals are expected to be managers not teachers, so they need to acquire certain management development skills to be addressed by management development programmes, to help them cope with the demanding role they are in.

Chapter two outlines the nature and scope of both management development programmes and skills needed by principals. Different models, designed to address principal's needs are also outlined.

From the literature it emerges that the management aspect of the principal's job necessitates the acquisition and development of a range of skills ignored by those concerned with teacher training. Thus attention must be focussed on training provision for principals if they are expected to perform their new role to a high standard. Those changing needs have implications for the training and development of those principals already in position and for selection and training of new appointees (c.f. 2.1).

It further emerged that the formal support for principals is seen as a profitable investment in improving their management and leadership skills with the ultimate purpose of improving the quality of education offered (c.f. 2.5).

Chapter 3 outlined the research design followed in collecting the data. In the empirical investigation of the study a questionnaire was employed as a tool for collecting data (c.f. 3.2). The questionnaire was the only means of communication between the respondents and the researcher (c.f. 3.2). Contents of the questionnaire are also outlined (c.f. 3.2.5), and the administrative procedure (c.f. 3.3).

In Chapter 4 an empirical investigation conducted to determine principals' views on the importance of the management development needs to be addressed by management development programmes. Principals were further requested to list any other skills they wish to be addressed by such programmes, these skills are :

- Teacher-learner and parent relationship (c.f. 4.5.11)
- Managing and acquiring physical resources (c.f. 4.5.11)
- School based in service education for teachers (c.f. 4.5.11)
- Learners' and teachers' discipline (c.f. 4.5.11)
- Teachers' and principals' induction (c.f. 4.5.11)
- Auditing financial books (c.f. 4.5.11)
- Policy drafting (c.f. 4.5.11)
- bargaining with teacher unions (c.f. 4.5.11)
- Teacher and learner appraisals (c.f. 4.5.11)
- OBE workshops (c.f. 4.5.11)
- Managing change (c.f. 4.5.11)
- Drafting mission statement (c.f. 4.5.11)
- Dealing with learners with special needs (c.f. 4.5.11)

From this study there are important findings in each section that are important to the professional development of both new and veteran principals.

5.3 Major Findings

Findings on Aim 1 :

Aim 1: To determine the nature and scope of management development programmes and needs of school principals. The following findings were made :

- * The traditional role of the principal as a leading professional is overshadowed by the need for managerial effectiveness (c.f. 2.1)
- * Attention must be focussed on training provision for principals if they are expected to perform their new role to a high standard (c.f. 2.1)
- * An effective induction programme must have well defined objectives that reflect the need of a new employee and the specific philosophy of the school system (c.f. 2.2.2)
- * By means of formal in-service training and education, purposeful opportunities are created to broaden the horizon of manager's knowledge (c.f. 2.2.3)
- * Development programmes should be sequentially organised and allow for the pursuit of individual interests and needs and provide a broad base of knowledge, skills and experiences to meet the challenges of the 21st century (c.f. 2.4.3)

Findings on Aim 2 :

Aim 2: To determine principals' views on management development needs to be addressed by management development programmes.

- * It shows that most of the principals need support on management development skills. Most of them indicated that the management development needs listed are very important to be addressed by management development programmes in place.

- * Principals further indicated the following management development needs as very important :
 - Financial Management (c.f. 2.4.4.)
 - School Governance
 - Time Management
 - Personnel Management (c.f. 2.4.4.)
 - Student Discipline (c.f. 2.4.2)
 - Communication (c.f. 2.4.3)

- * Management development programmes should be developed to address principals' needs and interests.

5.4 Recommendations

Recommendation 1

More attention should be paid to the professional development of both new and veteran principals to help them cope with the demanding administrative work they are faced with.

Recommendation 2

Induction and in service programmes should be organised to address the principals' management development needs. Thus, a survey should be conducted by the district on management development needs before the programmes are organised.

Recommendation 3

Principals should be paired or grouped in a mentor relationship in order for them to share ideas on how to manage their schools.

Recommendation 4

Courses in educational management should be regarded as pre-requisites before one is appointed to a managerial position, and for those already in position, in service education and training programmes should be organised.

5.5 Conclusion

It is observed that most of the principals in the Atamelang district need support on management development needs or on skills needed by principals. This could be achieved by the development of well structured in service education and training programmes to help principals address these needs.

The major problem in the district is that most of the principals are not qualified enough to be school managers. The majority of them have not been trained in educational management, they were only appointed on the basis of being good teachers or on the teaching experience they had. It does not mean that a good teacher can make a good principal. It is therefore the responsibility of the district to ensure that selection of principals should be based on acquisition of knowledge and skills in educational management.

Thus, a well planned management development programme for school principal should be put in place to address principals' needs so as to help them manage their schools effectively.

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**A SURVEY ON MANAGEMENT DEVELOPMENT NEEDS
OF SCHOOL PRINCIPALS**

**QUESTIONNAIRE NO. 1-3
CARD NO. 4**

**SECTION A
BIOGRAPHICAL**

Kindly answer the following questions by crossing X on the appropriate block

1. Your age category in years

- 1.1 below 30
- 1.2 31 - 35
- 1.3 36 - 40
- 1.4 41 - 45
- 1.5 46 - 50
- 1.6 51 and over

| |
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(5)

2. Sex

- 2.1 Male
- 2.2 Female

| |
|--|
| |
| |

(6)

3. Marital Status

- 3.1 Unamrried
- 3.2 Married
- 3.3 widow
- 3.4 Separated

| |
|--|
| |
| |
| |
| |

(7)

4. For how long have you been a principal
(No of years as a school principal)

- 4.1 0 - 3
- 4.2 4 and over

| |
|--|
| |
| |

(8)

5. Present Position

- 5.1 Principal
- 5.2 Acting principal
- 5.3 Circuit manager
- 5.4 Education officer
- 5.5 Other ()

| | |
|--|--|
| | |
| | |
| | |
| | |

(9)

6. What position did you hold immediately before becoming a principal

- 6.1 Assistant teacher
- 6.2 Head of department
- 6.3 Teacher councillor
- 6.4 Deputy principal
- 6.5 Acting principal

| | |
|--|--|
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| | |
| | |

(10)

7 Highest Academic Qualifications

- 7.1 Below standard 10
- 7.2 Standard 10
- 7.3 Standard 10 plus 4 degree courses
- 7.4 Standard 10 plus 8 degree courses
- 7.5 A degree e.g. B.A. first degree
- 7.6 Honours Degree or B.Ed.
- 7.7 Masters Degree
- 7.8 Doctorate
- 7.9 Others (Specify)

| | |
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| | |

(11)

8 Highest Professional Qualification

- 8.1 L.P.T.C.
- 8.2 P.T.C. / H.P.T.C
- 8.3 J.S.T.C.
- 8.4 S.T.C.
- 8.5 UED (Dp Ed)
- 8.6 Others (Specify)

| | |
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| | |

(12)

SECTION B DEMOGRAPHIC ASPECTS

Kindly answer the following questions by marking X on the appropriate block

9. Settlement of your school

- Urban
- Rural

| | |
|--|--|
| | |
| | |

(13)

10. School type

- Community
- State
- Special

| | |
|--|--|
| | |
| | |
| | |

(14)

11. School Category

- Primary
- Middle
- High

| | |
|--|--|
| | |
| | |
| | |

(15)

SECTION C

Principal's views on management development needs

Using the scale below, please indicate which of the management development skills need the most attention/ are addressed in management development programmes

Scale

- 1. Very important
- 2. Important
- 3. Somewhat important
- 4. Unimportant
- 5. No feeling about this

- 1. Financial management
 - 1.1 Budget building
 - 1.2 School finances and business
 - 1.3 ~~Supreme~~ accounting procedures for school fees
 - 1.4 Supervise purchasing procedures
 - 1.5 Reconciling financial quarterly returns

| | 1 | 2 | 3 | 4 | 5 | |
|--|---|---|---|---|---|------|
| | | | | | | (16) |
| | | | | | | (17) |
| | | | | | | (18) |
| | | | | | | (19) |
| | | | | | | (20) |

2. Personnel Management

- 2.1 Assisting weak teachers
- 2.2 Helping ^{new} teachers with classroom management
- 2.3 Promoting cooperation among teachers with one another and with administration
- 2.4 Providing meaningful staff development opportunities
- 2.5 Carrying out the personnel functions of the principal including supervising and evaluating staff
- 2.6 Collegial observation and feedback
- 2.7 Dealing with teacher strikes

| | | | | | | |
|--|--|--|--|--|--|------|
| | | | | | | (21) |
| | | | | | | (22) |
| | | | | | | (23) |
| | | | | | | (24) |
| | | | | | | (25) |
| | | | | | | (26) |
| | | | | | | (27) |

3. Time Management

3.1 Managing professional and personal time in an efficient manner

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (28) |
|--|--|--|--|--|------|

4. External relations/school community relations

4.1 Public relations

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (29) |
|--|--|--|--|--|------|

4.2 Assessing community needs, problems and expectations

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (30) |
|--|--|--|--|--|------|

4.3 Motivating adults

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (31) |
|--|--|--|--|--|------|

4.4 Relations with local school district

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (32) |
|--|--|--|--|--|------|

5. Student discipline and motivational techniques

5.1 Techniques for dealing with students who display repetitive behavioural problems

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (33) |
|--|--|--|--|--|------|

5.2 Techniques for dealing with students exhibiting bizzare behaviour

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (34) |
|--|--|--|--|--|------|

5.3 Employing creative discipline approaches

| | | | | | |
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| | | | | | (35) |
|--|--|--|--|--|------|

5.4 Techniques for enhancing student motivation

| | | | | | |
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| | | | | | (36) |
|--|--|--|--|--|------|

5.5 Classroom management skills

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| | | | | | (37) |
|--|--|--|--|--|------|

5.6 Building and maintaining high school morale

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| | | | | | (38) |
|--|--|--|--|--|------|

6. Communication

6.1 Written communication

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (39) |
|--|--|--|--|--|------|

6.2 Oral communication

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (40) |
|--|--|--|--|--|------|

7. School Governance

7.1 Working with school governing bodies

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (41) |
|--|--|--|--|--|------|

7.2 Defining and understanding the role of school governing bodies

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|--|--|--|--|--|------|
| | | | | | (42) |
|--|--|--|--|--|------|

8. Interpersonal Skills/Personal Relations

8.1 Personal Motivation

| | | | | | |
|--|--|--|--|--|----|
| | | | | | 43 |
|--|--|--|--|--|----|

8.2 Stress tolerance

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (44) |
|--|--|--|--|--|------|

8.3 Problem analysis

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (45) |
|--|--|--|--|--|------|

8.4 Sensitivity

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (46) |
|--|--|--|--|--|------|

8.5 Decisiveness

| | | | | | |
|--|--|--|--|--|------|
| | | | | | (47) |
|--|--|--|--|--|------|

9. Instructional Leadership

9.1 Acquiring strong knowledge of curriculum and instruction

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|--|--|--|--|--|------|
| | | | | | (48) |
|--|--|--|--|--|------|

9.2 Supervise and evaluate instruction

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| | | | | | (49) |
|--|--|--|--|--|------|

9.3 Protect instructional time

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| | | | | | (50) |
|--|--|--|--|--|------|

9.4 Coordinate curriculum

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| | | | | | (51) |
|--|--|--|--|--|------|

9.5 Promote and support instructional improvement

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| | | | | | (52) |
|--|--|--|--|--|------|

9.6 Development and promote high expectations of students

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| | | | | | (53) |
|--|--|--|--|--|------|

10. Collective Bargaining

| | | | | | |
|---|--|--|--|--|------|
| 10.1 Negotiation skills and collective bargaining | | | | | (55) |
| 10.2 Dealing with teacher strikes | | | | | (56) |
| 10.3 Grievances handled at school level | | | | | (57) |
| 10.4 Negotiate in good faith | | | | | (58) |
| 10.5 To maintain mutual respect among leaders | | | | | (59) |
| 10.6 Conflict management | | | | | (60) |

11. Other needs (General)

| | | | | | |
|---|--|--|--|--|------|
| 11.1 Establishing a supportive network | | | | | (61) |
| 11.2 Understanding how the organisation work | | | | | (62) |
| 11.3 Facilitating change | | | | | (63) |
| 11.4 Orientation to school culture | | | | | (64) |
| 11.5 Organising to address daily, monthly and yearly routine | | | | | (65) |
| 11.6 Becoming knowledgeable of resources within/ outside the district | | | | | (66) |
| 11.7 Establishing and communicating an instructionally focused vision of the school | | | | | (67) |
| 11.8 Understand and implement school board policies, district rules and administrative procedures | | | | | (68) |

12 List any other needs to be addressed in management development programmes

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Date 22 SEPTEMBER 97

TO: COLLEGE RECTORS
DISTRICT MANAGERS
CIRCUIT MANAGERS
PRINCIPALS

Your reference

Our reference

RESEARCH PROJECT: FIELDWORK

The Department of Educational Planning and Administration hereby request you to grant our B.Ed and M.Ed Postgraduate student(s) permission to conduct research in school(s)/College(s) under your jurisdiction.

TOPIC: A SURVEY ON MANAGEMENT
DEVELOPMENT..... NEEDS OF.....
SCHOOL PRINCIPALS.....

STUDENT NAME: Miss M. A. MOLETE.....

Thank you in anticipation

Sincerely

OFFICE OF DEAN
Faculty of Education
University of North-West



DR M.W LEGOTLO
HEAD: PLANNING AND ADMINISTRATION