

**MANAGEMENT OF OVER-POLITICIZED SECONDARY  
SCHOOLS FOR BLACKS**

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## FOREWORD

I want to thank God the Almighty who sustained me throughout my academic endeavour. Dr P.J. Mentz, my supervisor needs to be commended for his patience and friendliness. I always found it easy to approach him at any time.

I wish to thank my wife, Seipati, who has supported and encouraged me. The love and interest she has shown in my career and studies have sustained me. I owe a debt of gratitude to Cheryl Heyns, 'Malefu Mphatane, Esias Booyens, Chwaro Radise and Dr Freeman for the literature I got from them. My gratitude also goes to Mzamo Jacobs who has been, and who still is a source of inspiration, I remember how he and I struggled against all odds to make it in our field.

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## OPSOMMING

Die sekondêre skole vir swart bevolkingsgroepe is gepolitiseer. Die politieke klimaat wat in hierdie land heers beïnvloed die hele skool as 'n organisasie, en in besonder die bestuurstaak van die skoolhoof. In hierdie skripsie word die invloed van politieke faktore op die bestuurstaak van die skoolhoof nagevors.

Een van die oorsake van die politisering van hierdie skole is die apartheidonderwystelsel, wat deur die regering vir swart mense ontwerp is sonder om swart mense te betrek. Aan die begin van die vyftigerjare het swart mense allerhande politieke organisasies begin stig om die apartheidonderwystelsel te beveg. Leerlinge wat deel was van hierdie onderwystelsel, het ook deel geword van hierdie organisasies.

Leerlinge oefen hulle politieke invloed uit deur byvoorbeeld die "Congress of South African Students" (COSAS). COSAS belemmer die organisasie van sekondêre skole deurdat dit ontwrigtings by hierdie skole gedurig en opsetlik veroorsaak. Aan die ander kant neem die leerkragte deel aan "South African Democratic Teachers' Union" (SADTU). Leerkragte wat by hierdie vakbond geaffilieer is verontagsaam die skoolregulasies, en neem byvoorbeeld deel aan optogte gedurende skooltyd.

Daar is ook 'n ouerorganisasie, naamlik "National Education Co-ordinating Committee" (NECC). Ouers wat aan hierdie organisasie behoort, beïnvloed die leerlinge en die leerkragte negatief, met die gevolg dat die gepolitiseerde leerlinge skole vandaliseer. Die politieke organisasies veroorsaak ook onlus en onrus by hierdie skole. As gevolg van die politieke klimaat wat by hierdie skole heers, is hierdie skole nie doeltreffend nie.

Hierdie skole bereik byvoorbeeld nie hulle doelstellings nie. Hierdie skripsie probeer om probleme rondom die skoolhoof se bestuurstaak gedurende hierdie moeilike tye in Suid Afrika uit te lig en 'n oplossing daarvoor te probeer bied.

## **DEDICATION**

Dedicated to my late parents, Mme Mmataba and Ntate Molahlehi Teleki who struggled to bring up my brothers, sisters and myself. It is a great pity that neither of them saw me kneeling in front of chancellors who conferred degrees upon me at the universities where I have pursued my studies.

## SUMMARY

Secondary schools for the black population group are politicized. The political climate which is prevailing in this country influences schools in general and the principal's management task in particular. This dissertation seeks to investigate the influence of political factors on the management task of the principal of secondary schools for blacks.

One of the causes of politicization of these schools is the apartheid education system which was designed for black population groups by the government without involving black people in the decision-making machinery. At the beginning of the fifties, black people started forming numerous political organisations to fight the apartheid education system. Pupils who were part of this education system became part of these political organisations.

The organisation in which pupils take an active part is the Congress of South African Students (COSAS). This organisation obstructs the smooth running of secondary schools by deliberately and continuously causing disruptions at these schools. On the other hand, teachers take an active part in the South African Democratic Teachers' Union (SADTU). Teachers who have affiliated with this union, disregard the school regulations. They, for instance, take part in political marches during school hours.

There is also the parents' organisation, namely the National Co-ordinating Committee (NECC). Parents who belong to this organisation influence the pupils and the teachers negatively, to such an extent that the politicized pupils vandalize schools. These political organisations cause unrest at schools in general and at the secondary schools in particular. Secondary schools are not effective because of the political climate which prevails in them.

These schools do not, for instance, attain their objectives. This dissertation seeks to address the problems pertaining to the management task of the principal, and to offer a solution to these problems experienced by principals during this difficult period in South Africa.

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**LIST OF ACRONYMS**

<b>CHED</b>	<b>Committee of Heads of Education Departments</b>
<b>COSAS</b>	<b>Congress of South African Students</b>
<b>DET</b>	<b>Department of Education and Training</b>
<b>E/T</b>	<b>Education and Training</b>
<b>HOD</b>	<b>Heads of Department</b>
<b>MDP</b>	<b>Management Development Programme</b>
<b>NECC</b>	<b>National Education Co-ordinating Committee</b>
<b>NEUSA</b>	<b>National Education Union of South Africa</b>
<b>OO/ET</b>	<b>Onderwys en Opleiding/Education and Training</b>
<b>PTSA</b>	<b>Parent Teacher Student Association</b>
<b>SADTU</b>	<b>South African Democratic Teachers' Union</b>
<b>SAS</b>	<b>Statistical Analysis System</b>
<b>SECC</b>	<b>Soweto Education Co-ordinating Committee</b>
<b>SMC</b>	<b>School Management Council</b>
<b>SRC</b>	<b>Students' Representative Council</b>
<b>TBVC</b>	<b>Transkei, Bophuthatswana, Venda and Ciskei</b>

# 1. ORIENTATION

## 1.1 Statement of the problem

The word politics means political views that a group of people have (Hornby *et al.*, 1981:645). In the case of South Africa the political views of blacks and whites have differed radically. White South Africans ruled the whole country through a government elected by whites. This government legislated for education of all races and the resultant inconsistencies and disparities were inevitable.

Mncwabe (1990:20) holds the view that apartheid education legislated for blacks has been a fundamental problem and it is still a bone of contention in South Africa. Black pupils resisted apartheid education by involving themselves in strikes, unrest and boycotts which became the order of the day (De Waal, 1989:514). The political instability and the disruption of the secondary schools for blacks in South Africa started as early as 1950 (Kallaway, 1984:95). The deduction which is made here, is that the high level of politicization of the school education among blacks was prompted by, among others, the apartheid ideology.

Politicization of school education seems to be a world-wide phenomenon, because this problem is not only found in South Africa. The only thing that makes black secondary schools different from the other institutions of learning is that there is a high level of politicization as a result of the apartheid legacy at these schools. De Vries (1987:6) points out that school education was even politicized during the time of Plato and Aristotle. Between the years 1800-1950, politicians in the societies which were industrially developed involved pupils in political activities. Countries like Russia, China and Cuba can be cited as examples. In countries like South Vietnam and Venezuela, the government was toppled by the pupils (Habermas, 1970:13).

Man is prone to politicization because he exists in the world and he also exists with it. He is therefore conscious of social and cultural aspects which are transmitted through education. Man is also capable of deciding, transforming and designing the type of education he wants (Freire,1985:68). He strives for advanced technological school education because he wants his child to secure employment after schooling and to be counted among those who are in the upper class (Apple, 1979:19). If interpersonal competition on the labour market in a country is controlled in such a way that a certain group of people in the society gets preferential treatment, the two groups may find themselves at loggerheads with each other (Hansen, 1979:123).

The Batsu, who were cliques of people loyal to their economic and political life in Japan are a case in point (Hansen, 1979:124). This group did not want to accept other groups; but they were forced during the political crisis to open the doors of learning institutions to others. In Ghana there was racial conflict because of the cultural diversity of Ghanaians (Hansen, 1979:126). This situation is reminiscent of the cultural diversity and the conflict between the South African inhabitants. If the educational system in a country perpetuates or increases disadvantages among a section of community because of the ideologies of the social classes, a radical change in that education system is inevitable (Hake,1975:20).

In the light of the above paragraphs, it can be deduced that the culture of no learning and no teaching could be created by politicization which in the end will affect the management task of the principal adversely. From a management point of view, it can be further argued that a principal will find it difficult to manage a school which is not performing the function of a school. The school is unique, it has been created by culturally developed society to educate and to teach a child. The school cannot be a political and educational institution at the same time (Van Schalkwyk, 1986:144).

Political structures among blacks in South Africa were formed to pressurize the government to equalize educational opportunities for all people in this country. This has led to the over-politicization of black education. These structures seem to have been formed to the detriment of education meant for blacks (Mabe, 1990:9). The reason for suggesting this is that these structures encroach on the authority and control of the principal. Some of the structures which destabilize schools are:

- \* **NECC**, a parents' committee makes things hard in terms management of schools. Parents belonging to this committee openly discuss the management of schools and they defy the authority of the principal (De Waal, 1989:514).
- \* **NEUSA**, was a teachers' Union which later came to be known as **SADTU**. Teachers belonging or affiliated to this Union do not submit to the control and authority of the principal (Louw, 1993:5).
- \* **COSAS** is a pupils' organisation which operates mainly at secondary school level. Pupils belonging to this organisation oppose the authority of the principal (Zille, 1987:26). As a result, the principals are unable to manage the schools effectively.

It is notable that there are three dimensions in the politicization of schools, i.e. those of the parents, the teachers and the pupils. An organisation in which all members are trying to do the work of the manager does not attain its goals and objectives (Basson *et al.*, 1991:604). Encroachments made by them on the authority and control of the principal, as a manager of the school, make it impossible for effective management of the school. Pupils' attitudes have developed negatively to such an extent that they vandalise schools (Molefe, 1992:11). This is done because all the government institutions, including the schools for blacks, are associated with apartheid.

The problem identified here is that the secondary schools for blacks are highly politicized; thereby making effective and efficient management by a principal very difficult. In the light of the above paragraphs it can be concluded that the criteria for politicization are:

- \* The unrest situation at secondary schools for blacks.
- \* The pupils' organisation (COSAS).
- \* The teachers' Union (SADTU).
- \* The existence of the parents' organisation (NECC).
- \* Vandalism at secondary schools for blacks.

This research project seeks to outline the management problems faced by principals of secondary schools for blacks in the prevailing political climate in South Africa. It will try to address the problems that appear to be hampering the successful management of secondary schools for blacks. Questions to be considered are the following:

- 1.1.1 Which management problems does the principal encounter?
- 1.1.2 How does politicization affect the management of the principal?
- 1.1.3 Is it possible to determine management problems by means of a structured questionnaire?

## **1.2 The aim of this research project**

- 1.2.1 To investigate the management problems encountered by the principal.
- 1.2.2 To find out how politicization affects the management task of the principal.
- 1.2.3 To find out whether it is possible to determine management problems by means of a questionnaire.

### **1.3 Research design**

#### **1.3.1 Literature study**

There is a variety of materials which will be used: articles on education; newspapers; educational journals and books. Key words used to determine the literature relevant to this research project are: school boycotts, school unrest, vandalising schools, teachers' union, students' organisation, politics and education.

#### **1.3.2 Empirical research**

##### **1.3.2.1 Questionnaire**

A questionnaire which will ascertain the extent of the management problems experienced by principals of the secondary schools during the political climate prevalent in schools at the time of study will be formulated.

##### **1.3.2.2 Population**

The research will be conducted at the secondary schools, combined schools (*these are schools which are from SSA-Std 10*) and intermediate schools (*these are farm schools which are from SSA-Std 8*) in the Orange Free State region of the DET.

#### **1.3.3 Statistical method**

The response will be analyzed using the SAS-FREQ procedure in order to determine the frequency of the problems as encountered by the principals. The effect size of the differences between different categories of principals, deputy principals or HOD No. 1 (*in the case where there are no deputy principals*) will also be determined statistically.

## **2. THE INFLUENCE OF POLITICS ON BLACK SECONDARY SCHOOLS**

### **2.1 Introduction**

South Africa is a multiracial country with a diversity of cultures. After the arrival of whites in this country, whites and blacks continuously fought each other for supremacy. Blacks were subsequently subjugated, and white dominance over blacks started (Elphick & Giliomee, 1979:371).

Eventually, the western type of political system was introduced in South Africa. This new political dispensation empowered the white government to control black education (Horrell, 1968:5). In 1953 the control of black education was transferred from the provinces to the central government (Behr, 1984:181). According to Harrison (1987:190), the aim of the white government was to control black education in conformity with the policy of separate development.

Originators of black education wanted blacks to be trained and educated according to their opportunities in life, which were not like those of the whites (Horrell, 1968:5). Disparity in education made blacks unhappy, hence the politicization of the secondary schools. Pupils indicate to the government that they do not want this education system by turning secondary schools into political and military battlefields (Kalane & Luti, 1991:6).

It is because of the above that the managerial duties of the principals and that of the other officials of the Department of Education and Training (DET) are blocked, because these officials are regarded as the extension of the government system, and they are also seen as the supporters of the state policy, that is why they are more often than not intimidated and frustrated in their managerial duties (Makobane, 1991:1).

### **2.1.1 Resistance to management**

Resistance to management is when the subordinate takes a decision which is contradictory to the decision taken by the manager, or when a dissatisfied subordinate refuses to submit to control and authority of the officials within the organisation (Rossow, 1990:7). Young and immature members of the organisation normally resist authority and control. They do not take cognizance of the fact that for the organisation to be effective, the group must function as a whole (Allen, 1964:29). The above is true of the DET. Resistance to structures which manage education is caused by young teachers and pupils who reject the education system (De Vries, 1987:38).

Resistance to management also occurs whenever there is a change within the organisation (Hanson, 1979:300). There are individuals who usually resist change. In South Africa, change in black education has been politically inspired (Auerbach, 1987:10). The forces of resistance are therefore harboured by politicians. Black education had undergone change since 1953 (Christie, 1986:55). Ever since this change was initiated, blacks have been dissatisfied, hence resistance to management in the form of boycotts, strikes, uprisings and disruption of classes. The case in point here is the 1972 and 1973 uprising (Randall, 1973:6;7). Shortly thereafter, this was followed by the 1976 Soweto uprising (Behr, 1984:195).

In 1979, another change was brought about in black education by the implementation of the Education and Training Act number 90 of 1979 which repeals all legislation related to Bantu Education (Behr, 1984:200). Agitators still did not want to believe this; instead, they resisted this change. As a result of this festering resistance to change in the education system for blacks and its manifestation; the level of the school system's function is affected.

The principal who is supposed to see to it that the educational policy of the DET is carried out, finds himself on the horns of a dilemma, because political fanatics who resist change can easily eject him, either physically or psychologically (Khupiso, 1990:19). By the same token it may be said that the principal is caught in the crossfire.

The outcry among blacks has been for one education system which should serve all population groups in South Africa. The government has finally recognised or accepted the dire need for one education department to serve all population groups in the country. This is evident from the announcement made by the State President at the reopening of parliament on January 29, 1993 (West, 1993:2).

This announcement can be seen as an important step on the part of the government in the direction of setting up one education department. However, this announcement gave rise to vigorous protests. For instance, parents belonging to NECC said that the decision made by the government was unilateral. They even threatened the government by saying that they were going to disrupt white schools (Maseko, 1993:3).

Owing to the resistance to management, the principal is unable to formulate objectives and to set educational standards. His authority is defied and he is intimidated by the pupils and teachers who are supposed to be his subordinates (Lategan, 1990:18). In addition, the imposition of the system contributed to the resistance to management, because according to Hlophe (1990:3), blacks are not involved in the following:

- \* Implementation of the school system,
- \* Participation in the planning of educational matters,
- \* Administration of schools,
- \* Participation in the educational structure,
- \* The co-ordination and financing of schools,
- \* Providing school buildings and educational facilities and

- \* Exercising control over the school as an organisation.

From a management point of view, it can be deduced that organising, as a management task of the principal, is impeded. For the principal to organise effectively, members of the organisation should be committed in their work, and they should work harmoniously as a team (Van der Westhuizen, 1991:162). It is clear that this is not the case in education for blacks. It appears as if everybody in black education wants to have a say in the management of education in general and the running of learning institutions in particular.

There are discernible areas of management which suggest that activists resist the principal's management and that of officials of the DET because they are not satisfied with the manner in which the education system meant for them is managed. In their grievances and demands, directed to the DET, some of these management areas are mentioned or implied. The information gleaned from literature (cf. Christie, 1985:51-55; Kallaway, 1984:90-98; Johnson, 1991:172-183) suggests that blacks are dissatisfied with the present education system. Some of the important areas where resistance to management in black education manifests itself are discussed in the subsequent paragraphs.

#### **2.1.1.1 The control of education**

Stoner and Wankel (1986:574) view control as a process whereby managers make sure that actual management activities are carried out according to how they have been planned. According to Badenhorst (1987:52) control implies authority. If the subordinates do not submit to the authority of the manager, things will get quite out of hand within the organisation. The educational activities in the DET are interrupted by the unrest at the schools and because of this, control, planning, and organising are affected.

Van der Westhuizen (1991:232) maintains that the essence of control, as the management task, aims at achieving objectives which are in accordance with planned goals. The principal exercises control over educational activities with the aim of achieving the common goal, namely educative teaching. Educational activities are done systematically and in accordance with a specific norm. To ensure that these activities are properly carried out, the principal should be in control of the school.

At secondary schools for blacks educational activities do not conform with what the principal has planned. His control is deliberately derailed by agitators. The Congress of South African Students (COSAS), in their memorandum of July 20, 1992, explicitly stated that they were going to engage themselves in a programme which was aiming at challenging the education authority.

The actions of the pupils affiliated to this organisation obstruct the principals' organisation (Memela, 1991:5). This deprives the principal of the opportunity to exercise control over the teachers, the pupils, the parents, the physical assets and the school buildings. The following are illustrations forms of insubordination that principals experience and which adversely affect their management task (Khupiso, 1991:1):

- \* Pupils come to school late, and the first period of each day is lost,
- \* After break pupils still saunter into the classrooms from the school yard even twenty minutes or more late,
- \* Pupils befriend teachers, join political marches, and even convene meetings at the school, at any time during school hours (Mogale, 1990:6),
- \* Teachers refuse to prepare their lessons (Scholtz, 1990:3) and
- \* Teachers refuse to permit class visits by superiors (Mhlongo, 1990:9).

From the foregoing exposition, it can be argued that the political climate in the country affects the authority of the principal. As a result of the intimidation he cannot plan his work effectively, therefore adjustments are not properly done because of the intimidation. The situation at the secondary school is such that it is impossible for him to re-organise in order to adapt to this changed circumstance. The activities of the various committees of the school (subject committee, sports and cultural committee, garden committee etc.) are not efficiently co-ordinated. As a result of inadequate delegation, the teaching personnel may be overburdened, or the principal may overwork himself by avoiding to delegate work to teachers who do not want to submit to authority and control.

It is clear that the control function of the principal is being derailed in an organised way by the three key role players (cf. 1.1), being the teachers, students and parents.

#### **2.1.1.2 The school system**

The school system is embedded in the education system; and the school system is created by society to meet the educational needs of that particular society (Barnard & Vos, 1980:29). All the educational activities take place within the education system. These activities are organised in a professional way, by professionally trained educational leaders. All resources, including time, are optimally utilized so that educative teaching can be realized (Van Schalkwyk, 1986:1).

According to Brynard (1987:43) Maree holds the view that education is a matter that concerns a particular community, and he sees education as the affair of that particular community. He therefore suggests that formal education should be in line with informal education and the culture of that community.

The assertion of Maree is valid, namely that the school system should be a community affair. That is why the black pupils, teachers and parents reject the present school system (cf. 1.1) by refusing to be managed by the officials of the DET. They look forward to an alternative system. Molefe (1992 :11) acknowledges this by saying that there are some pupils who are destroying the present school buildings because they are said to be providing apartheid education. These pupils have utopian education systems in mind.

In other quarters of the black community it is believed that Peoples' Education will be an alternative school system in South Africa among the blacks (Mabogoane, 1990: 23). Much has been said by scholars of Historical Education about Peoples' Education. In this study, it should suffice to say that at this stage it appears as if the reconstructionists among the black people have a political education system in mind (De Waal, 1989:518).

It can be argued that the above makes it possible for one to conclude that a formal organisational structure is passive at secondary schools. What is active are informal groups serving the interests of political organisations. They exert pressure and influence on other members in the school; so that everybody conforms to their political activities. It is logical to say that the principal is faced with a problem of managing a school where a formal structure is overshadowed by an informal structure.

### **2.1.1.3 Curriculum planning**

Van der Westhuizen (1991:216) maintains that planning and organising presuppose control. This means that the manager controls what he has or what has been planned or organised within the organisation, so as to attain organisational goals. Van Tonder (1990:3) argues that in a plan there are objectives to be achieved, and the manager uses strategies to achieve these objectives; whereas in control the manager measures and corrects performance according to the predetermined plan. Both plan and control

are processes. The manager has both short term and long term planning which is characterized by problem-solving and decision-making (Van Tonder, 1990:7).

Van der Westhuizen (1991:137) pointed out that planning involves thinking and the showing of interest. The manager should have a vested interest in the organisation he is managing. This will stimulate his thinking, and he will keep on planning, because management is an ongoing process. According to him, planning presupposes change within the organisation.

He therefore warns managers that subordinates normally resist planning, because they do not want change to be implemented. With regard to resistance to planning, Wilson (1975:220) suggests that this could be minimised if the manager had the capability of handling a plan.

This could be done by involving people who are affected by a plan which will result in a change in the planning and decision-making processes. Wilson furthermore says that people support something that they have helped put together; especially if the plan or decision affects them. According to him, involving people in the planning process, but not in the decision-making process, may result in them not implementing the change affected by planning.

The point of departure will be the planning of the curriculum and the decision-making with regard to the designing of the curriculum. In each and every education system, there are educational planners who are operating on the macro-level of the organisational structure of the education system (cf.2.1.1.5). They are managers who are planning a curriculum. With regard to education for blacks, curriculum is planned by officials of the DET who are not accepted by agitators among the blacks, because they want the curriculum of their choice to be implemented at schools (Zille, 1987:27).

Sports and cultural activities are part of the curriculum. These are organised and planned by the DET for all schools which are under the jurisdiction of this department. Some of the blacks from other political organisations want to be involved in the planning of curriculum. One of the demands of black teachers, handed over to the Minister of Education and of Development Aid, was that the DET should stop organising sporting and cultural activities; according to them these should be left entirely to the liberation movements (Van der Merwe, 1990:8).

As it may be seen from the above, education for blacks is politicized. According to agitators only the activists should be involved in the planning of curricula. The DET is being pressurized to let the activists have a say in the planning of educational content (Van der Merwe, 1990:7). There are, however, structures that are affording blacks the opportunity to be involved in education; but these structures are rejected, because agitators do not acknowledge the authority of government structures (Molefe, 1993:25).

Gray (1988:27-28) maintains that when curricula are to be developed, professionals like teachers should be involved. These teachers form a committee or a body which concentrates on the development of curriculum. The committee outlines guidelines which will help in the development of the envisaged curriculum. Gray furthermore states that people who choose to be representing others cannot at the same time be working alone on the development of the curriculum. According to him only teachers can develop curriculum effectively, because they are education practitioners.

In South Africa, among blacks, anyone wants to be involved in the development of curriculum (cf. van der Merwe, 1990:7-8). For them the envisaged curriculum can be implemented overnight. For its development immense planning and expertise are needed, and there are guidelines to be considered before one could make an attempt to plan curriculum (Committee of Heads of Education Departments [CHED], 1991:8). It is because of their ignorance that they harm the school as an organisation by

wanting to be involved in the planning of the matters pertaining to education (van der Merwe, 1990:7-8).

Mabogoane (1990:23) points out that the curriculum which is not based on the culture for which it is designed is meaningless. According to him black people are destroying the present education system which has been transplanted into Africa from Europe, because they are not satisfied with it. He suggests that the curriculum for black people should be africanized, e.g the belief and thought of Africans should be considered when designing curricula.

Hake (1975:46) maintains that the curriculum of a well-developed society is advanced and that its content is modernized and reorganized in such a way that new methods of teaching are established in it. Such a curriculum makes teaching interesting because the emphasis is on learning by doing. He goes further by saying that well-advanced industrial societies reform curricula from time to time to meet the societal demands.

The organisations which have been formed to force the government to allow black people to take part in the designing of curricula are COSAS, NECC, and SADTU (cf. 1.1). People belonging to these organisations pursue political goals. It is because of this reason that it is suggested that they may be ignorant of things that should be considered when designing curricula.

#### **2.1.1.4 Administration of schools**

Van der Westhuizen (1991:33) maintains that the two concepts, namely administration and management, seem to be confusing; because American scholars do not make any distinction between the two concepts; whereas in England some scholars tend to be drawing a line of demarcation between the two concepts. An American scholar who is cited as an example here is Cuban (1972:60), who contends that making decisions; looking after the school building; parents' meetings and disciplining pupils are aspects

of the administrative work of the principal.

Van der Westhuizen argues that the above are managerial activities of the principal (cf. Van der Westhuizen, 1991:47-49). One could say that administration is when one is doing duties or functions which are administrative in nature (Glatter, 1972:6). According to Van der Westhuizen (1991:36) such functions are clearly defined by Reynders as follows "bookkeeping, statistics, cost and management accounting, record keeping, general office organisation." From what Reynders said above, one could conclude that when children are registering at the beginning of the year, the principal is held responsible for the keeping of the statistics. The records of fees, like the development fund, examinations fees etc. are kept by him. The principal draws up the timetables when allocating duties to the teachers and he keeps the record thereof (Lance et al., 1975:256). All these are administrative duties of the principal.

Van der Westhuizen (1991:34;35) identifies two views of administration, namely the structural and the functional views; attention will be paid to the functional view of administration. According to Van der Westhuizen (1991:35) Paulsen maintains that educational administration has to do with directing and managing; i.e. the manager directs and manages human energy in order to attain objectives that have been formulated in accordance with the organisation policies.

For the school to function properly educational objectives should be drawn up in accordance with time scheduled. Educative teaching can only be realized if there is a functional school calendar with timetables (Ryan, 1991:26). Every department of education issues a school calendar which is, in turn, strictly followed by the school. The principal divides the work which should be planned according to days, weeks and quarters within the school calendar amongst the teachers (Murphy, 1992:20).

The DET has not been functioning well during the present political climate because the educational objectives which have been formulated on the macro-, meso-, and micro-levels are not being accomplished. The reason for this is that the officials of this department are prevented from directing and managing human energy. This is because of resistance by subordinates to management (Ngudle, 1992:2).

With regard to administration the following aspects seem to be interfered with: the school calendar; school timetables; the admission of pupils; the administration of examinations and the completion of evaluation forms for teachers. It is important to remember that the principal has to plan the administration of the school and the routine work which goes with it. According to Molefe (1991:10), administrative work should receive his attention, but the political situation scares him, thereby jeopardizing the administration of the school.

#### **\* The school calendar**

As may be seen from the above, the school calendar is part of administration. At secondary schools for blacks the school calendar is not adhered to. Teachers and pupils will stay away from schools during any school term for political activities; and claim that they will come to school during holidays to make up for time lost (Heard, 1990:3).

#### **\* The drawing up of the school timetables**

Teachers and pupils do not adhere to the tuition timetable. Some teachers prefer to stay in the warm staffrooms (Pearson, 1992:15). Teachers, pupils and parents encroach on the administration of the school by postponing examinations already scheduled (Tema, 1990:8). In the afternoons children are no longer engaging themselves in the afternoon studies and sports and cultural activities. The timetables for these activities are not observed (Scholtz, 1990:1).

### **\* Admission of pupils**

At secondary schools for blacks the principal who admits pupils according to the policy of the DET is defied by the pupils. They admit other pupils and they try to run the school (Dhlamini, 1990:3).

### **\* The administration of examinations**

Administration in respect of examinations is obstructed. Pupils are encouraged by agitators not to pay examination fees; and these pupils want to administer examinations (Makobane, 1991:1).

### **\* Completion of evaluation forms for teachers**

The principal finds it difficult to complete teacher evaluation forms because the teachers do not afford him the opportunity to evaluate them, for he is barred from entering their classes (Mhlongo, 1990:9). This administrative duty is blocked by teachers belonging to SADTU.

It is clear from the above that the principal manages the school which is administered by others. The administration process is being resisted and this results in procedures not being carried out.

#### **2.1.1.5 Co-ordination and financing of schools**

The two concepts, co-ordination and financing, cannot be separated in as far as this study is concerned. According to van der Westhuizen (1991:40), co-ordination is very important in management because all different aspects of management are linked together so that the organisational goals can be attained. Every organisation is composed of people (cf. Basson et al., 1991:596). The activities of these people are

co-ordinated, for example there is co-ordination between planning, financing controlling or organising (cf. Van der Westhuizen, 1991:178).

When the manager is organising within the organisation, he does this by way of co-ordinating the activities of people he manages. For instance, the manager who delegates duties to subordinates should from time to time co-ordinate the actions of the subordinates. This will help the manager to realize the attainment of the organisational goal, co-operation within the organisation and organisational development needs (cf. van der Westhuizen, 1991:178-179).

The school is financed by the state. There are managers who draw up a budget for the different levels of the organisational structure. These managers have been appointed by the government which does not have legitimacy (cf. 1.1). They draw up a budget within the constraints of the money made available for them by the state (cf. 2.1.1.4).

They co-ordinate all the activities with regard to the financing of schools (cf. Jordan et al., 1985:152). It is against this background that blacks want to participate in matters concerning their education, hence the National Education Co-ordinating Committee (NECC) that has been founded in Soweto (cf. 2.2.5).

A study conducted by Unterhalter et al. (1991:52) vividly shows how blacks of this country have been dissatisfied with the financing of their education by the state since 1953. Discontent with regard to the financing of education in the DET manifests itself even today. Blacks are complaining about inadequate facilities and shortage of schools (Molusi, 1990:2).

**Table 2.1:** Expenditure on black and white education: The 1987/1988 up to 1992/1993 financial years

<b>Year</b>	<b>Black</b>	<b>White</b>
1987/1988	R 1 370 709 000	R 3 104 308 000
1988/1989	R 1 512 883 000	R 3 481 739 000
1989/1990	R 1 815 614 000	R 4 006 269 000
1990/1991	R 2 414 766 620	R 4 386 770 520
1991/1992	R 3 211 639 604	R 4 672 912 161
1992/1993	R 4 194 717 000	R 5 515 850 000

**Table 2.2:** Expenditure on coloured and indian education: The 1987/1988 up to 1992/1993 financial years

<b>Year</b>	<b>Coloured</b>	<b>Indian</b>
1987/1988	R 970 621 000	R 387 379 000
1988/1989	R 1 048 079 000	R 445 969 000
1989/1990	R 1 296 014 000	R 567 603 000
1990/1991	R 1 451 535 680	R 664 095 510
1991/1992	R 1 625 719 961	R 776 991 746
1992/1993	R 2 375 387 000	R 932 448 000

*(Source: Bulletin for the survey of the race relations [South African Race Relations]. The copies from 1987/88 to 1992/93 financial years are used. The money allocated for the following is excluded: Vocational education; Education of handicapped children; Out of school education and training/Post school education; Education of children in need of care; Schools for specified purpose and Advancement of culture/Cultural affairs and recreation).*

**Table 2.3:** Total enrolment from 1988 to 1993 - Blacks; Whites; Coloureds; and Indians (Strauss *et al.*, 1992:10-12)

<b>Year</b>	<b>Blacks</b>	<b>Whites</b>	<b>Coloureds</b>	<b>Indians</b>
1988	7 027 573	935 903	832 329	233 910
1989	7 298 107	928 365	836 579	233 069
1990	7 654 270	932 181	841 387	233 101
1991	8 100 452	926 208	851 896	242 783
1992	8 390 500	923 382	863 765	253 084
1993	8 700 000	922 239	876 376	263 384

*(Only pupils from SSA-Std 10 have been taken into account, others like teacher training etc. have been excluded. When comparison is made, the number of pupils in the four departments of education should be taken into consideration).*

As it may be seen from the above tables, less money is allocated for black education; compared with other departments. The allocation of money causes a lot of problems which affect management tasks of managers on the micro-level. Taxpayers become angry when money is distributed unevenly among the schools in the same country (Moulder, 1991:61). This anger results in the government being pressurized by political organisations to allocate the education budget equally among South African schools (cf.2.1.1.5). The pressure is exerted by way of disrupting schools. It is these disruptions which affect the management tasks of principals.

Scheurich and Imber (1991:297) contend that the inequitable distribution of resources causes discontentment in the pluralistic society. The contention of Scheurich and Imber is correct, because this is one of the factors that causes instability at the secondary schools for blacks in South Africa. It is this instability that prevents the principal from properly applying his managerial skills. As an employee of the DET, he is unable to

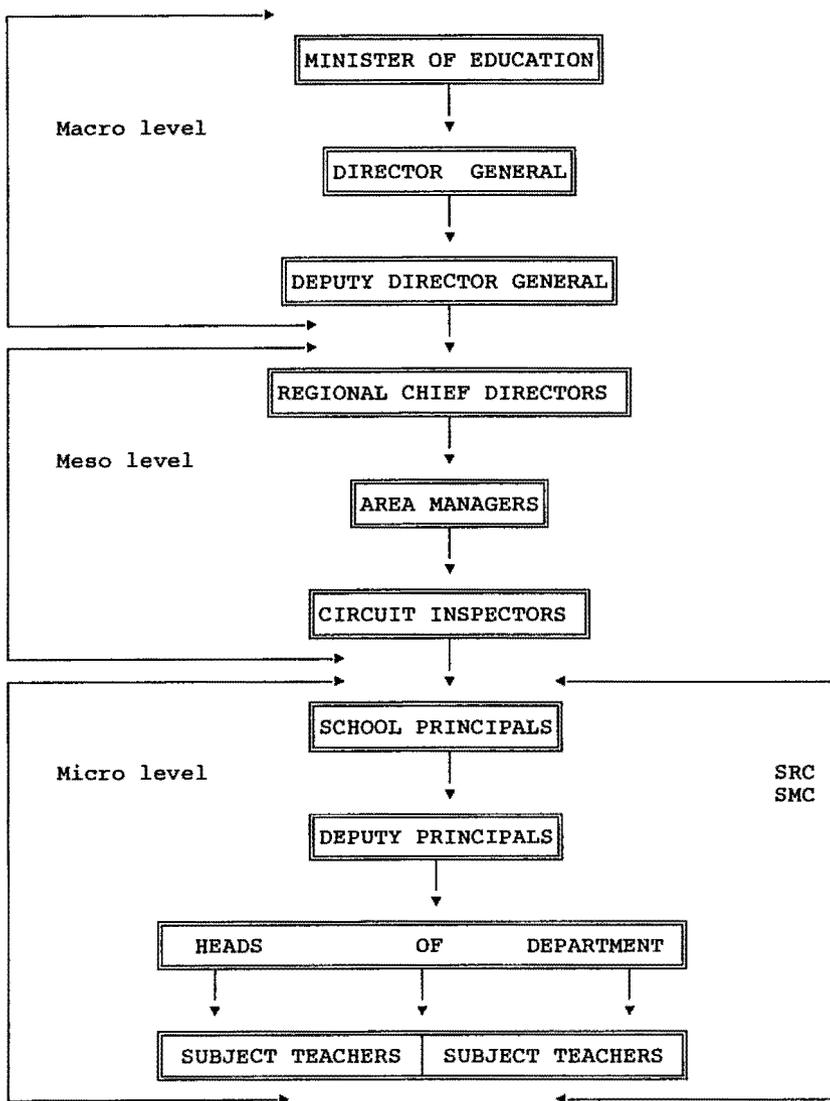
complain about this state of affairs. He is therefore ostracized by the community; and this results in a poor working relationship within the school (Lategan, 1990:18).

#### **2.1.1.6 The educational structure**

Any education system is complex. In order to make the control and management of education easier, decentralization within the education system is done (Van Schalkwyk, 1986:93). The word matrix is used in management to depict structure. The educational organisation is structured in such a way that the task of an organisation is clearly defined. An organisation operates on three levels of management namely the micro-; meso- and macro-levels. Paisey (1981:82) pointed out that the structure changes from time to time, depending on the task of an organisation.

2.1.1.6 continues

Fig. 2.1: The structure of the DET



Adapted from the Manual for school organisation. A guide for principals of schools (ET/ 281, 1991:7, Chap. 21).

The decision-making machinery is found on the macro-level. On this level whites are still predominantly managing black education. Dr Gerrit Viljoen, a former Minister of National Education and Constitution Development, acknowledges this by saying "most of DET's managerial posts are filled by whites" (Beckett, 1990:125). Even the clerks that are employed on this level are predominantly whites. Blacks are mostly employed as labourers. According to Beckett most of his black informants complained about the white domination on the macro-level.

It can be detected from Beckett's informants' complaint that blacks are not satisfied with the nepotism practised by these managers on the macro-level. It is this nepotism that sparked off resistance to management at the micro-level. All the managers on the micro-level and government structures on this level are obstructed, and agitators want to replace them with other structures:

- \* The white principals are chased away and they are replaced by black principal who are in most cases incompetent (Beckett, 1990:119).
- \* The prefect system, which is regarded as a useless structure, because prefects submit to authority and control, is substituted by the Students' Representative Council (SRC) which despises the authority of the principal (Moodley, 1987:8).
- \* School Management Councils (SMC) are rejected, and they are to be replaced by the Parent Teacher Student Association (PTSA) (Gardiner, 1987:9).
- \* According to Gardiner (1987:9), the black community wants to replace black education with Peoples' Education for People's Power.

Managers on the lower level (micro-level) including the principal are obstructed. According to Beckett (1990:125) "the black senior managers of education are routinely described as white man's flunkies"; and government structures like the Management Councils are intimidated.

It is against this background that Scholtz (1990:5) stated that from the circuit inspector's level up to the ministerial level recognition must be given to the parents' structures which have been created by the government.

#### **2.1.1.7 Congested facilities in schools**

Managing buildings and physical assets is the responsibility of the school principal. Mackay and Morgan (1986:130) argue that it is the management task of the principals of schools to look after the buildings and physical assets. They stated that it is the duty of the principals to inspect the school buildings daily. Principals also manage laboratories, libraries and school grounds (cf. Jacobson et al., 1973:83-85).

According to Jacobson et al. (1973:472) the principal is an instructional leader in his school. He improves methods of teaching and he facilitates the learning process. They furthermore point out that the principal should manage the media centre effectively so as to facilitate learning. For sports to be managed effectively there should be adequate sporting facilities. The principal manages sporting activities by way of delegating duties to other teachers (cf. Jacobson et al., 1973:361-363).

Schools in South Africa for blacks are congested. These schools do not have enough facilities. According to Moulder (1991:48) the shortage of classrooms results in double sessions, and the platoon system be made use of in the DET. "Double session" means that a teacher teaches a certain number of pupils in the morning session and another number of pupils (same Std) in the afternoon session; and the platoon system is when a school is sharing the building with another school, i.e one school uses the building in the morning while the other school uses the same building in the afternoon (cf. Moulder, 1991:49-50).

From the study conducted by Wood et al. (1985:23) one can deduce that facilities in schools are part of the management function. They maintain that if new facilities are not financed to meet the demand, and if there is a backlog of school buildings, as it is a case in black education, this is already the problem of the principal. In black education the pupil: teacher ratio is high (Seriye & Blow, 1990:11).

By "facilities" inference is made to all things that make management easier. According to Moulder (1991:48; 49 & 99) principals manage effectively if there are enough of the following:

- \* Schools in the locality,
- \* Books and furniture,
- \* Equipped libraries and laboratories and
- \* Sporting equipment and playing grounds.

Congested facilities in schools make teachers unhappy; and human relations between the teachers and the principal in the work situation are affected. The classroom activities are not managed in accordance with the principles of education. This results in educational objectives not being attained. In black education parents and teachers complain about the congested facilities in schools (Molusi, 1990:2).

As it may be seen from the foregoing paragraphs, the shortage of classrooms is a problem for a principal of a secondary school for blacks. At this stage the government cannot cope with the building of schools. This problem is aggravated by those schools which were destroyed during the riots (cf. Molefe, 1992:11 & Molefe, 1993:6). In this regard Marland (1986:92) states that pupils who are disruptive cause stress among teachers and they also cause management problems because their behaviour disturbs and frightens principals.

The problems outlined in the afore mentioned paragraphs affect the Std 10 examination results. In Table 2.4 the results of the DET are given:

\* **Table 2.4:** The Std 10 pass rate in the DET

<b>Year</b>	<b>Percentage Pass</b>
1988	52,4
1989	42,0
1990	33,8
1991	39,2
1992	43,8

*(Note that supplementary results are not included.)*

Those who do not succeed are unable to be absorbed by the labour market, because of the economic recession in the country. They therefore come back to school to repeat Std 10. Another factor is that of the age limit. In black education any person will register, irrespective of his age. This is encouraged by radical teachers and pupils. One of the teachers' grievances to the DET was that the age restriction should not be a precondition for the admission of pupils (Van der Merwe, 1990:7).

After the relinquishing of influx control, country schools became depopulated, because many people moved to the urban areas to squat at the perimeter of the cities. These pupils make things difficult for the principal, because they expect to be supplied with books and furniture. Hence a shortage of facilities such as textbooks arose, a fact that everybody is complaining about (Tema, 1990:2).

This situation is difficult to handle. Realising that this situation is beyond his means, the principal resorts to managing what he can and letting go what he cannot manage. A policy of laissez-faire in which effective management is sacrificed for a less tense

situation is thus created at secondary schools for blacks.

It thus appears as if pupils, teachers, and parents have formed structures that are destabilising and creating an atmosphere of anarchy in their own schools (Mabe, 1990:9), and at the same time they hide behind the cloak of resistance to apartheid, when political problems in South Africa are in the process of being solved by the politicians (Steyn & Van der Westhuizen, 1993:36).

## **2.2 Management aspects regarding the development of the secondary school as an organisation**

French *et al.* (1983:20) argue that, when the organisation is to be developed, thorough preparation and systematic actions should be taken into consideration in order to develop the entire organisation. They furthermore state that all managers on the different levels should continuously be developed. The aim and objective of this development are to attain productivity, healthy organisation and organisational effectiveness. It is also important to concentrate on the behaviour of a person who causes disharmony within the organisation (Marland, 1986:76).

Managers are responsible for the development of the organisation (De Villiers, 1991:336). The principal is therefore expected to develop the school. The word *school* here embraces all that needs to be managed by the principal. The following are, for instance, some of the areas that need to be managed: the management team (deputy principal, heads of department and subject heads); the teachers; the pupils; the parents; the systems and procedures; and the physical assets and the buildings. The principal, in turn, needs to be continuously developed by his superiors (Van der Westhuizen, 1988:380).

Educational managers should be trained within the management structure. This is necessary because the moment he is elevated to this position, he is no longer a teacher, but a manager *per se*. As the head of the school, he needs knowledge and basic managerial skills. When a teacher is made a principal in South Africa, qualifications or training in management is not a prerequisite. It is because of this that it is necessary to train and develop principals already occupying principal-ships (Van der Westhuizen, 1988:378).

Van der Westhuizen (1988:380) suggests that there should be a compulsory in-service training policy which will enhance management development. There is a change which is brought about by many factors within and without the organisation (Dessler, 1981:416). In order to hone the managerial capability and ability of the principal, he should be exposed to management development programmes. Van der Westhuizen (1988:381) pointed out that in America the development of school principals is a high priority. In the USA, they make use of assessment centres and universities to develop management skills of principals. He furthermore suggested that in South Africa development of the educational leaders should receive attention.

In order for the development to be carried out, there are methods and techniques which should be employed by the principal. These are, *inter alia*, refresher courses; training; conferences; meetings; assessment centres; coaching etc. (De villiers, 1991:337). The development programmes at secondary schools are disrupted because of the political unrest in the country. The most important factors that have an influence on the management of the politicized school will now be discussed.

### **2.2.1 The unrest situation at secondary schools**

When the normal activities of people, including those of the school are disturbed by the unpleasant and intended actions of people who want to further their aims; such a situation is referred to as an unrest situation; and it is characterised by a lack of

discipline and order; by killing and arson (cf. Kallaway, 1984:97).

At the secondary schools there is no order and discipline; violence is the order of the day. In this regard, Matseke (1991:1) says that a new culture of violence has developed. According to him most people encourage violence. At schools some of the pupils carry lethal weapons with which they kill other children in the school premises (Maluleke, 1990:5). They have turned school laboratories into shebeens, they openly smoke dagga and they threaten teachers (Khupiso, 1991:1). Some are gambling and playing soccer in the classrooms; while others are playing card games in the sunshine (Makoe, 1991:6).

It is against this background that the principal of the school is expected to develop the school. In order for development to take place, the school should be free of political violence and unrest, so that the principal and his staff can be in a position to design a development programme which should not be periodically disrupted. In a situation where violence is prevalent, the progress of development is retarded.

### **2.2.2 The role of the Congress of the South African Students (COSAS)**

COSAS was established in May 1979 (De Waal, 1989:514). According to De Waal the aim of this organisation is to politicize secondary schools, so that every pupil at these schools can be in a position to fight against the education system designed for blacks. The members of COSAS do not respect the authority and integrity of the parents, teachers, principals and that of the DET officials. COSAS, for instance, unilaterally decided upon a new school calendar (Khupiso, 1990:1); and its members drove away teachers and principals from Naledi schools in Soweto (Maseko, 1993:2).

COSAS is creating a situation which is not conducive to teaching and learning at secondary schools. The principals and teachers find it difficult to develop pupils properly. In order for the pupils to become balanced and responsible adults, they

should undergo development. Educational leaders are prevented by COSAS from embarking upon the total educative teaching (Maseko, 1993:2), which will foster the following among the pupils:

- \* responsibility,
- \* attentiveness,
- \* listening skill,
- \* self-discipline,
- \* commitment, and
- \* pride in work.

Through the above, it will be easy for the child to perform well in the examinations, sporting and cultural activities. If the teachers and the pupils are maintaining high educational standards, pupils will develop emotionally, socially, mentally, physically and spiritually. Van Greunen (1993:94) argues that the contributory factors to the development of the child's physical, emotional, intellectual, moral, spiritual, social, and conative aspects are heredity and the environment in which the child is brought up. With regard to the latter, it can be said that the home of a child plays the most important part in his development. From the actions of COSAS, during the present political climate, it can be deduced that the environment in which the child grows up is not conducive to learning and teaching.

### **2.2.3 The role of the South African Democratic Teachers' Union (SADTU)**

This union was launched in October 1990 (Moll, 1991:185). The political system in the country prompted the formation of this teachers' union. Department of Education and Training Act number 22(f) of 1979 allowed teachers to criticise the department, in a well-constituted meeting of teachers. This Act did not protect teachers, because teachers' unions were not recognised (Hartshorne, 1992:289). It is because of the reasons such as the above that the teachers' unions had to be established among blacks

in South Africa.

Unfortunately most of the teachers belonging to SADTU imitate and emulate the trade unions in the country. Khumalo (1993:6) views SADTU as unprofessional when dealing with matters which concern them, as they do not take cognizance of the fact that teaching is about children not about teachers because they are unionists and activists. Their actions are not in accordance with professional ethics. The following are cited as examples in support of what Khumalo said above:

- \* From time to time they engage in "chalkdowns," marches and strikes,
- \* They indulge in false leadership, which encourages toyi-toying during school hours,
- \* There is a consistently low level of professionalism - they think like industrial labourers,
- \* They lack respect and they encourage juvenile delinquency among children and
- \* They focus on themselves while children are left to their own devices.

The above illustrates how teachers belonging to SADTU dictate terms to the principal and other officials of the DET. As may be seen from the above, these teachers have taken over the control of the schools; principals have little say in the running of schools. Members of SADTU refuse to be developed by the principals. In a memorandum sent to the DET (Mhlongo, 1990:9), the following demands were made by SADTU members:

- \* Principals and deputy principals should not pay class visits,
- \* Individual or panel inspections should not be conducted,
- \* Teachers should not attend in-service training and
- \* Nobody, not even a teacher, should be allowed to write Heads of Department tests so as to gain promotion.

By paying a class visit, the principal is able to evaluate the teacher. When a class visit is to be conducted, the principal should be objective and he should use a measuring instrument (Bondesio & De Witt, 1991:267). In the case of the DET, there are standardized forms used for this purpose (cf. Paragraph 2.1.1.4.). According to Bondesio and De Witt (1991:267), the principal is the primary evaluator of teachers.

Classroom visits should be done in a positive way, and the teacher should be involved in finding a solution to problems (Bondesio & De Witt, 1991:270). In this way a teacher is being developed; more especially a newly-appointed teacher. The panel inspection helps to improve the educational standards set by the principal at the school. In other words, the entire organisation is developed through panel inspections.

In order to attain effectiveness and a healthy organisational climate, teachers should continuously undergo in-service training which helps to develop competence. "It also contributes to the freedom of expression and action, decision-making, self-reliance and self-respect" (Ribbins, *et al.*, 1991:17). In-service training is not a new concept in education for blacks. This is in fact a world-wide phenomenon. Between 1918 and 1920, the then chief inspector for black education in Natal, Dr Loram - advocated vacation courses, where black teachers were to be developed (Hartshorne, 1992:259).

In-service training should be seen as a programme which continuously upgrades and develops teachers who are already in the teaching fraternity (Hartshorne, 1992:258). In the DET, teachers who have undergone in-service training are normally given a Manual for Heads of Department to study. After reading this, they write a test in order to gain promotion.

Taking the above into consideration, it is concluded that the staff meetings which are aimed "at facilitating task productivity and group maintenance" (Gray, 1982:144) are seldom if ever held; and, if held, they are not meaningful. The staff meeting should aim at developing the organisational activities. Educational problems at schools where

teachers are playing a role of a principal will not be solved (Basson *et al.*, 1991:604). Solving problems, and taking actions, after decisions have been made, is in itself organisational development (Gray, 1982:144).

From the aforementioned it becomes clear that the teachers' Union mentioned makes it difficult for the principal to fulfil his managerial duties with regard to teacher evaluation.

#### **2.2.4 The concept of the Parent Teacher Student Association (PTSA)**

✦ Prior to the year 1976, the secondary schools for blacks were making use of the prefect system which is still used by white, coloured and indian education departments. Following politicization of secondary schools for blacks, this system was done away with, and it was subsequently replaced with the SRC. The following are the reasons why the prefect system was rejected:

- \* Prefects behave well and they submit to authority and control,
- \* Prefects report misdemeanours of fellow pupils to the principal (Moodley, 1987:8),
- \* Prefects are subjected to discipline and they abide by the rules and regulations of the school by wearing uniform (Levin *et al.*, 1991:238), and
- \* Prefects are docile and they are serious about their studies.

In contrast, pupils who are serving on the SRCs are militant and they do not submit to control and authority (cf. Levin *et al.*, 1991:238). This is the structure that opposes the principal and it is questionable whether they actually represent the pupils. The activities of the SRC are political. Agitators also agree that pupils (SRC) "are potentially the most militant and reliable stratum within the educational struggle..." (Levin *et al.*, 1991:240). The child who defies authority emerges as the hero of the day.

The situation in black education in South Africa, is reminiscent of the situation which was experienced in Italy during the uprising of the 1968 and 1969 (Baron, 1981:225). Pupils agitated for participation in education. This agitation increased problems in education in general and in schools in particular. These pupils were supported by the trade unions, as is the case in South Africa (Hartshorne, 1992:313).

In 1979 pupils in Italy took to the streets of Rome to make the government aware of the fact that they wanted to elect a representative school council which would represent pupils on school councils (Baron, 1981:243). Pupils were eventually allowed to participate on school councils, and after this, parents declared that the relationship between the teachers and that of their children improved tremendously (Baron, 1981:245).

The concept of the PTSA encourages children to believe that they have the right to run the school and to take part in the decision-taking (Beckett, 1990:126). Agitators regard the principal as the one who is monopolising decision-making functions (Levin, 1991:238). They want the school to be managed by everybody. The concept of the PTSA is the stumbling block for the development of pupils and teachers. There are conflicting ideas in the school as an organisation because of this concept.

In the light of the above, a conclusion can be drawn that the principal cannot easily interact with the school community, and that the children's educational activities are not effectively managed. Teachers are unable to manage classroom activities because of agitation. It is the attitude of those teachers who manipulate pupils that prevents the principal from developing the entire school.

### **2.2.5 The role of the National Education Co-ordinating Committee (NECC)**

This is a political organisation which uses pupils as tools with which it fights apartheid education (Levin *et al.*, 1991:241). Its members are parents, most of whom have sent their children to the trouble-free schools in town or to homeland schools (Mabe,

1990:9). These parents indoctrinate militant pupils who are directly under their control. The centre of the NECC has become the base of these pupils. Pupils who do not want parental control are the clients of the NECC (cf. Levin *et al.*, 1991:241).

The NECC has taught pupils to defy the authority of the principal, deputy principal, heads of department and that of the other teachers who dare reprimand them (Lategan, 1990:16). The NECC takes negative decisions with the pupils, and they openly malign the principal and the officers of the DET (Maurice, 1992:2). The following are some of the problems they create for the principals:

- \* They take over the control of schools without the concern of the DET (Zille, 1987:28).
- \* They encourage pupils to participate in political marches (Mabe, 1990:9).
- \* They stage sit-ins at the offices of the DET (Tema, 1990:2); and pupils attempt to imitate the political activity of adults in the NECC.
- \* They encourage the chalkdowns in which teachers are engaging themselves (Lategan, 1990:18).

Having cursorily sketched the activities of the NECC; the question of the principal's management task in respect of parents needs to be addressed. The principal as manager of the school manages parent involvement at his school. Since it is impossible for him to run the school alone, he is always in partnership with the parents. According to Lane and Walberg (1987:15), the principal should from time to time consult parents with regard to the following:

- \* The pupils' behaviour in the school,
- \* The individual pupil's school work,
- \* Methods of motivating pupils in view of encouraging learning,
- \* The learning culture among pupils, and
- \* The steps to be taken against the pupil who transgresses the rules and regulations

of the school.

Parents who are pursuing political goals are likely not to support the principal. Such a principal may find it difficult to elicit co-operation from parents; making them aware of the new educational development and innovation in meeting, arranging training for the members of the SMC, allowing parents to take decisions and to be responsible for the decision they have taken. The principal, on whose authority the parents encroach, may not find it easy to develop the school as an organisation.

### **2.2.6 The influence of the relinquishing of influx control**

South Africa has undergone a dramatic change. This is because of the pressure exerted by political organisations on the government. It is therefore necessary to prepare principals to manage change in schools. In order to handle change successfully and effectively, there should be resources at the managers disposal (Newton & Tarrant, 1992:6). Counselling services are cited as one of the resources.

The laws that were related to influx control were replaced in 1986 (Tsedu, 1991:15). Blacks moved to the urban areas in large numbers. Unplanned urbanization and suburbanization occurred in South Africa. This in itself poses a problem for city dwellers, local government and the principal in particular.

If the 1980 situation in America is to be compared with the situation in South Africa at this point in time, there will be similarities (Wood et al., 1985:10). In America, black people who moved from rural areas to urban areas caused social disorganisation which created problems for principals. Wood et al. (1985:5) argue that these people did not have employable skills and they also lacked cultural values that are needed in urban areas. For these families to adjust in the urban areas the school should provide urban cultural values and employable skills (Wood et al., 1985:5).

Perhaps one could argue it further by attributing the following to the relinquishing of the influx control:

- \* **Social corruption** : The environment where the child grows up, is important for his development. Home is the environment which prepares the child for adulthood. The home is the first "school" of a child because this is where he receives informal education, here the child is educated by his parents, who are regarded as important educators. Van der Walt (1983:25) refers to them as the primary educators who are duty-bound to live together in harmony with their children. The home is the place where love should be shown and lavished on children, hence Van der Walt refers to the home and family as the primary communal relation.

According to Van der Walt (1983:25) the family has been created and established by the God of love, Who wants people to love each other. It is therefore the task of the parents to support and to give guidance to their children in order to foster an acceptable parent-child relationship. A Christian family should bring up children in accordance with Christian norms and values. This is done by way of creating beliefs, cultivating trust and inculcating the habit to live in accordance with rules and certain behavioural codes in children (cf. Van der Walt, 1983:25-26).

The squatter camp parents cannot meet the Christian education demand because of the social corruption evident in these squatter camps. They cannot, for instance, discipline their children accordingly; they lack self-trust and they do not accept the responsibility of being parents. This type of behaviour which is displayed by squatter camp parents prevents children from actualising their potentialities (cf. Van Greunen, 1993:107-109).

- \* **Starvation** : When people squat in the urban areas, they are faced with a lot of hardships. The area they occupy is not serviced. As a result of this, there are no

proper toilets, electricity, and water supply as well as schools. The existing schools in the townships are in most cases far away from squatter camps. The squatter children do not have access to schools (Van Greunen, 1993:92). Most of the parents who are residing in the squatter camps are unemployed because of the decline in the economy and the lack of employable skills (Van Greunen, 1993:92). It is because of the above reasons that it is difficult to develop children from this area. Children whose parents are not employed normally go to school on empty stomachs, and this is a contributory factor to learning problems and the development of children in particular.

- \* **Extended family** : Since the lifting of influx control, pupils have been moving freely from place to place, and this results in their living with their next of kin in the squatter camps. As has already been mentioned, squatters do not have lifespaces. This frustrates them, in so much that they develop a never-mind attitude. Van Greunen (1993:92) found that they abuse alcohol because they do not care for themselves. They neglect children with whom they reside. These children do not get the parental love that a child needs and this affects them psychologically. An inadequate environment in which the child grows is detrimental to his development.
  
- \* **Matriarch** : There are many children who are born out of wedlock among blacks in South Africa (Pauw, 1980:156). This is caused by the socio-economic conditions resulting from the migrant labour schemes. The mother is the head of the family. Such a child is not used to male/father authority. At school he finds a different situation altogether; and it is not easy for him to adjust. Van Greunen (1993:91) states that the absence of a father figure impedes the development of a child because there is no one to enforce discipline. A boy identifies with his father; in the absence of a male figure there is no one with whom he identifies.

The above are the problems of the principal who can only solve these problems if he makes use of available resources. The above problems are at present insurmountable because there are no feeding schemes and counselling services in black schools in South Africa. Rossow (1990:155) holds the view that the child who is subjected to the above situation is likely to abuse drugs and sex. He therefore suggests that counselling services, which should not be seen as replacing the family, should be used by the principal.

The political reform retards the development of secondary schools. According to Leithwood *et al.* (1992:5-6) political reform is a world-wide phenomenon. It is therefore imperative that the principal should be equipped with the knowledge and the managerial skills which will enable him to manage change or to facilitate it. It is not easy at this stage for the principal to handle this situation because of intimidation. The development of pupils and of the teaching staff is adversely affected by the above situation.

### **2.2.7 The role of vandalism in secondary schools**

Buchel (1992:7) pointed out that the principal is responsible for the school buildings, i.e. he manages the physical assets and the school buildings. Brooksbank (1980:55) is of the opinion that the principal's duty is to ensure that the school is kept clean; to repair broken windows, doors and equipment; to order new educational equipment; to maintain school premises; to see to it that educational equipment and educational facilities are optimally utilized. Kimbrough and Burkett (1990:294) define a developing school as one whose buildings and surroundings are improving on a continuous basis.

The school that is well looked after influences the attitudes of teachers, pupils and those of the parents (Kimbrough & Burkett, 1990:295). In the case of the South African secondary schools for blacks, vandalism is rife during the present political climate. Mtshali (1992:17) pointed out that the entire administration block of a well-

known secondary school in Soweto was destroyed by fire which caused a considerable loss.

School equipment is removed from schools. Mthembu (1993:4) made mention of the fact that seats and desks have been removed, and they are found in the shebeens around the townships, while the doors are found in the shacks which are near the schools. According to Mthembu even the walls that divide the classrooms have been deliberately demolished by vandals. This makes the management of the buildings impossible and the principal is unable to improve the school buildings and the premises.

Molefe (1992:11) blames pupils, parents and teachers who do not reprimand pupils who are destroying schools because they are associated with apartheid. He urges that everybody in the community should look after the schools because they are going to use them in the post-apartheid era. Steyn and Van der Westhuizen (1993:37) also warn that individuals should not use apartheid as a scapegoat for every problem that is experienced in black education. They furthermore outline educational problems found elsewhere in African states where apartheid is not practised.

Schools that lack the image of schools are likely not to serve the purpose for which they are intended. The principal may be frustrated, thereby failing to perform his managerial duties. The proper maintenance of the school is abandoned. Stolen equipment is not replaced, because of fears of the perpetuation of the cycle of vandalism. The school premises are not kept clean. There is no development or improvement taking place. In this situation, the organisational climate, the ethos and the culture of the school are adversely affected.

### **2.3 Conclusion**

Owing to the high level of politicization of secondary schools for blacks, the principals

find themselves helpless and frustrated. From the abovementioned aspects, it becomes clear that most of these principals have completely lost control of these schools. Teachers, pupils and parents have got out of control (cf. 2.2) and this situation renders principals ineffective and inefficient (cf. 2.1.1 & 2.2.1). They find it difficult to manage the school buildings and to exercise control over school equipment (cf.2.1.1).

The *laissez-faire* type of situation which has been created at these schools impedes the planning of the principals of secondary schools to such an extent that their management style and administration are affected (cf. 2.2.3). The management of systems and procedures of these schools is not done according to the standards set by the DET because of the perpetual disruption of classes. The drawing up of school time-tables, the administration of examinations and the school development fund can be cited as examples (cf. 2.1.1.4).

Any education system has a well-defined structure and, if anybody within the education system empowers himself to such an extent that he participates in the education structure as it has already been pointed out (cf. 2.2.2 & 2.2.5), the management of such education system is likely to be affected adversely as it is the case with the school system among the blacks in South Africa.

The so-called co-ordinating of education (cf. 2.2.5) by the self-imposed committee of parents which started operating in Soweto, and later on spread to other townships in the country interferes with school management. This interference causes stress among principals while others suffer from the traumatic psychological effects because of the spiritual torture they endure (cf.2.2.2). Congested school facilities have contributed to the retardation of the management of the secondary schools among blacks, because in the process of the government being pressurized by perpetrators to provide adequate school facilities, the management of schools is harmed (cf. 2.2.7).

### **3. MANAGEMENT TASKS OF THE PRINCIPAL**

#### **3.1 Introduction**

As may be seen from the foregoing chapter, the influence of politics on secondary schools for blacks affects the management tasks of the principal. The research conducted by Jones (1987:59,227) indicates that, among others, the principal's task is to manage his teachers who operate on the different levels of the structure of the school, i.e. he supervises, controls, disciplines, develops and appraises their ability; he also establishes and maintains good working relations among his teachers.

Teachers are professionals, each of whom has a specific task to perform. They are continuously doing their work in order to attain the organisational goals; teaching is done scientifically and systematically (Basson *et al.*, 1991:617). Without resources, it will be difficult for them to perform their duty; they optimally utilize resources which are at their disposal in order to achieve the organisational goals (Badenhorst, 1987:17).

The principal and the top management of the school manage the school. Each has a well-defined duty to perform. Even if the principal is managing the school with the top management of the school, he is, in the end, held accountable or answerable for what happens at his school (Bolton, 1980:7). Because he is a person who is at the head of the school, there are numerous tasks to perform. These tasks are multitudinous - to such an extent that Kimbrough and Burkett (1990:303-340) note that the principal is expected to be doing everything and to be knowing everything pertaining to management.

Management is an ongoing process; a school should be managed in such a way that its performance is in line with goals or objectives (McPherson *et al.*, 1986:81). Secondary schools for blacks are disrupted from time to time and these disruptions affect the principal's management tasks (cf. 2.2.1). According to Basson *et al.* (1991:604), a school where teachers, pupils and even parents attempt to do the work of a principal, educative teaching as a goal will not be achieved by such a school (cf. 2.2.2; 2.2.3 & 2.2.5).

### **3.1.1 The principal and school productivity**

A school which is well-managed is the one whose productivity improves from time to time. McPherson *et al.* (1986:82) see it as the task of the principal to improve productivity. The prevailing political situation prevents the principal of a secondary school for blacks from improving productivity. This is aggravated by the fact that resources which improve productivity, like laboratory equipment and other educational facilities (cf. 2.2.7), are not optimally used, while chalkboards are deliberately removed from schools (Molefe, 1992:11). Subject advisers and inspectors of schools who are officials responsible for the improvement of productivity are chased away from secondary schools by pupils belonging to COSAS and teachers affiliated to SADTU (Makobane, 1991:2).

A principal who is able to improve productivity at a school is the one who is free to plan and to exercise control over the entire school community (Cunningham, 1982:111). It is evident that a principal of a secondary school for blacks is ineffective and inefficient in his attempts to improve productivity because he is hindered by the political climate prevalent at the time of this study (cf. 2.2.2 & 2.2.3).

Goodlad *et al.* (1975:100) maintain that the school is aiming at producing matriculation results, and they equate the school with an industry which produces products. From a Christian point of view, it can further be said that the school's aim

is to produce a human being who will live a Christian life and who will also have faith in God (Walters, 1991:31). In fact, the school is aiming at producing a well-balanced human being. The school is therefore striving at developing a child physically by letting him take part in games, intellectually by allowing him to partake in lessons and spiritually by making it possible for the child to be involved in church activities (Calitz *et al.*, 1992:75).

Considering what Goodlad *et al.* mentioned above one could argue further by saying that a school is an organisation which has objectives and goals to achieve. A school as a maintenance and renewal organisation strives for the transmission of cultural values and social order to society; the imparting of knowledge to a child and the solution of the societal problems (Basson *et al.*, 1991:598). A school which is able to attain the above-mentioned goals is a productive school. Secondary schools for blacks are ineffective and inefficient because they are destabilized by politics to such an extent that it is difficult to renew them, to enable them to restore and to maintain social order (cf. 2.1 & 2.2) while at the same time teachers who participate in political activities fail to impart knowledge to pupils because of political activities (Louw, 1993:5).

Productivity at a school as an organisation should be perceived in terms of educative teaching. McPherson *et al.* (1986:82) point out that a productive school is the one whose principal is able to measure the school's outputs regularly and whose principal is capable of comparing performance with what he observed in the classrooms. From what has been said above, it is concluded that productivity is one of the most important tasks of the principal. It is, however, not easy for the principal of a secondary school for blacks to measure the teachers' outputs regularly because of the unrest situation at these schools (cf. 2.2.1). The principal is also unable to observe teachers' performance because teachers belonging to SADTU do not want him to pay them a class visit (Mhlongo, 1990:9).

Beach (1980:601) holds the views that proper planning, upgrading of employees' skills, proper management and involvement of employees in the organisation can help in the improvement of productivity. In the previous chapter it was illustrated that planning in education is obstructed by agitators (cf. 2.1.1.3). This obstruction does not accord him a chance to apply his managerial skills and teachers who are supposed to be involved in the school activities humiliate him by inciting pupils to chase him away from school (Smith,1993:4).

Elmore (1990:255) maintains that the teachers' skills and better qualifications are needed if the school's productivity is to be improved. The changing world needs people who keep abreast of the time. In South Africa there is a shortage of qualified teachers among blacks, and these underqualified teachers contribute to poor productivity (Schlemmer & Bot, 1987).

The principal is able to develop his teachers only if he is afforded the opportunity to identify training needs for his staff members (Lyons & Stenning, 1986:76). In South Africa, black teachers belonging to SADTU do not want to be developed by the principal (cf. 2.2.3). These teachers are against any form of training which the principal or officials of the DET may conduct (Mhlongo, 1990:9).

### **3.1.2 The principal and school effectiveness**

Another primary task of the principal is to promote effectiveness of the school. Blumberg and Greenfield (1980:201) identify three elements of effectiveness of the principal namely vision, initiative and resourcefulness. It must also be noted that a principal of a school should not be seen as an isolated entity from the school and vice versa; hence the saying that "as the principal goes so goes the school" (Kimbrough & Burkett, 1990:12). Following what has been said above, a conclusion can be drawn that a school can not be effective if the principal is not effective. Kimbrough and Burkett (1990:116) mention the following characteristics of an effective school:

- \* A principal who is a good administrator.
- \* A healthy school climate which motivates pupils to achieve goals/objectives.
- \* A school where there is order and discipline.
- \* A school which strives to provide pupils with basic skills.
- \* A principal who manages the school continuously.
- \* Resources which are optimally utilized with the aim of achieving educative teaching as a goal.

Among others a school is said to be effective if there is a sound communication structure. This means that teachers should be involved in the management of the school (Maxcy, 1991:54). Teachers are specialists in their subjects and it is therefore necessary to afford them the opportunity to take decisions in their subjects. Effective communication can promote effectiveness in the school as an organisation (Hostrop, 1990:203).

The effectiveness of the school can also be promoted by an effective interaction of the principal with the school community. The principal should see to it that teachers create a healthy classroom climate because they have direct contact with pupils and they interact with them daily (Blumberg & Greenfield, 1980:37-41). It is of vital importance that teachers should maintain good relationships with pupils. A good teacher does not handle individual pupils with preconceived ideas (Hostrop, 1990:203).

Secondary schools for blacks are not effective because teachers refuse to be involved (Van der Merwe, 1990:5). They do not take an active part in the decision-making process because they do not want to be responsible for decisions they may take. They prefer to be critical, i.e they always blame the DET for the wrong things that are there in the black education system. They blame the DET even for things that have been caused by them (Montgomery, 1993:15).

These schools are not effective because culture of no learning and no teaching has been created at these schools (Makoe, 1991:6). Parents keep quiet, as they do not want to be involved because they are intimidated by pupils. Only those parents who belong to NECC are given a hearing. Molefe (1991:10) appealed to bona fide parents to convene a meeting whenever there is a problem at schools, but his plea fell on deaf ears. A lack of parental involvement contributes to the ineffectiveness of these schools.

Blumberg and Greenfield (1980:36) point out that the modern principal is pressurised from all angles, e.g he gets pressure from the community, pupils, teachers who have been unionized and even from those who are pursuing political objectives. Principals must therefore be trained to manage change because this will improve effectiveness of the school (Blumberg & Greenfield, 1980:21).

Considering Std 10 results (cf. 2.1.1.7) and the anarchy at secondary schools for blacks, one comes to the conclusion that these secondary schools are not properly managed because of a high level of politicization. The direct spin-off of politicization of secondary schools is poor productivity, impediment of management tasks of principals and ineffectiveness of these schools (Molefe, 1993:6).

From the foregoing discussion it becomes clear that effective management in the following areas is needed:

- The setting of educational standards,
- Achieving the desired output,
- The control of teachers' professional work,
- Responsibility within the organisation,
- Motivation within the organisation,
- Stock control system,
- Communication within the organisation,
- Interaction with the school community,

- Culture of learning and teaching,
- The effective use of time,
- Parental involvement in education and
- Effective handling of change.

The above factors will be discussed in detail in the subsequent paragraphs, while special attention will be paid to the productivity and effectiveness of these schools.

## **3.2 The role of the principal**

### **3.2.1 The setting of educational standards**

Beach (1980:207) maintains that if the manager and his subordinates are to be evaluated, this should be measured against their standards of performance. According to him the manager is responsible for the setting of organisational standards. Lyons and Stenning (1986:185) pointed out that the principal and his staff are expected to set educational standards. This is done in accordance with the contract of teachers' employment and it is done in writing. This written document is handed over to a teacher to remind him of what is expected of him in future.

In secondary schools for blacks educational standards have been lowered by politicization (cf. 2.1 & 2.2). There is no quality teaching at these schools, hence there is poor productivity. Pupils and teachers do not want to work hard (Dlamini, 1993:17). When work is demanded from both pupils and teachers; they both resort to violence. Those teachers who may want to teach children are assaulted (Taunyane, 1992:17). The high educational standards are lowered by deteriorating discipline among pupils and teachers. Pupils are free to do whatever they want to do. Their behaviours leave much to be desired. They threaten teachers who dare reprimand them and they take over the running of schools (Maurice, 1992:2).

Teachers are not committed to professionalism; some of the teachers are lazy and they do not feel like demanding a learning ethos from children (Taunyane, 1992:16). These teachers lower standards by not observing teaching time. Teachers belonging to SADTU stay away from schools to participate in political activities. Those who may be at school while away the time in the staffroom (Molefe, 1993:6). Politicization makes it impossible for the principal of a secondary school to manage time. A school whose principal manages time effectively is a successful school because it achieves its goals. Keeping time by teachers improves the productivity of the school (McPherson *et al.*, 1986:52).

According to Tholo (1993:11) teachers lower the educational standards by drinking liquor in the shebeens with pupils they teach; and court girls and exploit them sexually. They have forgotten that teaching is a calling from God, and that this calling and the teaching profession should be respected and loved. The lack of respect lowers educational standards because pupils do not obey a teacher who is behaving like a child. Mbhele (1990:12) makes the accusation that at the end of each year these teachers pass pupils, mostly girls, with false reports.

The principal of a secondary school is faced with the problem of the lowering of standards by pupils and teachers, in some other instances even by parents. It is the task of the principal to set high educational standards. It is, however, not easy for the principal to set high educational standards at the secondary schools because of the over-politicization of schools (cf. 2.1 & 2.2). The educational standards which have been lowered by politicization affect secondary schools adversely, e.g. there is poor productivity at these schools and there is a lack of discipline and low morals among the teachers and pupils.

### **3.2.1 Achieving the desired outputs**

The school as an organisation is structured in such a way that each person within the

structure of a school does what is expected from him (cf. Basson et al., 1991:606-607). As may be seen from this structure, people are grouped together so that each and every one can do what is expected of him/her. On each level of the structure of the school Van der Westhuizen depicts the following: a group of vice-principals; a group of heads of department; a group of subject heads and a group of teachers. Each of these groups can be referred to as a team, while the principal who is at the head of these groups can be referred to as a team leader (cf. Theron & Bothma, 1990:92-94).

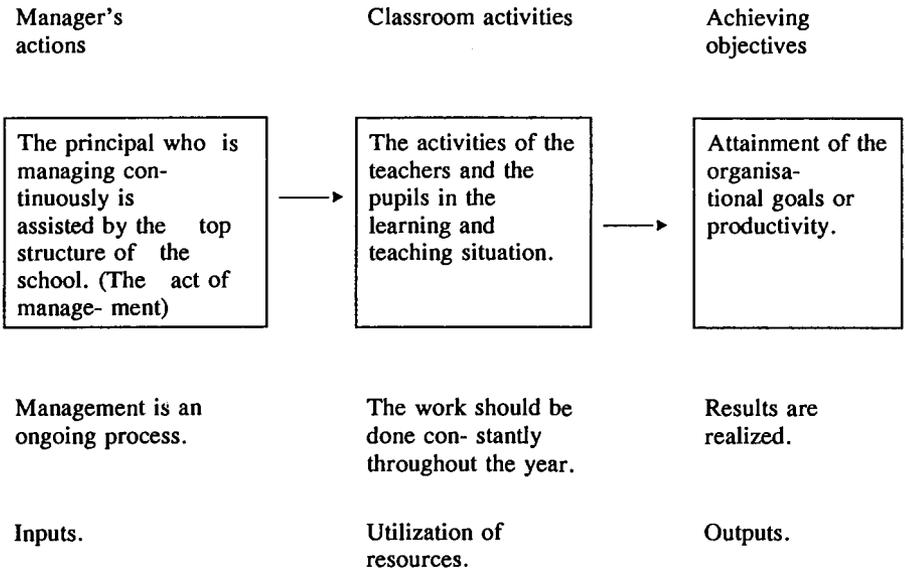
The principal's duty is to manage the tasks of all these people who are found on the different levels of the structure of the school in order to realize the organisational outputs (McPherson et al., 1986:49). Good working relations between the principal and the aforementioned groups are essential because these people are working together towards the productivity or outputs of the school (Blumberg and Greenfield, 1980:244).

The principal's task is to see to it that the outputs of the school are desirable and they are accepted by the community he is serving (Bolton, 1980:15). In black education productivity at secondary schools does not satisfy the community, hence the complaint (Molefe, 1993:6) about poor matric results and unbalanced and irresponsible pupils produced by these schools during this time of political upheaval in South Africa.

Teamwork at secondary schools is interpreted and schematically illustrated as follows (Jenkins, 1991:56-61):

Figure 3.1 continues

**Figure 3.1:** Illustration of inputs and outputs at secondary schools



From the above diagram it is clear that the principal is responsible for the inputs and outputs at his school. Frase and Hetzel (1990:7) view the manager as the one who sees to it that the organisational goals or objectives are achieved. The desired outputs/productivity can be achieved if there is co-operation between the principal, the top structure and the teachers (Van der Westhuizen, 1991:73).

In black education there are bad working relations between principals and teachers; in some schools disharmony between the principal and the top structure of the school exists. Principals who are evicted from their schools by the members of SADTU can be cited as an example (Molefe, 1993:3). The lack of co-operation of teachers, lawlessness and anarchy at the secondary schools affect the organisational inputs and outputs because teachers do not effectively utilize resources which are at their disposal. The task of the principal is to control inputs - this is possible if there is a

flow of resources within the school. If the inputs are well-controlled, the desired outputs are inevitable (McPherson *et al.*, 1986:50-53).

Pupils who are prepared to work hard help the school to achieve the desired outputs. In black education, pupils are used by politicians to score political goals. Molefe (1993:6) states that these pupils are regarded as the soldiers of the liberation movements and they are allowed to claim considerable control over the school. Leeuw (1993:2) goes as far as to say that these pupils are lazy about doing their school work, they do not want to cram their heads with facts and at the end of the year they chant the slogan "pass one pass all" and they force the principal at gunpoint to issue them with false results.

The foregoing paragraphs indicate that the management of inputs, utilization of resources and the outputs are adversely affected by politicization. At these schools it is difficult to draw a line between a teacher and a child. The level of thinking and understanding of both teachers and pupils is the same. Both teachers and pupils know each other as "comrade". These teachers find it difficult to reprimand pupils because they behave like them.

### **3.2.3 The control of teachers' professional work** ✓✓

The tasks of the principal are complex; these tasks differ from school to school and from place to place. For instance, the tasks of a principal of a rural area may differ from the tasks of a principal of an urban area (Bolton, 1980:4). There are, however, tasks which are common to principals of both rural and urban areas. The control of teachers' lesson preparation by principals is a common task. The teacher's preparation of a lesson is done every day in writing to enable the principal to check and control it (Badenhorst, 1987:54).

Without thorough preparation of a lesson, teaching and learning cannot be successful. Badenhorst (1987:54) identifies three steps in the learning and teaching situation. These steps are: preparation, presentation and evaluation. It is the task of the principal to check whether teachers have prepared their lessons; to check whether during the presentation of the lesson the teacher uses teaching aids; and to assess whether the teacher succeeds in making children understand what he wants them to know. If there are flaws in the learning and teaching situation it is the responsibility of the principal to rectify it (Kimbrough & Burkett, 1990:117).

According to the *DET Manual for Principals* (DET, 1990:29[6]), the principal among others has to control the following:

- \* Documents in teachers' workbooks,
- \* Teachers' written work,
- \* Teachers' lessons preparation,
- \* Classwork,
- \* Cumfiles,
- \* Teaching aids,
- \* Textbooks/prescribed books,
- \* Graphic profiles of teachers,
- \* Media (Library) integration and
- \* Period attendance register.

The aim of checking the preparation of the teacher's lesson is to maintain high educational standards which ensure desired productivity. According to Kimbrough and Burkett (1990:120) the principal who is checking the lesson preparation of teachers is able to plan the development of his teachers. The research conducted by Borich (190:294; 299-300) shows that pupils who are taught daily by teachers who are well-prepared achieve better results in the examination. A well-prepared lesson fosters self-confidence; responsibility and self-discipline among pupils (Gagné & Briggs

1979:170). According to Scholtz (1990:3) black teachers who belong to SADTU refuse to do preparation of lesson; and they do not want to accord the principal the opportunity of checking the record books meant for preparation (cf. 2.2.3).

From the refusal of the SADTU members to prepare lessons, it is assumed that the principal of the secondary school is adversely affected. It can also be deduced that this insubordination causes stress and frustration for the principal who is helpless and unable to cope with this situation and to fulfil his professional duties. The principal is answerable for everything which happens at his school; delegation of duty to the top structure of the school does not exempt him from accountability (Badenhorst, 1987:57).

The poor productivity of these schools can be attributed to the fact that the learning-instruction situation is not properly controlled by the principal, neither are the officials of the DET who are also barred by the members of SADTU from visiting schools (Scholtz, 1990:3). A conclusion which is drawn here is that the syllabuses are not completed by these teachers because a person whose work is not monitored and controlled does not work according to set standards.

#### **3.2.4 Responsibility within the organisation**

Stoner and Wankel (1986:273) maintain that many scholars believe that a big organisation should be hierarchically structured so that the organisation can easily attain its goals. On each level of the organisational structure, there are managers who exercise legal authority. Negative connotations are attached to the word bureaucracy (Stoner & Wankel, 186:273). In this discussion, the word bureaucracy will mean hierarchy in the organisational structure and nothing else; i.e., hierarchical structure will refer to bureaucratic structure. The organisational structure of the DET can also be viewed as being bureaucratic (cf. 2.1.1.6).

Managers on the different levels of the organisational structure are appointed according to merit and specialization. This brings about what is known as the line structure or the line function, because these managers are engaged in different functions (Filippo, 1984:101). In the case of the DET as an educational organisation the line structure starts from the Minister of Education who is a political figure, and this line moves downwards, until it reaches the child and the parents.

Luti *et al.* (1993:1) illustrate how politicization has negatively influenced secondary schools for blacks. It is because of this influence that children and parents try to play the role of those who are in the line function (cf. 2.1 & 2.2). It should be noted that children and parents are not in the line function. For the purpose of this study, it is deemed necessary to mention them, because they have pushed themselves into the line function (cf. 2.1.1.4). They encroach on the territory of the principal, the deputy principal and the heads of department, and even on the territory of the Minister of Education (cf. 2.1.1.1).

All the managers in the line function, including the principal, have a duty to perform. To be more precise, it should be said that they are responsible for the accomplishment of the organisational objectives (DET, 1990:21[10-11]). Within the organisation everybody is responsible for the tasks assigned to him and he is obliged to do everything to the best of his ability (Filippo, 1984:99). Two or more managers are not given the same duty to perform; because this will be poorly done. Managers are also not allowed to do something that does not contribute towards the attainment of the organisational goals (Filippo, 1984:100).

Lee (1981:159) points out that managers draw up action plans which clearly state who will implement the action plan so as to achieve a set of objectives. From what has been said above, it can be concluded that each and every manager is responsible for a particular task. It can also be concluded that each and every manager is to manage his responsibility. Lee (1981:140) outlines the nature of responsibility as follows :

- \* **General responsibility** : The manager is responsible for the entire organisation and, it is his responsibility to see to it that the organisational goals are achieved.
- \* **Operational responsibility** : The manager is operating directly in the organisation and he should see to it that his presence is felt.
- \* **Specific responsibility** : The manager is responsible for a specific management task, e.g. he is responsible for the decision he has taken.
- \* **Responsibility in respect of consultation** : The manager cannot unilaterally take decisions; he consults those who will be affected by the decisions.

The bureaucratic structure of the DET is such that each manager is in the position to do what is expected of him. The managers in this educational system are pressurised by those whose intention is to sabotage the DET and its management; and those who want the existing structure to be destroyed for political gain (De Beer, 1992:3). Because of this political pressure, the DET managers neglect their responsibility. A case in point here are those managers whose responsibility is to discipline teachers who participate in political activities during school hours, e.g. marches and chalkdowns (cf. 2.2.3). These managers abdicate the responsibility of disciplining teachers because they are scared of political pressure.

The DET is supposed to be taking responsibility for the schools that are under its jurisdiction. It appears, however, as if this department does not do so. There are, for instance, schools which have been destroyed during political unrest, and which have not been given attention (cf. Maseko, 1993:1). At some schools, vandals have removed school seats, desks and doors. Managers of the DET do not curb this racket by making use of proper security (cf. 2.2.7). They also do not take responsibility for building enough schools for blacks, hence a shortage of schools (cf. 2.1.1.7).

SADTU and pupils collaborated to defy the DET regulations, e.g. to close schools on the stipulated date, to write examinations at the time scheduled, to pay examination fees and to register pupils according to the principle of education (cf. 2.1.1.4). The DET officials did nothing to these teachers who disregarded regulations. None of them seem to be responsible for disciplining or curbing this malpractice because no teacher or pupil was taken to task.

At some schools pupils mill around, while others, including teachers, bask in the sun in full view of everybody, and yet none of the officials takes responsibility for remedying this situation (cf. Mogale, 1990:6). Pupils move in and out of the premises, while others use intoxicating beverages, stupefying drugs and they disrupt lessons by walking out of the classrooms while lessons are on. This situation is not given attention by the principal because he is scared of ejection (cf. 2.2.2).

Teachers who stage sit-ins and pupils who intimidate others in full view of the principal are not dealt with. The principal neglects his responsibility of disciplining children because of mounting political pressure. The principal abdicates his responsibility of dealing with teachers who are bunking periods (Heard & Mapisa, 1990:2). Teachers unilaterally reduced teaching time to a maximum of 32 periods per week, and they refused to teach non-examination subjects such as Religious Instruction, Guidance, etc. (Schotz, 1990:1). Managers in the bureaucratic structure of the DET neglected the responsibility of censuring or applying rules to those teachers.

Some of the parents, teachers and pupils are disrupting the schools and yet they do not want to accept responsibility for their actions. According to Mogale (1990:6) they instead shift their responsibility to apartheid or to the managers who are in the line function in the bureaucratic structure of the DET. Because of the teachers' negligence of their responsibility within the school as an organisation there is a poor productivity (cf. 2.1.1.7). Those who disrupted schools throughout the year do not

want to accept the responsibility for these poor results. They maintain that the DET and apartheid are failing pupils (cf. Kotlolo & Hlophe, 1989:1; Steyn & Van der Westhuizen, 1993:35-39).

From the foregoing discussion, it is clear that no one wants to take general, specific, operational and consultative responsibility within the organisation. Managers of the DET blame parents by saying that they do not discipline their children, whenever things go wrong within this education system (cf. Makoe, 1991:1). On the other hand reconstructionists blame the managers of the DET by saying that they are ineffective and inefficient in managing education (cf. Molefe, 1993:25) when they have in fact caused crisis in education.

Teachers blame the DET for every wrong which is there in this education system (cf. Maseko, 1993:7) when SADTU is in fact the role player in disrupting education (cf. 2.2.3). Pupils are ignorant, they are therefore indoctrinated so that they can easily be manipulated, and when they fail examinations at the end of the year, they blame the authority of the DET (cf. Mogale, 1990:6). It is because of this ignorance that they conform with the activities of political fanatics.

After the political upheaval of 1976, pupils were spoiled. Agitators treated them tenderly (Molefe, 1993:6). They therefore see themselves as the ones who can manage schools because they are naive in thinking. The irresponsibility of those who are concerned with the education of a black child, and those who are interfering with it, retards the progress of the school as an organisation, and this results in the school not attaining the organisational goals.

### **3.2.5 Motivation within the organisation**

Owen (1987:97) points out that Maslow has designed a theory of human motivation whereby he illustrates that people stay with the organisation and work for it to attain

organisational goals because of motivation. Gray and Belkin (1977:224-225) discuss Maslow's theory of human motivation. According to this theory there is hierarchy of needs which should be satisfied. These needs are arranged from the highest to the lowest. When the highest need has been satisfied, the next one in the order has to be satisfied.

Owen (1987:97) argues that a person whose need is in need of fulfilment works harder to meet this need. For instance, if the manager makes his subordinates work for essential goods, they will be motivated and try to work even harder. According to Owen security like physical safety, financial security motivates subordinates to work harder and to stay longer with the organisation.

The manager who accepts and shows love to his subordinates fosters self-belonging and his subordinates will be likely to stay longer with the organisation. Subordinates want to be recognised and to be autonomous; if the manager gives them the latitude to become what they want to become by developing them, they will be motivated and this will promote hard work (cf. Owen, 1987:97-99).

Stoner and Wankel (1986:417) hold the views that the manager is directly involved with the people with whom he is working. One of the most important tasks of the manager is to lead his subordinates through whom or with whom he is able to attain organisational goals. As may be seen from the above paragraphs, he can successfully lead people if he motivates them. In order to do this he must have the ability to influence them.

Beach (1980:295), defines motivation "as a willingness to expend energy to achieve a goal or reward". It is both easy and difficult for the manager to motivate his subordinates. It is easy because people do want to be rewarded, and managers can make people work for rewards. Motivation becomes difficult, when what the manager regards as a reward or important, is regarded as useless by the subordinates (Dessler,

1981:205).

People within the organisation are also motivated by the availability of resources such as equipment, buildings, conducive working conditions, etc. Enough manpower, i.e. staff can also be regarded as one of the motivational factors. This helps the manager to achieve his goals; and it ensures effective teaching and education at schools (Van der Westhuizen, 1991:116). Teachers working for the DET are not motivated (cf. 2.1.1.7 & 2.2.7) because of the shortage of the abovementioned basic needs.

The principal, as a person who is leading teachers, is expected to motivate them. For the sake of this study, motivation of both pupils and parents will also be considered. People who are working together in the organisation differ in respect of skills, capabilities and abilities (Bondesio & De Witt, 1991:295). It is against this background that the principal should motivate his school community. This could be done if the principal continuously guides his teachers towards attaining the goals of the organisation.

Furthermore, the principal can guide teachers by way of inciting them to work harder so as to maintain effective teaching which ensures desired productivity at the secondary school. It must be remembered that motivation should focus on goal-directed activities. The effective principal knows his staff. He knows what will satisfy his teachers; and this knowledge helps him to effectively deal with them (Bondesio & De Witt, 1991:296).

Teachers who are satisfied with the management of their school as an organisation are proud of their school; they feel that they are part of their school and they are concerned about the productivity of the school (Bolton, 1980:61). Some teachers in the DET are rebellious (cf. 2.2.3). This affects the management task of the principal because he is unable to motivate these teachers who are not loyal, reliable and humble, and who absent themselves from schools to participate in political activities (cf. 2.2.3).

These teachers are also not enthusiastic because they are demotivated and they are no longer prepared to teach pupils (Ngudle, 1992:2).

Mhlongo (1990:9) indicates that teachers belonging to SADTU have lost a sense of belonging, and they feel insecure. To them, the principal and the managers of the DET (officials) do not form part of the school as an organisation. They perceive them as people who have created poor conditions under which they work (Makobane, 1991:1). This division between these managers and SADTU members retards the progress of the school, e.g. educative teaching as a goal is not achieved.

In the case of the DET, teachers who perform well are given merit awards. Most of the teachers in this department are not motivated in this way because the principal can only make it possible for them to receive merit awards if they allow him access to their work in the various classrooms (cf. 2.2.3); but the teachers bar the principals and the heads of departments from evaluating them (Scholtz, 1990:3). Refusal of SADTU members to be evaluated deprives the principal of the opportunity of motivating his teachers.

The school can motivate parents if it produces the desired results and such a school is always supported by parents because it serves the community in the way it should. From the actions of the NECC, it is clear that the school is not supported by the community (Cave & Wilkinson, 1990:4-10). Productivity of these schools discourages the community. Molefe (1991:10) points out that parents are silent and that not even a single one is prepared to confront SADTU and COSAS members because they are demotivated and silenced by pupils who intimidate them (cf. 2.2.2 & 2.2.3).

Teachers and pupils are not motivated because their schools do not get financial support from the community. According to Mathabathe (1991:8) pupils attending these secondary schools forced their parents not to pay into the development fund (Mathabathe, 1991:8). The support which is supposed to reinforce the school as an

organisation has deteriorated.

Most of those pupils who manage to pass matric at the end of the year during this time of political upheaval in South Africa, join the unemployed majority of this country. This is one of the factors that demotivate pupils. The rate of unemployment is alarming. The information gleaned from Viljoen (1991:15-19) indicates the following unemployment rates per development region in 1980, 1985 and 1990 in South Africa:

**Table 3.1:** Unemployment rates per development region in South Africa: 1980, 1985 and 1990

<b>South African Economic Regions</b>	<b>1980 Pc</b>	<b>1985 Pc</b>	<b>1990 Pc</b>
A	05,2	07,5	09,6
B	07,4	11,4	14,6
C	06,1	08,3	11,2
D	14,4	19,9	24,7
E	12,3	16,2	19,2
F	04,0	06,9	08,8
G	09,8	14,6	17,0
H	07,3	10,7	13,5
J	06,7	11,6	14,7

*(The above table indicates unemployment rates in South Africa, per development region in percentage. The self-governing and TBVC states are included.)*

Lastly the principal is unable to motivate the teachers who are political fanatics and who are at the same time militant. At the school where teachers, pupils and parents are not motivated such a school is not able to achieve educative teaching (cf. 2.2.2;

2.2.3 & 2.2.5). As may be seen from the above, most of the teachers, pupils and parents whose schools fall under the DET are demotivated, hence there is poor productivity at these schools (cf. 2.1.1.7).

### **3.2.6 Stock control system**

As may be seen from the previous chapters, it is difficult for the principal to manage a school which is running short of basic facilities (cf. 2.1.1.7) as well as a school which is vandalized from time to time (cf. 2.2.7). It is, however, the task of the school principal to see to it that his school is equipped with educational logistics which will facilitate learning and teaching.

Hentschke (1975:85), refers to these as the resources which teachers use in order to achieve the educational goals. The principal of the school needs the following for the effective management of the school: sporting equipment; laboratory equipment; library books; pupils' stationery, office stationery and furniture; text books; classroom furniture; maintenance of the school; pupils' transportation and even food services where applicable (DET, 1990:14 [1-22]).

According to the *Manual for School Organisation* (DET, 1990:14 [1-22]) it is the task of the principal to manage stock and equipment at his school. He is expected to store all equipment and teaching aids and to keep them safe. Every principal of a school should record everything that he receives at his school. Gildenhuis (1993:617) suggests that the following control measures could be instituted :

- \* The store should be equipped with shelves, and they should be big enough in order to allow movement , when a person in charge is controlling and inspecting the stock.

- \* The old stock should be indicated. Items which are packed in the shelves should be given numbers or names. This will make it easier for the stock to be identified. It will also make it easy for the principal to detect whether it is necessary to place an order of a certain stock item.
- \* Dangerous stock items, like laboratory acids, should be stored at maximum safety, according to the standards prescribed by the relevant department of education. When conducting experiments with acids, this should always be done under the supervision of a teacher.
- \* Teachers, including the principal, should not be allowed to use school machinery and other equipment at their homes.
- \* The principal should see to it that there is maximum security where moveable equipment is stored. He can, for instance, install burglar-proofing or an alarm system.

Cronje *et al.* (1987:362) suggest that the managers should constantly keep an eye on the stock. This will help him to be aware of what is needed, and even the quantity that is needed. They furthermore stated that it is the duty of the manager to determine his needs.

An effective manager keeps a record of every stock item that he receives, or the stock item that has been consumed or worn out (Wild, 1980:406). What Wild said above was in reference to the economic organisation; but this is also applicable to the maintenance organisation. In the DET, there is a stock register which should be used effectively by the principal of a school. Gildenhuys (1993:615) made mention of inventory forms which are used by economic organisations. These forms could be designed to suit the school situation. The principal could make use of inventory forms as a measure of control.

Educational equipment facilitates educative teaching. At the school where there is enough stock which is optimally utilized; such a school performs well, while maintaining a high productivity. Adequate equipment and teaching aids will help both teachers and pupils to achieve their objectives (Basson & Smith, 1991:81). In the DET there is no effective schooling. Disruption of black education is the order of the day. Equipment and educational facilities are vandalized. Some of the schools which were burnt down during the political unrest are still without roofs (Maseko, 1993:7). Vandalism affects pupils because they lose opportunities for educative teaching and they lose "values which are fundamental to healthy relationships between parents and teachers" (De Beer, 1992:7).

In the DET, furniture and other educational equipment are deliberately destroyed. Textbooks to be used by 1 400 pupils, as well as the new books for the 1992 academic year and the storeroom in which educational equipment were kept, were destroyed by unknown people at one of the Soweto schools (Mtshali, 1992:17). The principal of a school where educational equipment is destroyed or stolen, cannot manage his school effectively. It is also difficult for him to attain his goals. The problem of the shortage of textbooks, stationery and furniture should not only be attributed to apartheid. Some of the school principals in black education lack managerial capability and ability (Beckett, 1990:119).

There is reason to believe that stock is not effectively and efficiently managed at black secondary schools. Most of the textbooks lent to pupils are not returned to the schools at the end of the year. At some other schools, boxes containing new books and new science equipment remain unopened for months. The libraries are not used for the purpose they are meant for, while the laboratories are misused (Khupiso, 1991:1). All these indicate management problems. Apartheid should not be considered as the only problem in black education. Blaming apartheid is tantamount to flogging a dead horse (Steyn & Van der Westhuizen, 1993:37).

The invidious effect of politicization on schools with regard to the stock controlling function of the principal is therefore clear.

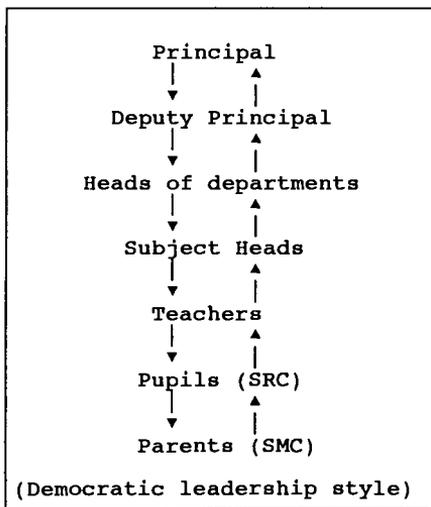
### **3.2.7 Communication within the organisation**

It is the task of the principal to improve the effectiveness of his school. Dubin (1991:50) holds the view that effectiveness of the school can be promoted if the principal has designed a sound communication structure at his school. The organisation cannot be effective if there is no clear-cut communication structure or system. Communication is important for the management process (Wood et al., 1985:105). There are two types of communication which are identified by Wood et al. These are formal and informal forms of communication. Formal communication is official and it is transmitted through official channels; whereas informal communication is transmitted by everybody (Wood et al., 1985:105).

At the secondary school the principal should communicate effectively because he finds himself in the centre of the communication structure (Wood et al., 1985:105). He communicates formally with parents, teachers, pupils and the members of the community who are interested in education. The principal and these people need to build a sound communication structure which will foster co-operation between the principal and the school community (Dubin, 1991:50).

A good communication structure ensures efficiency, effectiveness and cohesiveness within the organisation (Wood et al., 1985:106). At the school level there are people who are in the line function whereas others are not (Kimbrough & Burkett, 1990:57-70).

**Figure 3.2:** Communication structure at the secondary school can diagrammatically be represented as follows (cf. Glatter *et al.*, 1988:9):



From the above diagram it is evident that communication is a two-way traffic of messages. The principal communicates with the school community from whom he receives a reply or feedback (Barnard, 1991:441). Feedback can be given in various ways, e.g. parents and teachers can discuss or contribute in a meeting. Questionnaires which are to be completed by the parents can also serve as feedback. A principal can address pupils whom he allows to take part in the discussion. The two-way traffic of messages helps the principal to understand his school community, and this will promote organisational effectiveness (Barnard, 1991:441).

Van der Westhuizen (1991:190) maintains that in a school where a democratic leadership style is practised, the principal's communication style will be such that everybody is given a chance to air his opinion. If the decision is taken, everybody

contributes, and their input makes the school effective. In a school where a leader is an autocrat, communication is always from top-down and there is little feedback.

At black secondary schools has been a communication breakdown during this time of political upheaval. \*Everybody seems to be playing the role of a principal (cf. 2.2.2; 2.2.3 & 2.2 5). In meetings held elsewhere in the townships, teachers belonging to SADTU do not invite the principal even if the discussion affects him.\* This is also the case with parents belonging to NECC (Strachan, 1992:2). Pupils belonging to COSAS do not follow the correct communication channels. If ever a meeting is held with the principal, they dominate the discussion. According to Mogale (1990:6) they always confront the principal with a hidden agenda, and they are arrogant in their discussion.

It becomes clear that the principal has little or no say at the school where he is supposed to be a manager. This type of communication is ineffective because it is politically motivated. Secondly it is ineffective because agitators may not have knowledge and an understanding of education. They are reconstructionists who want things to be done their own way, and they believe that teachers and pupils should be involved in politics in order to bring about change. What reconstructionists do and say cannot always work when put into practice, they are for instance looking forward to the world government which will be without schools (Ozmon & Craver, 1986:142).

At times agitators call parents' meetings where they discuss educational matters without the involvement or consultation of the principal (Luti *et al.*, 1993:1). There is a little or no feedback which agitators get from the principal because he is not involved in the discussion. They disregard the principal because their aim is to destroy the existing education system (De Beer, 1992:3). This type of communication impedes the effectiveness of the secondary school and the school is unable to achieve its goals.

In conclusion it can be said that an organisation whose communication structure is unclear is ineffective. Effective communication makes it possible for the manager to plan, to control and to organise. In an organisation where there is no effective communication, it is not possible for the manager to embark upon the abovementioned three management aspects, as it is the case with the DET's secondary schools (cf. 3.1.7). Effective communication facilitates decision-making. It is obvious from the foregoing exposition that at these schools there is no effective communication. Hence no decision is taken to curb destructive behaviour patterns of COSAS and SADTU.

### **3.2.8 Interaction with the school community**

The organisation is said to be effective when it is functional. A functional organisation is the one which achieves its goals (Burdin, 1989:260). Effectiveness of the school depends on the management style of the principal. It is the task of the principal to create effective schooling and effective teaching. His presence in a school should be felt. Saran and Trafford (1990:20) hold the view that this can only be possible if he cares for and guides the school community. The school principal is able to guide the school community if he moves freely among them, and if he is accepted and respected by everybody, but in the case of the DET teachers this is impossible (cf. 2.2.2 & 2.2.3).

Interpersonal influence is needed in the organisation. The principal should purposely and intentionally influence his subordinates. He can do this if he is equipped with the basic influential skills (Wilson 1975:136). Subordinates who are continuously influenced by their leader will consequently achieve organisational objectives. Maher *et al.* (1984:7) point out that there should be a good relationship between the manager and his subordinates, and he furthermore states that interaction is psychologically motivated within the organisation.

The interaction of the principal within the organisation, plays the most important role towards the effectiveness of the school. According to Blumberg and Greenfield (1980:37) the principal is able to interact effectively if he has knowledge and skills of interacting. They furthermore say that the principal encounters the school community formally or informally. He socializes with his teachers and non-teaching staff whom he encounters almost every day.

Blumberg and Greenfield (1980:37) refer to three categories of formal face-to-face encounters namely "prearranged meetings; casual encounters and chance encounters". According to them prearranged meetings occur with parents in meetings, staff meetings, seminars with teachers and meetings with pupils. He may also deliberately encounter both pupils and teachers, i.e. he may talk to pupils whom he encounters in the school premises or any teacher or pupil he may meet in any classroom or elsewhere in the school premises.

The role of the principal is to interact with many different people. The knowledge or skills of interaction is essential for organisational effectiveness (Blumberg and Greenfield, 1980:43). As he interacts with his subordinates, he tries to understand them, and this enables him to solve their problems. Teachers whose problems are attended to, are always happy and they strive towards the achievement of the school's objectives (Walker, 1970:23).

As may be seen from the above, a principal who orientates, trains and coaches his subordinates should keep his interactive knowledge up to date. He should also know his staff members individually. To do this, working abilities and capabilities with people are needed. These will help him to interact with many different people at ease.

The principals in the DET interact with a lot of politicized people inside as well as outside the school premises (Somphetha, 1993:5). These principals are not flexible in dealing with day- to-day problems because of the high level of politicization of

secondary schools for blacks. There is, for instance, nothing that principals can do should they be confronted with a situation which is politically motivated (Heyl, 1989:114).

This is because the principal's interactive skills differ from situation to situation within the organisation, because he interacts with people who have different backgrounds and values. The principal of the secondary schools for blacks can interact effectively with the school community if the subordinates co-operate and compete with each other. Interaction without communication is impossible, therefore the principal should strive for effective communication (Hoy & Miskel, 1987:217).

The principal who interacts effectively within the school as an organisation wins the confidence, the support and the co-operation of the school community (McPherson *et al.*, 1986:349-351). In the school where the principal is humiliated by those who are supposed to be his subordinates, as is the case with some of the principals in the DET, interaction management is neglected (Smith, 1993:4). This results in the school being ineffective. An ineffective school is characterised by decision made unilaterally and it does not achieve its objectives.

### **3.2.9 Culture of learning and teaching**

Kaiser (1985:60) sees it as the responsibility of the principal to create and to maintain an orderly learning and teaching situation which is free from any disturbance. The principal should continuously enhance the quality of teaching which stimulates pupils' learning, a quality of teaching which is free from conflicts among the school community (Morris, *et al.*, 1984:83).

The learning and teaching situation is characterised by societal norms, values, religion and authority (Van Rooyen, 1987:92). In this situation the child who is helpless needs the guidance of a teacher who has professional obligations. The teacher manages

classroom activities, and he is vested with authority (Hoy & Miskel, 1987:156).

Calitz (1987:70) pointed out that there are teachers, pupils and the subject matter in the learning and teaching situation. The main objective of a teacher in this situation is to teach and to educate the child (Van Schalkwyk, 1986:31). A teacher as a professional person is duty-bound to prepare his lessons thoroughly and to teach pupils daily in each period. He should also test pupils after every lesson to encourage them to learn (Dunn & Dunn, 1977:88).

The school principal evaluates the learning and teaching situation to assess whether the learning and teaching are effective. Evaluation of the school and the teachers helps the principal to take decisions and to plan (Bassett *et al.*, 1963:63). In the previous chapter it was mentioned that teachers belonging to SADTU in the DET do not want to be evaluated by the principal. Their refusal to be managed by the principal affects the effectiveness of the school. Political extremism frustrates and causes fear among the principals (Kaiser, 1985:222).

It is the task of a principal to plan the learning and teaching situation; he draws up a study programme which motivates pupils to seriously embark upon their studies (cf. Van der Westhuizen, 1991:216-235). The task of the principal and the teachers is to find out how best their pupils learn (Sayer, 1989:23), and both the principal and the teachers should maintain and encourage the best. Pupils perform well if the principal effectively manages their learning process while a teacher creates a healthy classroom climate because this affects pupils' learning (Sayer, 1989:61).

A healthy classroom climate is possible if a principal is given a chance to apply his managerial skills. In the previous chapter it was mentioned that the political extremists use the school for political goals. It was also illustrated that the laissez-faire types of attitudes which has been created by teachers belonging to SADTU, parents belonging to NECC and pupils belonging to COSAS makes them to evade their responsibility

(cf. 2.2.2; 2.2.3 & 2.2.5). These attitudes perpetuate conflict which affects the organisational culture and climate (cf. Makoe 1991:1 and Khupiso, 1991:1).

A child cannot create a situation which is conducive to learning and teaching, because he needs the assistance and guidance of a teacher (Van Rooyen, 1987:11). In the DET, some of the political organisations treat pupils like adults and they use them for solving political problems. Teachers belonging to SADTU in this department do not consider cultural values, norms and philosophy of education. They allow pupils to claim too much power, and these pupils jeopardise their own future by refusing to learn (Molefe, 1993:6).

At the black schools in general, and in the secondary schools in particular, a new culture of no learning and no teaching has been created. The values of civilised behaviour are attacked and parental authority is deliberately undermined by most of the secondary school pupils and their teachers (De Beer, 1992:14). A culture of noise and no work has been created at schools. Pupils are rebellious, and they refuse to be disciplined. This new culture of no learning and no teaching has affected the effectiveness of the secondary school as an organisation (Kotlolo *et al.*, 1989:1).

Kaiser (1985:60) contends that drugs at schools affect the learning and teaching situation, and that the use of drugs should be controlled by principals in order to create an effective learning and teaching situation. He goes further by saying that principals could do this by searching pupils' person and their book cases. In the DET pupils smoke dagga and they use stupefying beverages (cf. 2.2.1). Teachers who dare reprimand them are threatened and the searching for drugs by the principal is not feasible because of a high level of intimidation (cf. Khupiso, 1991:1 and Makoe, 1991:1). The use of drugs by the pupils in the DET affects effectiveness of secondary schools.

The culture of no learning and no teaching which has been created impedes the effectiveness of secondary schools and it affects the attitude of the teachers. In the previous chapter it was illustrated that teachers in the DET do not respect their profession and that they act insubordinately to such an extent that they do not make use of learning aids which stimulates pupils in the learning and teaching situation. It was also shown that pupils are frustrated and demotivated. The reason to suggest this is because they do not take responsibility for their lives and, they do not develop a positive approach to learning.

### **3.2.10 The effective use of time**

To improve the effectiveness of the school the principal should manage time effectively. Time is one of the criteria of organisational effectiveness. School time is divided into four terms. These terms are the characteristics of the school calendar (Hoy & Miskel, 1987:391). In order for the school to be effective, time in each term should be effectively used.

Hoy and Miskel (1987:391) pointed out that time during the school year which is disrupted affects the goal attainment of the school as an organisation. They furthermore state that time is a very important factor which influences organisational effectiveness. It is for this reason that time should be managed effectively. For instance, teachers should know what is to be accomplished; by whom it should be done and by when it should be done (Dunn & Dunn, 1977:113). School principals should plan school activities. Planning will help them to budget time, and to use it effectively.

Time can be used effectively if the school as an organisation is managed by objectives. When managing by objective, there are steps which are followed. Oliva (1989:399) mentions the following steps:

- \* The goals of the school must be specified by the principal,
- \* The principal should set the standards of performance,
- \* The principal should draw up an action plan which will help the teachers to achieve their organisational goals,
- \* The principal should identify resources which will help, teachers to attain organisational goals, and
- \* The principal should plan time on which objectives should be achieved with his teachers.

It is the responsibility of the school principal to see to it that everything starts on time, and he must give every item a time limit. Setting priorities can help the principal and his staff to use time effectively. They can draw up a priority grid which will determine the school's goals for the year (Dunn & Dunn, 1977:141). Time can be used effectively if both the principal and his staff do their work according to the priorities.

Teachers who prepare their lessons are effective managers of classroom activities. They manage time effectively because they know exactly at what time a certain lesson is to start. In the classroom the teacher evaluates pupils' work; he listens to pupils' oral work; he corrects pupils' spelling mistakes, etc. All these things are done within a stipulated time (Stradley, 1973:51). In a school where time is effectively managed and used, teachers perform well.

Pupils and teachers in the DET do not utilise school time optimally. In most of the schools in this department the value of time is not realised (De Beer, 1992:9). Pupils lose valuable time due to teachers' strikes and disruption of schools by the pupils. In a school term, pupils from SSA up to STD 10 lose an average of thirteen days per term (Louw, 1993:5). Time which is wasted on strikes and boycotts influences the effectiveness of black secondary schools.

Pupils and teachers of the secondary schools in most townships in the country are not time-conscious. Some pupils mill around outside the classrooms, while others are in the classrooms. At the intervals which are at eleven o'clock in most schools, some pupils start going home (Mthembu & Sapa, 1993:2). Pupils bask in the sun, and they do not use learning time effectively. Instead they use their time to damage or steal the property of the teachers, principals and inspectors (Makoe, 1991:6). In the situation where time is not effectively used, as is the case with the secondary schools for blacks, organisational objectives are not achieved.

### **3.2.11 Parental involvement in education**

It is the task of the principal to actively involve parents in the education of their children to use them as resources (Morris et al., 1984:80). When involving parents the principal must be careful of the political extremists because they normally use the technique of telling half-truths and unfounded stories which influence the community in their direction (Kaiser, 1985:222). Parents should be actively involved because they defuse influence from outside the school; they protect the buildings and physical assets; they support the school by encouraging educative teaching and they minimize conflicts among the school community (Morris et al., 1984:80).

Parents, teachers and pupils are partners in education (Khumalo 1993:4). For the parents to participate in education and to exercise control over their children is a God-given right; because parents are instructed by God to bring their children up with discipline (Eph. 6:4). The word discipline is defined differently by scholars. Wood et al. (1985:313) lay an emphasis on authority and control in one definition of discipline. From this the conclusion can be drawn that everyone who is involved in education is expected to discipline children.

Parents are the primary educators of children; it is for this reason that they should be involved in educative teaching. They should be attached to the school where their children attend, i.e. they should offer themselves to serve their school. This could be done, if they authoritatively exercised control over their children; and if they also involved themselves in decision- taking of the school (Basson & Smith, 1991:118).

Parents are actively involved in order to help teachers to demand school work and good things from the pupils. The school where pupils are working hard produces good results. According to Katz (1993:14) research has proved that parental involvement in education improves the effectiveness of the school. He furthermore states that parents should be encouraged to participate in the management of schools. Involving parents in education of their children develops children's interests.

In South Africa, among blacks, parents, pupils and teachers have lost interest in education. This is caused by the high level of politicization of these schools which prevailed at the time of this study. Parents neglect their responsibility. They do not have any control over their children nor do they discipline them. Parental authority has been lost. Pupils instruct their parents instead of their parents instructing them. These pupils bring their bad behaviour to schools, and their parents do not intervene (Khumalo, 1993:4).

There are some parents who are seen to be active in managing education, while in actual fact they contribute a lot to the collapse of education meant for blacks (cf. the activities of SECC in Tema, 1989). These parents encroach on the territory of the principal and that of the circuit inspector. This impedes the effectiveness of the school (Mogale, 1990:6). These parents seem not to differentiate between involvement and interference in education. This interference affects the organisational effectiveness of the school.

In South Africa among blacks, principals should involve bona fide and authentic parents of a school. In order to elicit support from the parents, the following are some of the points suggested by Katz (1993:4):

\* **A sound communication system:** There should always be communication between the principal and the parents. The principal should show them that they are important by sending newsletters to them, by discussing matters with them in constituted meetings and by adopting an open-door policy.

\* **Participation in children's learning:** Principals should invite parents to the school to discuss individual children's performance, e.g. a parent and child can meet the teacher who teaches the child to discuss the child's performance.

\* **Helping with homework:** Parents should be guided and encouraged to help their children with homework or to make them do their homework.

\* **The needs of the school:** The principal cannot manage the school alone; he needs the assistance of his teachers and that of the parents of his school. Parents should therefore be informed from time to time what the needs of the school are and what nature of the support is needed from them.

If the above could be implemented, the education situation of black children could be improved. A child who is moulded, trained to act according to rules, and who is guided towards adulthood according to the norms and the cultural values of the community, by parents and teachers will reach the ultimate aim of education safely. If the school is to succeed in attaining organisational goals, it needs the support of parents.

### **3.2.12 Effective handling of change**

Every organisation is liable to change. There are forces which change the organisation. The pressure is from external and internal forces (Wilson, 1975:188). External forces are those which come from outside the organisation, and internal forces are within the organisation. These two types of forces are discernible in the secondary schools for blacks. In these schools external forces are politically motivated. Politicians exert pressure on them (Tema, 1990:2). Internal forces in these schools are teachers and pupils who have been politicized. These teachers and pupils work hand in hand with the outside forces (cf. 2.2.2; 2.2.3 & 2.2.4).

These forces affect the effectiveness of the school as an organisation. Internal forces are more dangerous for the effectiveness of the school, because these forces are within the school, and they are hidden by individuals or groups (Wilson, 1975:188). The principal should be proactive when dealing with these forces. He can do this by devising and implementing a plan which helps him to handle change (Newton and Tarrant, 1992:18). In most cases, principals and teachers in the DET are reactive towards the pressure groups. This results in distractions and disruption of schooling (Auerbach, 1987:25).

The striking example of reactive behaviour is the one where a teacher scolds pupils by saying that they have been spoiled by those who made them believe that they have the right to control the schools (Mogale, 1990:6). Another example is the one where a teacher told pupils in a meeting that he was going to defy demands by COSAS that pupils should boycott sports activities organised by the DET (Khupiso, 1992:2). This reactive behaviour resulted in him being beaten up by pupils.

The above situations illustrate how reactive reasoning can aggravate the problem. These teachers could have acted proactively. In the first example, the teacher could have approached the pupils in view of motivating them, by showing them the danger

of refusing to be taught, and also the danger of being misused by politicians, or he could have even involved their parents in the endeavour to re-establishing discipline. In the second instance, the teacher could have explained to the pupils, the importance of participating in activities organised by the DET through schools. In the situations such as these, principals and teachers should make pupils feel that they are part of the school as an organisation.

The principal plays the most important role in any change that might occur in his school (Basson et al., 1991:646); because managing change is one of the tasks of the principal. The school where change is effectively handled, organisational goals are attained. Wood et al. (1985:92) maintain that, the principal can effectively manage change if he has skills and knowledge of handling change. The principal manages the school which serves the changing society. It is because of this that Wood et al. (1985:92) suggest the following guidelines which could help the principal to handle change :

- \* The principal should know his community thoroughly; their needs; their expectations; their aspirations and their philosophy of life.
- \* The principal should get to know his school thoroughly i.e. his pupils, their parents and his teachers.
- \* The effects of change should be studied and parents should be informed about the anticipated consequences of change.
- \* The principal should involve parents, teachers and pupils in the handling of change.
- \* The principal should co-operate with pupils, i.e. pupils should be made aware of the negative and positive results of change.

The above illustrates that the handling of change is important because the organisation is dynamic, not static. If the principals in the DET can learn to handle change effectively; the problems which are facing the secondary schools could be minimised. The principal who is ostracized by his pupils, teachers and parents is likely to be accepted if he is proactive. Proactiveness may help the principal to interact freely without any tension, with everybody who is concerned about the school.

### **3.2 Conclusion**

As may be seen from the foregoing chapter, a principal of a school has a role to play - in fact he is a determining factor of the effectiveness or ineffectiveness of the school (cf. 3.1.2). The principal's tasks are multitudinous; this suggests that he/she is a key person. The standards of the school can improve if he/she initiates improvement, but he/she must not be prevented from doing so, as it is the case with DET principals (cf. 3.2.1). If educational standards are not initiated and maintained the school will not achieve desired outputs (cf. 3.2.2).

Teachers work directly under the principal. They cannot be teachers and principals at the same time. The moment they refuse to submit to authority and control the school suffers (cf. 3.2.3) and there is no one who accepts responsibility within the school as an organisation (cf. 3.2.4). All the members of the school community tend to blame each other and in the process the culture and climate of the school are harmed.

Controlling stock effectively could facilitate learning (cf.3.2.6), for when the principal delegates duties to subordinates in this regard, he communicates with his teachers so as to systematically organise matters pertaining to his school (cf. 3.2.7). Teachers who do not have enough facilities and who pursue political goals are demotivated (cf. 3.2.5). It is evident from the above exposition (cf. 3.2.8) that the principal of a secondary school for blacks lacks interactive skills which could help him/her to interact with people who have different beliefs, philosophies and who aspire different

values.

Teachers at secondary schools for blacks do not seriously embark upon teaching and the pupils they teach do not take learning seriously (cf. 3.2.9). A lot of time is lost on matters that have nothing to do with learning and teaching (cf. 3.2.10). This problem is compounded by the fact that parents are intimidated not to involve themselves in the education of their children (cf. 3.2.11). At these schools principals neglect management of change because of the high level of intimidation which is prevalent in the country (cf. 3.2.12).

## **4. THE EMPIRICAL SURVEY**

### **4.1 Introduction**

As has already been mentioned in Chapter 1, the aim of this research project is to investigate management problems and the effects of politicization on management tasks of principals of secondary schools for blacks. It was also mentioned that the aim was to ascertain whether the principals do find it difficult to carry out their management tasks during this time of political change in South Africa (cf. 1.2).

In Chapter 2 of this research project, it was investigated what the different authors had to say about the causative factors and management problems encountered by principals. Chapter 3 seeks to find out how management tasks of principals are affected by the high level of politicization of these schools. In this chapter, information used was also based on a literature study. In Chapter 4, the investigation is now done by way of interpreting what the principals themselves have to say in respect of management problems they experience on account of politics.

In this chapter the real situation and the actual happenings are empirically analyzed and interpreted. The principals of secondary schools, combined schools and intermediate schools in the Orange Free State region of the DET are used as a survey sample. Their responses contribute a great deal to the interpretation of management problems they encountered. These responses clarified issues and happenings in schools which have been over-politicized.

This chapter concentrates on the research design. The data supplied by the principals are analyzed and interpreted.

## 4.2 The questionnaire

In order to include a large number of respondents, questionnaires were distributed to schools which have been identified in the Orange Free State region of the DET (cf. Appendices A & B). These questionnaires were data-gathering instruments (cf. Ary *et al.*, 1985:341). The questionnaires help the investigator to conduct research practically or empirically (McMillan & Schumacher, 1993:11).

Two types of questionnaires are used in this study. The first one is the closed questionnaire. Here a four-point scale was used; and respondents were requested to complete the questionnaire by making an X opposite the applicable number in the appropriate column (cf. Appendix A). Having realized that the respondents were restricted when answering the questions, an open-ended questionnaire (cf. Appendix B) which permits a free response from the respondents was designed and dispatched to the same schools (cf. 4.1). The responses to the two questionnaires were analyzed and a clear picture of what is happening at these schools was given.

The questionnaires were as brief as possible, and they were designed in such a way to elicit data needed for this study. The responses were treated confidentially, and the confidentiality was maintained in that it was not expected of the respondent to write his/her name nor the name of his/her school anywhere. The name of the area or the name of the region where the school is situated was not required to be written by the respondents.

It is because of the above that it is believed that the respondents did not feel threatened, though the topic was sensitive because it was dealing with politics. In South Africa many people have lost their lives, while others have jeopardized their positions because of politics. It is against this background that the two types of questionnaires were sent to the schools.

In the closed questionnaire a Likert scale was used to measure the attitudes of principals towards managing the over-politicized secondary schools for blacks. The principals were asked to indicate by means of a cross on the four-point scale as to what extent the given statement are true with regard to their schools (cf. Appendix A).

If principals did not agree with the statement they marked 1, if they felt that according to the statement it happened sometimes they marked 2, if they felt that it happened often they marked 3, and if they felt that it always happened they marked 4. What has been said above can be represented as follows: 1=Never, 2=Sometimes, 3=Often and 4=Always (cf. Appendix A).

### **4.3 The purpose of the questionnaire**

The purpose of the questionnaire is to enable the researcher to investigate management problems encountered by principals of secondary schools for blacks practically (cf. 1.3.2.1). The questionnaire aimed at collecting data which would shed light on management tasks of principals during unfavourable political conditions prevalent in schools at the time of study.

The purpose of the questionnaires is discussed fully in the subsequent paragraphs, paying special attention to the analysis and interpretation of the data.

#### **4.3.1 Biographical data**

\* **Age** : The aim of the question is to arrange the principals according to the range of the age group into which they fall (cf. Appendix A-Question A1). This information helps the researcher to relate management ability and capability of the principals with regard to the politicized schools they manage.

- \* **Sex** : This question aims at comparing the female principal with her male counterpart (cf. Appendix A-Question A2). The manner in which the female principal handles or manages the school is compared with that of her male counterpart. Their attitudes and behaviour towards managing a politicized school are compared.
- \* **Experience** : This question aims at determining how long the principals have been working as principals (cf. Appendix A-Question A4). The findings help the investigator to assess whether the veteran has more expertise when compared to the novice. The aim of this question is also to find out how long the principal has been working at the present school (cf. Appendix A-Question A5). A newly-appointed principal from another school may not be as effective as had been the case in the previous school, the reason being that he finds himself in the school with a totally new organisational climate and organisational culture.
- \* **Qualification** : The aim of this question is to find out what the qualifications of principals are. This question seeks to assess whether a well-qualified principal manages an over-politicized school more effectively than a less qualified principal (cf. Appendix-Question A6).
- \* **Category** : This question seeks to find out the categories in which principals are (Appendix A-Question A7). This helps the researcher to draw a conclusion with regard to principals' categories. The researcher is able, for instance, to assess whether a principal in a higher category handles politicized schools more effectively than a principal in the lowest category.

#### 4.3.2 Demographic data

- \* **Number of teachers** : One of the key areas that the principal manages is the staff. The principal manages teachers in the instructional situation at school (Theron & Bothma, 1990:92). The number of teachers should be taken into consideration when

assessing and evaluating managerial skills of principals (cf. Appendix A-Question B1). This question aims to find out the number of teachers each principal manages.

\* **Number of pupils** : The principal of a school manages pupils as well (cf. Buchel, 1992:7). Effective management of pupils is possible if there is a good teacher-pupil ratio at a school. The aim of this question is to find out the number of pupils each principal manages (cf. Appendix A-Question B2). The extent to which they handle management problems is interpreted on the basis of the number of their pupils.

\* **The type of school** : The school as an organisation is managed by the principal (Basson *et al.*, 1991:617). The smaller the school, the more manageable it is. The question concerning the type of school aims at detecting what size of a school the principal manages (cf. Appendix A- Question B3). This question also aims at investigating the impact of politicization at the different types of schools.

\* **The situatedness of the school** : It is important to know where the school is situated when investigating the level of politicization. It is assumed that schools in the cities and towns are not equally politicized, while farm schools may be different from town schools. The aim of collecting these data is to measure the impact of politicization in city schools, at town schools and on farm schools (cf. Appendix A-Question B4). This information helps the researcher to evaluate management problems experienced by the principals of different schools.

#### **4.3.3 Questions on the management tasks of the principal**

When questions were formulated on the management tasks of principals, the problems which are discernible at secondary schools, according to the literature study, were taken into consideration. Problems like a high failure rate in Std 10 (cf. Table 2.4); the anarchy at secondary schools for blacks; chalk-downs and boycott of classes by pupils and staff are cited as examples (cf. Chapter 2).

A variety of source materials like books, educational articles and newspapers was used to investigate secondary school principal's problems, and the conclusion drawn from the literature study was that secondary schools for blacks are highly politicized. It was also discovered that politicization of these schools impedes management tasks of the principals. In Chapter 3 the areas in which effective management of the principals was lacking were fully discussed, and it was clear that politicization lowers educational standards at these schools (cf. 3.1.1.). The setting of educational standards is one of the management tasks of the principals which is adversely affected by politicization.

Questions were asked on the areas that are believed to be ineffectively managed by principals. Each principal was expected to answer questions on educational standards; motivation; inputs and outputs; the control of teachers' professional work; responsibility; stock control; communication; interaction skills; learning and teaching; time management; parental involvement and managing change (cf. 3.1.1-3.1.2.).

Examples of questions which were to be answered by the principals can be found in part C of the closed questionnaire, while others can be found in the open-ended questionnaire (cf. Appendices A & B). The principals were requested to answer the questions according to how they personally experienced the situation at their schools. The aim of these questions was to find out to what extent management tasks of the principals are adversely affected by politicization.

Closed questions (cf. Appendix A) can be classified and grouped as follows:

**\* The setting of educational standards:** Under this heading (cf. 3.2.1) questions C7; C15; C26 and C35 were asked to verify whether politicization lowers educational standards.

**\* Achieving the desired outputs:** From this heading the following questions were asked to test whether the findings of literature study (3.2.2) agrees with the findings

of empirical study: C2; C22 and C31.

\* **The control of teachers' professional work:** This topic resulted in the following questions being asked: C11; C18 and C32. The aim was to find out whether principals are able to control teachers' professional work (cf. 3.2.3).

\* **Responsibility within the organisation:** The questions asked from this are grouped as follows: C6; C20; C23 and C30. The aim of these questions was to find out whether responsibility is taken within the organisation (cf. 3.2.4).

\* **Motivation within the organisation:** Under this topic the following questions were asked: C17 and C33. These were to prove the validity of the literature data (cf. 3.2.5).

\* **Stock control system:** Effective management of stock seems to be a principal's problem (cf. 3.2.6). Therefore questions C4; C13 and C21 were asked to prove this.

\* **Communication within the organisation:** For the organisation to function well, effective communication is imperative. As regards secondary schools for blacks there is ineffective communication (cf. 3.2.7). In order to prove this, questions C3; C25 and C28 were asked.

\* **Interaction with the school community:** From this topic the following questions were asked in order to find out whether the principals' interaction management was impeded by politicization (cf. 3.2.8) as it was revealed by literature study: C9; C16 and C29 (cf. 3.2.8).

\* **Culture of learning and teaching:** The following question was asked to find out whether the culture of learning and teaching (cf. 3.2.9) has diminished at secondary schools: C12.

\* **The effective use of time:** Table 4.5 shows that questions C5; C10 and C27 were asked to compare the literature study's findings (cf. 3.2.11) with the findings of the empirical study.

\* **Parental involvement in education:** The literature study shows that parents do not want to involve themselves in the education of their children (cf. 3.2.11). The following questions were asked to test this: C8; C19 and C24.

\* **Effective handling of change:** From this topic the following questions were asked: C1 and C14. The aim of these questions was to compare the findings of the literature study with the findings of empirical study.

\* Mention must be made that open-ended questions were also asked (cf. Appendix B), on the following areas in which effective management is lacking: The setting of educational standards, achieving the desired outputs, the control of teachers' professional work, responsibility within the organisation, stock control system, communication within the organisation, interaction with the school community, culture of learning and teaching, the effective use of time, parental involvement in education and effective handling of change (cf. 3.2.1 - 3.2.12).

#### **4.3.4 Qualitative survey**

A number of open-ended questionnaires were sent to schools; closed questions were, however, also used. In closed questions there were complex questions, and the open-ended questions were aiming at identifying the respondents' understanding of the prevailing situation at secondary schools for blacks. The open-ended questions permitted the respondents to give their own opinions and their own points of view.

#### 4.4 Population

The population was the principals and the deputy principals or heads of department (HOD No.1, in the case where there is no deputy principal) of the 78 secondary schools in the Orange Free State region of the DET (n=156). Mention must be made that findings are restricted to secondary schools, combined schools (these are schools which are from SSA-Std 10) and intermediate schools (these are farm schools which are from SSA-Std 8) in the Orange Free State region of the DET (cf. Table 4.1).

**Table 4.1 :** The regions and areas of the DET

No.	Region	Number of areas
1	Capeland	6
2	Diamond Fields	5
3	Highveld	5
4	Johannesburg	6
5	Natal	5
6	Northern Transvaal	5
7	Orange Free State	6
8	Orange Vaal	7
	<b>TOTAL</b>	<b>45</b>

*The Orange Free State region consists of 6 areas (cf. Table 4.1), and all the schools in the 6 areas were thus used for the purposes of this study.*

#### **4.5 Administrative procedure**

The head of every region of education in the DET is referred to as the Regional Chief Director of education. In the region there are areas which are managed by the Area Managers or Assistant Directors as they are sometimes called. In the case of the Orange Free State region there are six Area Managers (cf. Table 4.1). These areas are divided into circuits which are managed by the Circuit Inspectors, while in the circuits there are schools which are managed by the principals.

Permission was asked in writing from the Regional Chief Director to allow a researcher to conduct research in his region. The letters which were written to the Regional Chief Director and to the Area Managers are appended to this dissertation. In the area managers' letter it was requested that the Circuit Inspectors should help in the distribution of the questionnaires which were sent to schools via area offices (cf. Appendices C; D & E).

In both letters written to the Regional Chief Director and the Area Managers, the purpose of the study was explained. It was also stated that the research was aimed at solving management problems encountered by principals of secondary schools for blacks. The co-operation of everybody involved in the research project was requested in both letters (cf. Appendices C & D).

There were a few problems encountered in distributing and collecting questionnaires. Most of the questionnaires were collected by the Area Managers. The table below shows the principals' responses.

**Table 4.2 : Principals' responses to the questionnaires**

Number of Questionnaires		
Sent out	Received	Percentage
156	128	82,1 %

As may be seen from the above table, 82,1% of the questionnaires sent out to principals were received and the data supplied by these questionnaires were analyzed and interpreted. All questionnaires were, however, not received because of the reason already mentioned in the foregoing paragraphs (cf. 4.3).

#### **4.6 Statistical techniques**

In order to make statistics that have been collected meaningful, these were analyzed and interpreted. This was done by way of organising, summarising and describing them. The findings from the population were used in respect of the Orange Free State schools of the DET (cf.4.4). Here inductive reasoning was used to infer what had been observed to all schools in the Orange Free State region of the DET.

The principals' and deputy principals' responses were analyzed by computer to show the following item analysis: frequencies and percentages of respondents for each question, as well as mean and standard deviation (cf. Tables 4.3, 4.4, 4.5, 4.6 & 4.7). The programme used to analyze these data is called the Statistical Analysis System (SAS Institute Inc., 1985). As has already been mentioned in paragraph 1.3.3, the responses of the principals were analyzed by using the FREQ procedure of SAS. This information helped in the evaluation of the problems as encountered by principals.

#### 4.7 The determining of effect sizes

Principals were categorized as follows in order to find out whether these categories make any meaning in managing the over-politicized secondary schools: sex, their number of years' experience, the range of the age group into which they fall, and the type of schools they manage (cf. 4.3.1 & Appendix A). For every category the mean was determined by means of the Means-procedure of the SAS.

Thereafter the standard deviation for every category (e.g. sex, principals' years experience etc.) was determined, and the effect sizes were procured (cf. Cohen, 1977:8 et seq.). When it came to statistical inference and comparison of the averages of 2 or more groups, it was necessary to make use of a criterion of practically significant meaning. It is because of this that Cohen composed an effect size for practically significant meaning, and defines the following formula:

$$d = \frac{|(X_1 - X_2)|}{S}$$

Where  $X_1$  = Mean of one group

$X_2$  = Mean of the other group

S = Maximum of the two standard deviations of the groups

d = D-values

Following the calculations of the d-values, the following three cut-off points were used to indicate the effect of differences between the averages of the groups:

d = 0,2 Small;

d = 0,5 Medium and

d = 0,8 Large.

## **4.8 Interpretation of data**

### **4.8.1 Introduction**

When interpreting the biographical data, percentages and frequencies were made use of. These helped the researcher in the discussion of age, sex, the posts the respondents occupied, experience of the respondents, their qualifications and the categories in which they fall. Table 4.3 bears the information pertaining to the biographical data. This information was assessed and interpreted.

The d-value (effect size) was calculated in order to compare female and male principals, principals according to their years' experience and schools according to their geographical position (cf. Tables 4.6, 4.7, 4.8, 4.9, & 4.10). This comparison was necessary because there are theories which lead one to believe that female teachers cannot become principals (cf. De Witt, 1991:515-590). These data help to detect whether male principals manage the over-politicized secondary schools better than female counterparts. The data also help to compare managerial skills of the novice with those of the veteran as well as the schools according to how they are situated. It is assumed that the degree of politicization of schools is not the same.

Table 4.8.2 continues

## 4.8.2 Interpretation of biographical data

**Table 4.3 : Biographical characteristics of the respondents**

Question	Variable	f	%
Age: A1	26-34	31	24,2
	35-44	66	51,6
	45-54	24	18,8
	55-60	02	01,6
	61 +	05	03,8
	<b>TOTAL</b>	<b>128</b>	<b>100,0</b>
Sex: A2	Male	102	79,7
	Female	26	20,3
	<b>TOTAL</b>	<b>128</b>	<b>100,0</b>
Current Post: A3	Principal	80	62,5
	Deputy Principal	23	18,0
	HOD No.1	25	19,5
	<b>TOTAL</b>	<b>128</b>	<b>100,0</b>
Experience: A4	01-05	79	61,7
	06-10	33	25,8
	11-20	14	10,9
	21 +	02	01,6
	<b>TOTAL</b>	<b>128</b>	<b>100,0</b>
Experience at this school: A5	01-05	88	68,8
	06-10	30	23,4
	11-20	08	06,3
	21 +	02	01,5
	<b>TOTAL</b>	<b>128</b>	<b>100,0</b>

Table 4.3 continues

Question	Variable	f	%
Qualifications: A6	No response	02	01,5
	Technical Diploma	01	00,8
	Teachers' Diploma	49	38,3
	Degree only	05	03,8
	First degree and Teachers' Diploma	29	22,7
	B.Ed/Honours and Teachers' Diploma	34	26,6
	Master's degree only	01	00,8
	Master's degree and Teachers' Diploma	07	05,5
	<b>TOTAL</b>	<b>128</b>	<b>100,0</b>
	Category: A7	No response	01
A B or C		53	41,4
D= M+4		33	25,8
E= M+5		25	19,5
F= M+6		14	10,9
G= M+7		02	01,6
<b>TOTAL</b>		<b>128</b>	<b>100,0</b>

As regards age of the respondents, it can be said that the majority of the people in the top structure of secondary schools for blacks fall between 35 and 44 years (51,6%). There is a vast difference between the number of male and female managers; males represented 79,7%, while females represented only 20,3%. There are factors which can account for this low number. Research conducted by De Witt (1991:542-564)

shows that there are barriers that prevent female teachers from becoming managers/principals of schools. In spite of these barriers, De Witt (1991:568) illustrates that women teachers want to be elevated to higher positions like their male counterparts.

As regards experience, the information collected shows that most of the principals who manage secondary schools for blacks lack experience. Those who have been principals less than six years are 61,7%. Those who have been principals for more than six years represent only 38,3% (cf. Table 4.3).

Table 4.3 indicates that 38,9% of the teachers who only have teachers' diplomas in the DET are managing secondary schools. There are however, a reasonable number (22,7%) that hold degrees and teachers' diplomas. Those who have passed teachers' diplomas and B.Ed/Honours degrees are more than the latter (26,6%) while few hold master's degrees and diplomas (5,5%). If one compares the number of all those who hold degrees (59,4%) with the number of those who have diplomas (39,1%), one comes to the conclusion that those who are well-qualified (59,4%) are more than those who are less qualified (39,1%).

The majority of the people who are in the top structure of the DET schools fall under categories D-G because they represent 57,8% (cf. Table 4.3). Those who fall under category A, B and C represent 41,4%. This division into categories helps the researcher to ascertain whether categories contribute to the capability and ability of managing a school (cf. 4.3.1).

4.8.3 continues

### 4.8.3 Interpretation of demographic data

**Table 4.4 : Demographic characteristics of the respondents**

Question	Variable	f	%
Number of teachers: B1	No response	03	02,3
	11-15	07	05,5
	16-20	06	04,7
	21-30	31	24,2
	31-40	48	37,5
	41-50	24	18,8
	51 +	09	07,0
	<b>TOTAL</b>	<b>128</b>	<b>100,0</b>
Number of pupils: B2	No response	03	02,3
	200-400	09	07,0
	401-600	03	02,3
	601-800	12	09,4
	801-1000	15	11,8
	1001-2000	79	61,7
	2001 +	07	05,5
	<b>TOTAL</b>	<b>128</b>	<b>100,0</b>
Type of school: B3	No response	01	00,8
	S1	82	64,1
	S2	13	10,2
	Combined Schools	26	20,2
	Intermediate Schools	06	04,7
	<b>TOTAL</b>	<b>128</b>	<b>100,0</b>
Sitedness of school: B4	City	30	23,4
	Semi-city	12	09,4
	Town	80	62,5
	Farm	06	04,7
	<b>TOTAL</b>	<b>128</b>	<b>100,0</b>

if Table 4.4 is to be considered, one realizes that there are 34,4% of the schools which have fewer than 30, i.e. 11-30 teachers, while the majority i.e. 63,3% of the schools has more than 30 teachers. This suggests that 63,3% of the principals manage schools with more than 30 i.e. 31-51 + teachers (cf. Table 4.4).

In order to determine whether the school is a big school or a small school, the numbers of pupils are taken into consideration. In the case of secondary schools in the Orange Free State region of the DET, 21,0% schools have pupils whose number ranges from 200 to 800, and a conclusion which is drawn here is that these schools are small, as opposed to 79,0% schools whose pupils range from 801-2001 plus. This suggests that most of the secondary schools in the Orange Free State region of the DET are big.

As regards the type of schools, i.e. question B3 (cf. Appendix A), only one principal did not respond to this question. Table 4.4 reflects that 64,1% are S1 schools. This means that S1 schools are more than S2 schools, combined schools and intermediate schools. These schools are followed by combined schools which are 20,3% of the schools which responded to the questionnaires.

Town schools represented 62,5%, while 23,4% of these schools are situated in cities. The semi-city schools represent 9,4% and a small number i.e. 4,7% are found on the farms. The impact of politics on city, semi-city and town schools is discernible (cf. 2.2). With regard to farm schools, an insignificant number of incidents are evident (cf. 4.8.4).

#### 4.8.4 Interpretation of principals' responses on the management tasks

Table 4.5 : Principals' response on management tasks

Question	No Response		Never		Sometimes		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
C1. Managing change is hampered by politics	00	00,0	20	15,6	61	47,7	36	28,1	11	8,6	128	100,0
C2. Political fanatics' encroachment	01	00,8	23	18,0	51	39,8	39	30,5	14	10,9	128	100,0
C3. Communication problems	00	00,0	49	38,3	41	32,0	33	25,8	05	3,9	128	100,0
C4. Equipment destroyed or stolen	01	00,8	27	21,1	60	46,9	30	23,4	10	7,8	128	100,0
C5. Some pupils leave at intervals	00	00,0	18	14,1	43	33,6	32	25,0	35	27,3	128	100,0
C6. Politics affect action plan	00	00,0	34	26,5	44	34,4	34	26,6	16	12,5	128	100,0
C7. Teachers lower standards	02	01,6	17	13,3	43	33,6	46	35,9	20	15,6	128	100,0

Table 4.5 continues-

Question	No Response		Never		Sometimes		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
C8. Parents do not control their children	00	00,0	09	07,0	45	35,2	48	37,5	26	20,3	128	100,0
C9. Politics affect socialising	02	01,6	37	28,9	46	35,9	29	22,7	14	10,9	128	100,0
C10. Time management	01	00,8	26	20,3	54	42,2	31	24,2	16	12,5	128	100,0
C11. Control of lesson preparation	00	00,0	36	28,1	38	29,7	33	25,8	21	16,4	128	100,0
C12. Learning and teaching climate	00	00,0	28	21,9	55	43,0	35	27,3	10	7,8	128	100,0
C13. Control of stock	00	00,0	11	08,6	48	37,5	32	25,0	37	28,9	128	100,0
C14. Managing political forces	00	00,0	17	13,3	54	42,2	35	27,3	22	17,2	128	100,0
C15. Teachers do not observe time	00	00,0	15	11,7	51	39,8	38	29,7	24	18,8	128	100,0
C16. Interaction management	00	00,0	60	46,9	35	27,3	24	18,8	09	07,0	128	100,0

Table 4.5 continues-

Question	No Response		Never		Sometimes		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
C17. Motivation of teachers and pupils	00	00,0	44	34,4	45	35,1	29	22,7	10	07,8	128	100,0
C18. Preparation of lessons	02	01,6	25	19,5	39	30,5	35	27,3	27	21,1	128	100,0
C19. Parental involvement	00	00,0	18	14,1	35	27,3	47	36,7	28	21,9	128	100,0
C20. Neglecting responsibility	00	00,0	57	44,5	34	26,6	21	16,4	16	12,5	128	100,0
C21. Management of stock	00	00,0	83	64,9	26	20,3	16	12,5	03	02,3	128	100,0
C22. Politics affect outputs	00	00,0	24	18,8	46	35,9	37	28,9	21	16,4	128	100,0
C23. Abdicating responsibility	02	01,6	56	43,7	30	23,4	33	25,8	07	05,5	128	100,0
C24. Intimidating parents	00	00,0	39	30,5	39	30,5	35	27,3	15	11,7	128	100,0
C25. Pupils in communication	00	00,0	27	21,1	47	36,7	38	29,7	16	12,5	128	100,0
C26. Politics affect standards	00	00,0	18	14,1	41	32,0	38	29,7	31	24,2	128	100,0

Table 4.5 continues-

Question	No Response		Never		Sometimes		Often		Always		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
C27. Laissez-faire affects time	00	00,0	17	13,3	41	32,0	47	36,7	23	18,0	128	100,0
C28. Communication structure	00	00,0	45	35,1	47	36,7	29	22,7	07	05,5	128	100,0
C29. Poor working relations	00	00,0	27	21,1	42	32,8	46	35,9	13	10,2	128	100,0
C30. Politics affect responsibility	00	00,0	35	27,3	48	37,5	21	16,4	24	18,8	128	100,0
C31. Lawlessness affects inputs and outputs	00	00,0	29	22,6	40	31,3	34	26,6	25	19,5	128	100,0
C32. Evaluation and work performance	00	00,0	32	25,0	29	22,7	37	28,9	30	23,4	128	100,0
C33. Shortage of accommodation	00	00,0	33	25,8	36	28,1	24	18,8	35	27,3	128	100,0
C34. Lack of discipline lowers standards	00	00,0	16	12,5	36	28,1	37	28,9	39	30,5	128	100,0

A combination of open-ended and closed question was sent to schools to ensure reliability and validity of principals' responses (cf. 4.3.4). The responses on the two questionnaires will therefore be compared where necessary in the process of interpretation (cf. Appendices A & B). In Table 4.5 above, the principals' responses to closed questions were given and these responses are discussed in the subsequent paragraphs.

The responses to question C1 (cf. Table 4.5) indicate that managing change is a problem for some principals whereas for others it is not a problem. Sixty-three comma three percent of the respondents maintains that it is not really difficult for them to manage change at their schools. On the other hand, 36,7% of the respondents find it difficult to manage change. From these findings it can be deduced that the problem of managing change is not a general problem.

The responses to question C2 (cf. Appendix A) revealed that 57,8% of the respondents are not really experiencing this problem, while 41,4% do experience it. The deduction which is made here is that only 41,4% are affected by the interference of political fanatics who encroach on the principals' authority and control (cf. Table 4.5). This encroachment was also evident when conducting the literature study (cf. 2.2).

According to responses to the closed question C3 there are few communication problems at secondary schools for blacks (cf. Table 4.5). This table reflects that 70,3% of the principals do not experience communication problems at their schools, whereas only 29,7% experiences this. The responses given by these principals to closed question C3 are dubious. The reason to suggests this is because the responses to the same question (i.e. on communication [cf. Appendix B-Question 5]), when an open-ended question was responded to, differed from the one given to the closed question. Some principals responded to the above question (on communication problems) as follows: (i)" Communication at my school is ineffective because of intimidation (ii) Pupils do not give notices of the meetings to their parents when issues

concerning them (pupils) are to be discussed (iii) Teachers and pupils come to the meetings with preconceived ideas." The aforementioned responses clearly indicate that there are communication problems at these schools. The open-ended questions proved to be reliable and valid because they measured what was supposed to be measured.

Responses to question C4 (cf. Table 4.5) show that educational equipment at most schools is not destroyed or stolen because 68,0% responded negatively to this question. Thirty-one comma two percent of the respondents maintain that this occurs regularly at schools because they responded positively to this question. From these responses, it can be concluded that this problem is mostly experienced by 31,2% of the principals, whereas this problem is not so serious for 68,0% of the principals.

When responding to question C5 (cf. Table 4.5) principals responded positively to this question because 52,3% of them indicated that this actually occurs regularly at their schools while 47,7% do not really experience this problem because they responded negatively to this question. If the findings of the literature study (3.2.10) and of the empirical study are to be considered, a conclusion can be drawn that leaving schools for home during intervals will become a norm at black secondary schools if this problem is not curbed.

When answering the open-ended questionnaire (cf. Appendix B) most of the respondents indicated that leaving schools for home at intervals happens almost every day. Over 100 respondents answered the above question based on going home by pupils during intervals as follows: (i) "Leaving the school at intervals is common at our schools especially on Fridays. (ii) Teachers contribute to this state of affairs as they need to be reminded to honour their periods." The answers of this principal and those of many others make one conclude that some pupils at black secondary schools start leaving for home at intervals.

Sixty-one percent of the respondents responded negatively to question C6 (cf. Table 4.5) whereas 39,0% responded positively to this question. The deduction which is made here is that 39,0% of the principals managing secondary schools do not work according to a plan. This might be due to continuous disruptions of classes at their schools (cf. 2.2.1; 2.2.2; & 2.2.3); while 61,0% of the principals' action plans are not seriously affected by politics.

The responses to question C7 (cf. Table 4.5) reflect that educational standards at schools are lowered by teachers who befriend pupils. If the principals who answered positively were to be added together one gets 51,5% as opposed to 46,9% representing those who answered negatively. The issue of the lowering of educational standards is illuminated by most principals (cf. Appendix B) by way of explaining what actually happens in the real situation.

The abovementioned question, based on the lowering of educational standards, was answered as follows: (i) "Teachers absenteeism, not honouring lesson periods and leaving school premises for booze are the order of the day. (ii) Rudeness and unprecedented demonstrations by teachers abound. (iii) Pupils have emulated most of the unbecoming behaviours." From the response of this principal it is clear that teachers contributed to the lowering of educational standards.

The responses to question C8 (cf. Table 4.5) show that parents are reluctant to exercise control over their children. Fifty- seven comma eight percent of the respondents indicate that parents do not exercise control over their children. On the other hand, 42,2% responded negatively to this question. From these responses it can be said that this is a general problem because of the 57,8% of the respondents who responded positively. These findings prove the literature study accurate (cf. 3.2.11).

When answering the open-ended question on parental involvement most of the respondents answered positively as follows: (i) "Parents do not want to be involved because of intimidation. (ii) Parents do not understand that they are responsible for the education of their children. (iii) Some of the parents are politicized, they therefore encourage political activities at schools." From the foregoing type of response it becomes clear that many parents do not exercise control over their children.

Question C9 (cf. Appendix A) sought to find out whether the principal is free to socialise with the school community during this time of political upheaval in South Africa. Table 4.5 reflects that 64,8% of the respondents responded negatively to this question, and that 33,6% responded positively to it. This means that few principals find it difficult to socialise with the school community, while the majority do not really experience a serious problem in this regard.

From respondents' responses it is surprising to realize that they claimed that they do not neglect their responsibilities because of political pressure (cf. Table 4.5, questions C6, C20, C23 & C30). Principals responded negatively to the above questions, i.e. 61,0%; 71,1%; 67,2% and 64,8% respectively; meaning that they do not neglect their responsibilities because of political pressure. These responses are dubious if one considers what is happening daily at these schools (cf. 3.2.4).

Their responses to open-ended questions on principals' responsibilities are contrary to the responses which were given when answering the closed question on principals' responsibilities. Here are some of their responses: (i) "Lack of support and background to certain issues sometimes lead one to abdicate his responsibilities. (ii) Some weapons such as guns are so threatening that one bypasses issues or instances that must be attended to. (iii) Other administrative/managerial responsibilities are so pressing that sometimes it gives the impression that one abdicates his responsibilities. (iv) It is difficult to control them, because most teachers are more comfortable in the streets than delivering lessons in the classrooms."

The responses to questions C5 and C27 (cf. Appendix A) clearly indicate that pupils and teachers do not take time seriously because the above two questions concerning management of time were positively answered, i.e. 52,3% and 54,7% respectively (cf. Table 4.5). When principals were answering open-ended questions, their responses also showed that managing time is a problem at these schools. The following answers prove the above statement right: (i) "Lawlessness which is prevailing at our schools prevents the principals from managing time effectively. (ii) Pupils are negative towards school work hence laissez-faire type of attitude at schools. (iii) Teachers do not control pupils' work and this results in time not being optimally utilized." The above findings prove literature study findings right (cf. 3.2.10).

According to literature study teachers belonging to SADTU do not want their professional work to be controlled (cf. 2.2.3). It is surprising to realize that the empirical study has proved literature findings wrong (cf. Table 4.5). According to the responses to questions C11 and C18 (cf. Table 4.5) the principals are not prevented by members of SADTU from controlling their professional work because principals have answered negatively (i.e. 57,8% and 50,00% respectively) to the abovementioned questions namely C11, C18.

The question that has been answered positively is C32 which also deals with the control of teachers' professional work, namely evaluation of teachers and work performance (cf. Table 4.5), because 52,3% of the respondents responded positively to this question. If those who responded positively were to be compared with those who responded negatively one gets a small difference because those who responded negatively amount to 47,7%.

When answering the open-ended question which was based on the control of teachers' professional work (cf. Appendix B), principals gave a different version altogether. The following could be gleaned from their responses: (i) "SADTU stance in this regard [their stance is that principals should not control their professional work (cf. 2.2.3)].

(ii) Lack of stability in schools that at times renders such an exercise impossible [controlling of teachers' professional work]. (iii) Continuous disruptions as a result of teachers' and pupils' actions. (iv) Work books [Preparation books/Scheme books] have been dumped at the Area Office [by teachers] thus the lessons are not prepared. (v) Subject advisers have been rejected on numerous occasions in no uncertain terms".

The responses to closed question C12 which was based on learning and teaching (cf. Table 4.5), show that learning and teaching are not seriously affected by politicization because principals who responded negatively to this question are 64,9% and those who answered positively to this question are 35,1%. These principals contradicted themselves because when answering open-ended question on learning and teaching, they responded positively by pointing out that the culture of learning and teaching has diminished at their schools. Some of their answers are as follows: (i) "Slogans such as 'liberation first education later' have eroded the culture of learning (ii) Lack of facilities e.g. corrugated iron structures used as schools has had lasting negative impression on the minds of many pupils (iii) Non-teaching campaigns/chalk-downs resulted in teachers giving 'scope' to pacify the anger of pupils."

The responses to question C14 (cf. Table 4.5) show that principals are not reactive when dealing with political forces that change their schools as organisations because those who responded negatively come to 55,5% as opposed to 44,5%. This is surprising because there is a continuous confrontation which results in impediment of management and administrative tasks of principals, and hence poor working relations, the direct spin-off of the politicization of these schools (cf. 2.2.3).

According to Table 4.5, the responses to the closed question C17 (cf. also Appendix A C17) are negative. Sixty-nine comma six percent maintain that their teachers and pupils are not rebellious to such an extent that they cannot be motivated at any time whereas 30,4% aver that their teachers and pupils are rebellious. When answering open-ended question on teachers' and pupils' rebellion when they are being motivated,

principals give the following version: (i) "Principals are fired or transferred if they act against teachers or scholars. (ii) Teachers form an alliance with scholars against the management of schools. (iii) Teachers instigate scholars to be defiant." From the responses of these principals it becomes clear that pupils and teachers are in fact rebellious.

Table 4.5 reflects that achieving the desired outputs in these schools is not negatively affected by politicization (cf. the responses to question C22). Fifty-four comma seven percent of the principals maintains that politicization does not affect inputs and outputs at their schools while 45,3% maintains that it does affect inputs and outputs at their schools (cf. Table 4.5). Literature study's findings (cf. 2.2.2; 2.2.3; Table 2.4 Appendices F & G) do not agree with the findings of empirical study.

The responses to question C34 (cf. Table 4.5) show that there is a decline in discipline at schools. Fifty-nine comma four percent of the principals responded positively to this question when 40,6% responded negatively. Here the findings of the empirical study agree with the findings of literature study (cf. 3.2.1 & 3.2.2). Pupils are, for instance, arrogant when discussing other issues with principals (cf. 2.1.1 & 2.2).

Forty-six comma one percent of the principals of schools complained about the shortage of accommodation in their responses to question C33; and 53,9% did not complain about the shortage of accommodation at their schools (cf. Table 4.5). The conclusion which is drawn here is that shortage of accommodation is not a problem experienced by all principals, though it is one of the factors which initiated politicization of secondary schools for blacks (cf. 2.1 & 2.1.1).

#### **4.8.4.1 Comparison of male and female principals**

In the past, only male teachers were considered for promotional posts at schools, while their female counterparts were discriminated against, hence there are more male

principals occupying posts in the top structure of schools (cf. Table 4.3). One of the aims of the questionnaires was to compare the female principal with her male counterpart i.e. their capability as well as their ability in handling politicized secondary schools for blacks (cf. 4.3.1). Male and female principals are now compared in the subsequent paragraphs, while analyzing the data on Table 4.6.

4.8.4.1 continues

**Table 4.6 : Differences between male and female principals: Mean scores, standard deviation and d-values**

Variable	Male (n=102)		Female (n=26)		d-value
	M	Std. dev.	M	Std. dev.	
C1	2,27	0,86	2,38	0,69	0,12
C2	2,28	0,96	2,50	0,70	0,22*
C3	1,89	0,85	2,19	1,02	0,29*
C4	2,12	0,84	2,30	1,01	0,17
C5	2,64	0,99	2,69	1,19	0,04
C6	2,20	0,98	2,42	0,98	0,22*
C7	2,45	0,95	2,73	1,00	0,28*
C8	2,70	0,88	2,73	0,82	0,03
C9	2,08	0,99	2,26	1,04	0,17
C10	2,25	0,95	2,34	0,97	0,09
C11	2,28	1,06	2,38	1,02	0,09
C12	2,20	0,88	2,23	0,86	0,03
C13	2,75	0,98	2,69	0,92	0,06
C14	2,45	0,91	2,61	0,98	0,16
C15	2,52	0,91	2,65	0,97	0,13
C16	1,87	0,99	1,80	0,84	0,07
C17	2,02	0,96	2,07	0,84	0,05
C18	2,41	1,08	2,69	1,04	0,25*

Table 4.6 continues

Variable	Male (n=102)		Female (n=26)		d-value
	M	Std dev	M	Std dev	
C19	2,69	0,96	2,53	1,02	0,15
C20	1,99	1,10	1,88	0,86	0,10
C21	1,54	0,82	1,42	0,70	0,14
C22	2,39	0,97	2,57	0,98	0,18
C23	1,86	0,99	2,03	0,95	0,17
C24	2,16	1,01	2,34	0,97	0,17
C25	2,30	0,92	2,46	1,06	0,15
C26	2,60	1,01	2,76	0,95	0,15
C27	2,54	0,92	2,76	0,95	0,23*
C28	1,94	0,93	2,15	0,73	0,22*
C29	2,32	0,95	2,46	0,81	0,14
C30	2,25	1,10	2,30	0,88	0,04
C31	2,39	1,04	2,57	1,06	0,16
C32	2,52	1,09	2,42	1,17	0,08
C33	2,53	1,14	2,23	1,17	0,25*
C34	2,77	1,02	2,76	1,03	0,00

\* d=0,20 Small effect

\*\* d=0,50 Medium effect

\*\*\* d=0,80 Large effect

There is a belief that women cannot manage organisations because of their femaleness. Even if they are given that opportunity of managing organisations, it is still believed that their male counterparts manage organisations better than they do (cf. De Witt, 1991:524-568). Table 4.6 proves this wrong, because it reveals that both male and female principals find it difficult to manage the schools that are highly politicized. If one takes a look at the d-value (effect size), one realizes that there is a small effect size in the following questions only: C2, C3, C6, C7, C18, C27, C28, C33 and in the remaining questions there are no differences between the male and the female principals (cf. Table 4.6). This suggests that there is no significant difference between management ability and capability of male and female principals.

#### **4.8.4.2 Comparison of schools according to geographical position**

The degree of politicization differs from place to place. People do differ in the way they become aware of certain phenomenon. It is assumed that a person on the farm is not aware of what is happening in the country or around the world, because he/she is not exposed to newspapers, social meetings and political influence.

It is against this background that it is believed that the impact of politics on management tasks of principals differs from place to place. The aim of expecting principals to respond to questions according to how they experience problems at their different schools was to find out whether those who manage farm schools, town schools, semi-city schools and city schools experience problems emanating from politicization in the same way. Tables 4.7 and 4.8 will shed light on management problems experienced by different principals as categorized above.

4.8.4.2 continues

**Table 4.7 :** Differences between schools according to the place where they are situated: mean scores and standard deviation

Variable	City (n=30)		Semi-city (n=12)		Town (n=80)		Farm (n=6)	
	M	Std.	M	Std.	M	Std.	M	Std.
C1	2,56	0,81	2,58	0,90	2,25	0,77	1,00	0,00
C2	2,63	0,71	2,83	0,83	2,23	0,93	1,00	0,00
C3	2,06	0,78	2,66	0,77	1,87	0,90	1,00	0,51
C4	2,46	0,86	2,91	0,79	2,02	0,79	1,00	0,51
C5	2,96	0,92	3,41	0,99	2,55	0,96	1,00	0,00
C6	2,70	0,83	3,16	0,71	2,03	0,93	1,00	0,00
C7	2,73	0,78	2,83	1,11	2,48	0,94	1,00	0,00
C8	3,06	0,63	2,66	0,65	2,70	0,87	1,16	0,00
C9	2,63	0,92	2,41	0,79	1,97	0,99	1,00	0,00
C10	2,53	0,62	2,83	0,93	2,18	0,99	1,00	0,00
C11	2,36	0,92	2,75	0,86	2,31	1,09	1,00	0,00
C12	2,56	0,72	2,58	0,79	2,07	0,89	1,50	0,54
C13	2,83	0,98	3,41	0,90	2,70	0,91	1,50	0,54
C14	2,63	0,80	2,50	0,52	2,48	0,99	1,66	1,03
C15	2,83	0,69	3,25	0,75	2,46	0,91	1,00	0,00
C16	2,20	0,99	2,25	0,75	1,73	0,95	1,00	0,00
C17	2,16	0,94	2,50	0,90	2,00	0,92	1,00	0,00

Table 4.7 continues

Variable	City (n=30)		Semi-city (n=12)		Town (n=80)		Farm (n=6)	
	M	Std.	M	Std.	M	Std.	M	Std.
C18	2,53	1,00	2,83	1,02	2,47	1,10	1,33	0,51
C19	3,06	0,78	2,83	0,83	2,58	0,98	1,33	0,51
C20	2,33	1,18	2,50	0,90	1,82	0,99	1,00	0,00
C21	1,66	0,88	1,83	0,83	1,46	0,77	1,00	0,00
C22	2,83	0,74	3,16	0,93	2,27	0,94	1,00	0,00
C23	1,83	0,87	2,58	1,24	1,88	0,96	1,00	0,00
C24	2,83	0,98	2,33	0,65	2,03	0,96	1,00	0,00
C25	2,60	0,81	2,50	0,79	2,31	0,96	1,00	0,00
C26	2,96	0,76	3,25	1,05	2,55	0,96	1,00	0,00
C27	2,80	0,71	3,00	0,85	2,57	0,93	1,00	0,00
C28	2,16	0,83	2,50	1,00	1,91	0,87	1,00	0,00
C29	2,40	0,93	2,83	0,71	2,36	0,90	1,00	0,00
C30	2,53	1,07	2,91	1,08	2,16	0,99	1,00	0,00
C31	2,80	0,99	3,00	0,95	2,31	1,00	1,00	0,00
C32	2,43	1,07	2,91	1,16	2,58	1,07	1,00	0,00
C33	2,50	1,13	2,08	0,99	2,50	1,18	2,83	1,16
C34	3,03	0,99	3,41	0,99	2,71	0,91	1,00	0,00

**Table 4.8 : D-value: Comparison of schools according to geographical position**

Variable	City & Semi-city	City & Town	Semi-city & Town
C1	0,02	0,38*	0,36*
C2	0,24*	0,43*	0,64**
C3	0,76**	0,21*	0,79**
C4	0,52**	0,51**	1,12***
C5	0,45*	0,42*	0,86***
C6	0,55**	0,72**	1,21***
C7	0,09	0,26*	0,31*
C8	0,61**	0,41*	0,04
C9	0,23*	0,66**	0,44*
C10	0,32*	0,35*	0,65**
C11	0,42*	0,04	0,40*
C12	0,02	0,55**	0,57**
C13	0,59**	0,13	0,78**
C14	0,16	0,15	0,02
C15	0,56**	0,40*	0,86**
C16	0,05	0,49*	0,55**
C17	0,36*	0,17	0,54**

Table 4.8 continues

Variable	City & Semi-city	City & Town	Semi-city & Town
C18	0,29*	0,05	0,32*
C19	0,27*	0,48*	0,25*
C20	0,14	0,43*	0,68*
C21	0,19	0,22*	0,44*
C22	0,35*	0,59**	0,94***
C23	0,60**	0,05	0,56**
C24	0,51**	0,81***	0,31*
C25	0,12	0,30*	0,19
C26	0,27*	0,42*	0,66**
C27	0,23*	0,93***	0,46*
C28	0,34*	0,28*	0,59**
C29	0,46*	0,04	0,52**
C30	0,35*	0,37*	0,75**
C31	0,20*	0,49*	0,69**
C32	0,41*	0,14	0,28*
C33	0,30*	0,00	0,35*
C34	0,38*	0,32*	0,70**

\* d=0,20 Small effect

\*\* d=0,50 Medium effect

\*\*\* d=0,80 Large effect

Intermediate schools (*farm schools*) seem not to be highly politicized when they are compared with city, semi-city and town schools because they display the biggest effect sizes in all responses to all questions (cf. Table 4.7). The deduction which is made here is that the principals of farm schools have fewer management problems caused by politics.

Mention must be made that there are few intermediate schools ( $n=6$ ) which form part of the population (cf. Table 4.4), therefore the findings with regard to these schools should be carefully generalised to the target group. It must also be noted that it was not even necessary to represent the  $d$ -values of the farm schools on Table 4.8 because they display great differences throughout when compared with other schools.

The responses of the respondents show small and medium  $d$ -values (cf. Table 4.8). This means that the views of the principals of city and semi-city schools differ to a small and medium extent if they are compared with each other on the basis of management tasks at their schools (effect sizes are smaller than 0,79). For instance, the responses to the following questions are compared:

In question C3, the mean score for city schools is 2,06 and for the semi-city schools 2,66. This gives the medium  $d$ -value of 0,76 (cf. Table 4.8) which shows that city and semi-city schools principals have to a medium degree different views on the occurrence of communication problems. With the city and town principals there is a different picture because their  $d$ -value is 0,21, while their mean scores are 2,06 and 1,87 respectively, meaning that they differ to a small extent on question C3 (cf. Table 4.8).

The only instance where the large  $d$ -values are shown is in the following questions: C4, C5, C6, C15, C22, C24 and C26 (cf. Table 4.8). The large  $d$ -value which is 1,12 in question C4 means that the principals of semi-city schools differ to a large extent from principals of town schools when it comes to destroying or stealing of educational

equipment by thugs at their schools. The mean score of 2,91 for the semi-city schools, as opposed to the town schools mean score of 2,02 suggests that this practice is prevalent in semi-city schools. The d-value of 0,86 in question C5 indicates that the principals of semi-city schools differ to large extent from town principals with regard to the question of pupils leaving schools for home during intervals. This practice is common in semi-city schools because of the 3,41 mean score, which is bigger than 2,55, the mean score for town schools (cf. Table 4.7).

The principals of semi-city and town schools differ to a large extent as far as question C6 is concerned, because their d-value is 1,21 (cf. Table 4.8). According to the mean score of 3,16 for the semi-city school principals as opposed to the mean score of 2.03 which is for town school principals (cf. Table 4.7), a conclusion which is drawn here is that politics affects principals' action plans mainly in semi-city schools. The d-value of 0,86 which is also large in question C15, means that principals of the semi-city and town schools differ to a large extent from teachers who do not observe time. The mean score of 3,25 which is for semi-city schools suggests that teachers of these schools do not utilize time optimally because this mean score is smaller than town schools' mean score, namely 2,45 (cf. Table 4.7).

In question C22 the d-value is 0,94 which means that semi-city school principals and town school principals differ to a large extent in their views concerning the inputs and outputs at their schools (cf. Table 4.8). Semi-city school principals maintain that politicization affects the desired outputs at their schools. Their mean score on this question is 3,16, as opposed to the mean score of 2,27 which is for town school principals (cf. Table 4.7).

In question C24 city school principals differ with town school principals to a large extent because of 0,81 d-value (cf. Table 4.8). In question C24 city school principals hold the views that intimidating parents is prevalent at their schools because their mean score which is 2,85 is bigger than 2,03 which is for town schools (cf. Table

4.7).

The d-value in question C27 (cf. Table 4.8) is 0,93, meaning that the principals of city schools differ to a large extent from the views of the principals of town schools on laissez-faire types of attitudes which hamper management of time at schools. This phenomenon is common at city schools because of the mean score of 2,80 showed by these schools (cf. Table 4.7) as against the mean score of 2,57 which is displayed by town schools.

#### **4.8.4.3 Comparison of novice and veteran principals**

Experience in managing organisation is needed and should be rewarded. In fact, experience cannot be replaced by anything else. It is in the light of this that it is expected that experienced principals could manage politicized secondary schools better than inexperienced principals. The purpose of questionnaires has therefore been to compare management skills of experienced principals with that of inexperienced principals (cf. 4.3). Mention must be made that numbers of teachers as well as pupils principals manage will also be taken into consideration when comparing the capability and ability of principals. Their qualifications and categories in which they fall will help the researcher to compare their managerial skills (cf. 4.3.1 & 4.3.2).

4.8.4.3 continues

**Table 4.9 : Difference between the principals according to their years of experience:  
Mean scores and standard deviation**

Variable	1-5yrs (n=79)		6-10yrs (n=33)		11-20yrs (n=14)		21+yrs (n=2)	
	M	Std.	M	Std.	M	Std.	M	Std.
C1	2,25	0,88	2,33	0,66	2,50	0,75	3,00	1,41
C2	2,26	0,90	0,46	0,99	2,25	1,03	3,50	0,70
C3	1,85	0,83	2,03	0,92	2,37	1,06	3,50	0,70
C4	2,10	0,85	2,23	0,89	2,12	0,64	4,00	0,00
C5	2,59	1,08	2,66	0,84	3,00	0,92	4,00	0,00
C6	2,17	1,01	2,40	0,85	2,25	1,03	3,50	0,70
C7	2,45	0,92	2,60	0,96	2,62	1,50	3,00	0,00
C8	2,67	0,89	2,70	0,83	3,00	0,75	3,50	0,70
C9	2,02	0,95	2,23	0,93	2,87	1,12	2,00	2,83
C10	2,17	0,91	2,33	0,92	2,75	1,16	4,00	0,00
C11	2,18	1,03	2,43	0,97	2,87	1,35	3,50	0,70
C12	2,06	0,84	2,43	0,81	2,62	1,06	3,50	0,70
C13	2,77	0,97	2,70	0,95	2,37	1,06	3,50	0,70
C14	2,37	0,97	2,70	0,79	2,75	1,06	3,00	1,41
C15	2,45	0,92	2,66	0,88	3,00	0,70	3,50	0,70
C16	1,68	0,91	2,16	0,94	2,37	1,06	3,00	0,00
C17	1,89	0,89	2,20	0,88	2,75	1,06	3,00	0,00

Table 4.9 continues

Variable	1-5yrs (n=79)		6-10yrs (n=33)		11-20yrs (n=14)		21+yrs (n=2)	
	M	Std.	M	Std.	M	Std.	M	Std.
C18	2,30	1,06	2,60	0,93	3,37	1,28	4,00	0,00
C19	2,56	0,98	2,66	0,95	3,50	1,18	3,50	0,70
C20	1,78	1,02	2,23	0,97	2,62	0,53	3,50	0,70
C21	1,37	0,61	1,70	1,02	2,12	1,18	3,00	1,41
C22	2,34	0,96	2,50	0,86	2,87	0,99	3,50	0,70
C23	1,76	0,95	2,10	1,02	2,37	1,35	3,00	0,00
C24	2,12	1,03	2,30	0,50	2,50	0,91	3,00	1,41
C25	2,26	0,98	2,43	0,81	2,62	0,75	3,00	0,00
C26	2,54	1,03	2,70	0,83	3,12	0,99	4,00	0,00
C27	2,46	0,93	2,76	0,85	3,25	1,03	3,00	0,00
C28	1,90	0,94	2,03	0,71	2,37	0,91	3,00	0,00
C29	2,22	0,95	2,53	0,77	2,75	0,88	3,50	0,70
C30	2,14	1,03	2,30	0,95	3,12	1,35	3,50	0,70
C31	2,37	1,10	2,33	0,75	3,00	1,06	4,00	0,00
C32	2,30	1,13	2,76	0,81	3,37	1,06	4,00	0,00
C33	2,56	1,22	2,10	0,95	2,75	0,70	3,00	1,41
C34	2,68	1,07	2,90	0,88	3,12	0,83	3,50	0,70

**Table 4.10 : D-value: Comparison of principals according to their years' experience**

Variable	1-5 & 6-10 yrs	1-5 & 11-20 yrs
C1	0,09	0,28*
C2	0,21*	0,00
C3	0,18	0,49*
C4	0,14	0,02
C5	0,06	0,37*
C6	0,22*	0,07
C7	0,15	0,11
C8	0,03	0,37*
C9	0,22*	0,75**
C10	0,17	0,50**
C11	0,25*	0,51**
C12	0,44*	0,52**
C13	0,07	0,37*
C14	0,34*	0,39*
C15	0,22*	0,51**
C16	0,94***	0,65**
C17	0,34*	0,70**

Table 4.10 continues

Variable	1-5 & 6-10 yrs	1-5 & 11-20 yrs
C18	0,28*	0,90***
C19	0,10	0,95***
C20	0,44*	0,71**
C21	0,32*	0,75**
C22	0,16	0,39*
C23	0,33*	0,64**
C24	0,17	0,36*
C25	0,17	0,33*
C26	0,15	0,56**
C27	0,32*	0,76**
C28	0,13	0,50**
C29	0,32*	0,55**
C30	0,15	0,72**
C31	0,03	0,57**
C32	0,40*	0,94***
C33	0,37*	0,15
C34	0,22*	0,41*

\*  $d=0,20$  Small effect

\*\*  $d=0,50$  Medium effect

\*\*\*  $d=0,80$  Large effect

When principals are compared the mean scores as well as the d-values to their responses to questions (cf. Appendices A & B) are taken into consideration (cf. Tables 4.9 & 4.10). Principals were categorized and compared as follows: 1-5 years' experience with 6-10 years' experience, 1-5 years' experience with 11-20 years' experience and 1-5 years' experience with over 21 years' experience (cf. Table 4.9).

It was discovered that when a comparison is made between the principals whose experience is 1-5 years with the principals whose experience is 6-10 years, most of the d-values are small, i.e. they range from 0,00 to 0,49 in most questions, and that their mean scores differ slightly (cf. Table 4.10). This means that the views of principals whose experience is 1-5 years differ to a small extent from the views of principals whose experience is 6-10 years on management tasks (i.e. their views are almost the same).

Principals whose experience is from 1 to 5 years differ on the influence of politics to a small extent from the views of principals with 11 to 20 years' experience because their d-value to the responses on question C1 is 0,28 (cf. Table 4.10). Their mean scores on question C1 differ insignificantly in that it can be said that there is no difference. The mean score for principals with 1-5 years' experience is 2,25 if this mean score is to be compared with the mean score which is 2,50 of principals with 11-20 years' experience (cf. Table 4.9) one gets a small difference.

If Table 4.10 is considered, it becomes clear that principals whose years of experience are between 1 and 5 differ to a medium degree from principals whose years of experience are from 11 to 20 years on the following questions: C9, C10, C11, C12, C15, C16, C17, C20, C23, C26, C27, C28, C29, C30 and C31 because their d-values on these questions are bigger than 0,49 but smaller than 0,79 (cf. Table 4.10). When the mean scores on these questions are compared, those of the principals whose experience is from 11 to 20 years are slightly bigger than those whose experience is from 1 to 5 years (Table 4.9).

The instances where principals differ to a large extent are as follows: question C16, because the d-value of 0,94, means that the views of principals with 1-5 years' experience differ to a large extent from the views of principals with 11-20 years' experience on parental involvement (cf. Table 4.10). The mean score of the principals with 11-20 years' experience is big, i.e 2,37, compared with the mean score which is 1,68 of principals with 1-5 years' experience (cf. Table 4.9). This means that principals with 11-20 years' experience find it difficult to interact with the school community.

In question C18 the d-value for 1-5 years in comparison with 11-20 years is 0,90 (cf. Table 4.10) and the mean score of the principals whose years of experience are 1-5 years is 2,30 (cf. Table 4.9) whereas that of those whose experience is from 11 to 20 is 3,37 (cf. Table 4.9). The latter mean score suggests that the veterans find it difficult to control teachers' lesson preparations. The d-value for question C19 when 1-5 years are compared with 11-20 years, is 0,95 (cf. Table 4.10). Principals with 1-5 years' experience differ to a large extent from the views of principals with 11-20 years' experience on parental involvement. The mean score which is 3,50 (cf. Table 4.9) of the veterans presupposes that the veterans find it difficult to involve parents in the education of their children because the novice mean score is 2,56.

The responses to question C32, when principals with 1-5 years' experience were compared with principals with 11-20 years' experience, give the d-value of 0,94 (cf. Table 4.10). This means that principals with 1 to 5 years' experience differ to a large extent from the views of principals with 11 to 20 years' experience on evaluation and work performance of teachers considering 3,37 which is the mean score (cf. Table 4.9) of the principals with 11 to 20 years' experience as opposed to the 1-5 years' principals whose mean score is 2,30. This shows that the 11-20 years' experience principals experience this problem more than those with 1 to 5 years' experience.

Mention must be made of the fact that principals who have over 21 years' experience have not been shown on the table (cf. Table 4.10). This is because there are few principals (n=2) who fall in this category (cf. Table 4.3). However, these principals can be compared with others because they form part of the population. If they are ever compared with others, the findings should be carefully generalized.

If questions C16, C18, C19 and C32 (cf. Table 4.10) are to be considered it becomes clear that principals with 11-20 years' experience manage the following ineffectively, while those with 1-5 years' experience manage them effectively when the data are analyzed: interaction management, preparation of teachers' lessons, parental involvement and evaluation of teachers' work and their performance. It is, however, surprising to realize that the beginner principals, i.e. those with 1-5 years' experience, maintain that they handle the above management tasks effectively (cf. their mean scores on the above questions Tables 4.9 & 4.10).

Following what beginner principals said (above), it can be said that the inexperienced principals make this claim because they do not care whether schools are effective and productive because some of them are members of SADTU (cf. 4.3). It is the very members of SADTU who chased away principals from schools (cf.2.2.3). It is in the light of the above that it can be said that interacting with the school community, i.e. question C16 (cf. Table 4. 10) may not be a problem for them because they are the ones who manipulate the masses. When considering preparation of lessons and evaluation of teachers' work and performance, it can be said that it may not be a problem for them (cf. questions C18 & C32, Table 4.10) because they are the ones who encourage teachers to refuse to submit to authority and control (cf. 3.2.3).

As regards the number of pupils as well as the number of teachers, it is believed that the fewer the pupils and the teachers are, the easier the school is manageable (cf. 4.3.2). When answering the open-ended questionnaire one of the principals whose school has few pupils (ranging from 200-400) and few teachers (ranging from 16-20)

(cf. Table 4.4) puts it this way: "Our school is a private church school. We have never had problems within the school either from pupils or teachers. Any problems we have had have come from outside the school e.g. being chased out of school by COSAS and threatened by SADTU" (cf. Appendix B).

Another principal whose number of teachers ranges between 41 and 50, while pupils are over 2 000 (cf. Table 4.4) answered the very same question (cf. Appendix B) as follows: (i) "Some actions by the pupils are highly provocative and the principal considers safety first before intervention. (ii) Principals are often uncertain about what action to take, for example as regards knife-wielding or gun-toting pupils. (iii) Teachers are also reluctant to intervene if they don't fully appreciate the principal's conflict."

Considering the responses of the principals above, it can be said that the latter has management problems emanating from politics if one compares his school with that of the former principal who has few pupils and teachers. It is also believed that the former principal's problems are few because of the number of teachers and pupils which are manageable whereas the latter has problems which stem from the large numbers of his teachers and pupils which are not easy to manage.

Most of the teachers in the DET have upgraded themselves considerably (cf. Table 4.3). According to the biographical data, there are 76 principals who hold degrees as opposed to 52 who have only teachers' diplomas. On the other hand, 89 principals fall between category D and G, while 53 are on category C (cf. 4.8.2). The foregoing exposition proved that qualifications do not make one capable of managing the over-politicized schools (cf. 4.8.4). The deduction which is made here is that categories and qualifications do not help one to effectively manage a school which has been politicized.

## 4.9 Conclusion

The aim of the foregoing chapter was to find out what principals have to say with regard to managing the over-politicized schools. The open-ended questionnaire and the closed questionnaire were sent to principals to be completed. The distribution of questionnaires was not a problem, though questionnaires could not all be retrieved (cf. Table 4.2). The purpose of biographical and demographic data was clarified and thereafter the data were analyzed.

From Table 4.5 it could be inferred that principals encounter problems which stem from politicization. According to this table the impact of politics on management tasks of principals is illuminated by the responses of principals on the following questions where principals responded positively: C5, C7, C8, C13, C19, C26, C32 and C34 (cf. 4.8.4). The conclusion which is drawn here is that almost all principals are prevented by politics from carrying out the abovementioned management tasks.

Both male and female principals do not effectively manage over-politicized secondary schools (cf. Table 4.6), and this chapter illustrated that principals who have many teachers and pupils do not effectively manage these schools, unlike those who have fewer teachers and pupils (cf. 4.8.4.3). This chapter also indicated that qualifications and categories do not make one capable and able to manage the over-politicized secondary schools for blacks (cf. 4.8.4.3).

There was a certain percentage difference between the type of schools with regard to management problems. The difference which was discovered between the literature study and the response to the questions can be attributed to the fact that farm and town schools, which form part of the population, experienced few management problems emanating from politics, when compared to semi-city and city schools. The responses to the open-ended questions confirmed the above.

The d-values were large in the following questions when the views of the principals with 1-5 years' experience were compared to the views of principals with 11-20 years' experience: C16, C18, C19 and C32 (cf. Table 4.10). The mean scores on the aforementioned questions revealed that principals with 11-20 years' experience do not effectively handle interaction management, preparation of teachers' lessons, parental involvement and evaluation of teachers' work and their performance. The reason may be that the veterans are conservative, and this conservatism forces the young teachers and pupils to ostracize them, to such an extent that they find the situation not easy to handle.

Lastly, this chapter shows that farm schools/intermediate schools are not affected by politics. The reason to suggest this is because the d-values of the principals of farm schools display big effect sizes (i.e. a big difference) throughout when they are compared with town, semi-city and city schools. The literature study also shed light on this, because nowhere was it mentioned that political organisations existed on the farms (cf. 2.2).

## **5. THE FINDINGS, RECOMMENDATIONS AND CONCLUSION**

### **5.1 Introduction**

In this study the influence of politics on black secondary schools and the extent to which politics affects management tasks of the principals were investigated (cf. Chapters 2 and 3). Intermediate schools (SSA - Std 8), combined schools (SSA - St 10) and secondary schools (Std 6 - Std 10) were involved in this research project (cf. 4.4). The aim of involving these schools in this research project was to find out what the principals have to say with regard to their management tasks which are affected by politicization.

The literature dealt with the factors which politicized secondary schools for blacks (cf. Chapter 2). It was also stated as to why, when and how politicization started at the secondary schools for blacks (cf. Chapter 1). The influence of politics on secondary schools for blacks as well as its impact on the management tasks of principals of secondary schools was investigated. After the findings of the literature study were made, an empirical study was undertaken in order to find out what principals, deputy principals/HOD No.1 have to say about how they personally experience the situation at their schools (cf. Appendix A).

In Chapter 5, which is the last chapter of this research project, the short summary of the study is given. The findings with regard to the literature study and the empirical study are summarized. As regards findings on management tasks of principals, recommendations which emanate from this research project are given so as to equip principals with managerial skills.

## 5.2 An overview of this research

In Chapter 1, the reason why secondary schools for blacks were politicized was given. The strategies which were used by political organisations were also discussed. In the statement of the problem the following questions were asked:

- \* Which management problems does the principal encounter?
- \* How does politicization affect the management of the principal?
- \* Is it possible to determine management problems by means of questionnaire?

The first two questions were answered by means of a literature study. The empirical study made it possible to determine management problems by means of questionnaires. In order to make sure that the aim of the study has been achieved, two types of questionnaires were used namely closed and open-ended questionnaires (cf. Appendices A and B).

In Chapter 2 the influence of politics on black secondary schools was discussed. From this discussion it became clear that resistance to management on all levels of the DET organisational structure was the order of the day. This resulted in some of the DET schools being destroyed, discipline at schools being eroded, laissez-faire types of attitudes being created, a culture of violence and of no learning and teaching being created.

Factors which politicized secondary schools were discussed and clarified (cf. Chapters 1 & 2). After this discussion it became clear that everybody encroaches on the control and authority of principals of secondary schools for blacks. It was discovered that COSAS and SADTU were the main role players which succeeded in destabilizing secondary schools for blacks. In Chapter 2 it was also indicated that the NECC made use of COSAS and SADTU to fight against the apartheid education system. The NECC influenced pupils to make demands that were impossible to be met. Among

others, the PTSA which has not been legislated for in parliament, can be cited as an example.

The unrest situation at secondary schools for blacks was discussed (cf. 2.2.1), and it was illustrated that it negatively affected management of principals of secondary schools. The government was pressurised to such an extent that influx control was relinquished (cf. 2.2.6). This contributed to social corruption among the blacks. People who came to squat in cities contributed to the vandalism of secondary schools for blacks (cf. 2.2.7), so that squatting and vandalism became the principals' problems.

In Chapter 3 the study concentrated on the management tasks of principals of secondary schools for blacks. The literature study and observation (inductive methods) revealed that secondary schools for blacks are not productive and effective. The deduction which was made here was that the principals of these schools do not play their role the way they should. Investigation showed that there were management areas which were affected by politicization (cf. 3.2).

Educational standards and achieving of desired outputs are, for instance, affected by politicization hence the poor results, and the unbalanced human beings that these schools are producing. Appendix F shows how pupils in black schools perform (*note that there is a slight difference between the information given by Appendix F and the information given by Table 2.4; this is because the six self-governing territories and the TBVC countries are included*). Appendix F also shows the number of days that were lost by pupils because of attending to political activities and activities that are not educational.

Appendices F and G indicate that principals have lost control of these schools (cf. 3.2.3), and as such there is no-one who takes responsibility within the school as an organisation (cf. 3.2.4). At these schools everybody seems to be dictating terms. The

school community is demotivated, stock is not controlled the way it should. Most of the pupils do not return books at the end of every year, while at some schools boxes containing new books and science equipment remain unopened for months (cf. 3.2.6).

In Chapter 3 it became clear that there is ineffective communication and that the principal cannot freely interact with his school community because of politicization (cf. 3.2.8). It was also shown that politicization created culture of no learning and teaching (cf. 3.2.9). Because of politicization, both teachers and pupils do not utilize time optimally, while parents are reluctant to involve themselves in the education of their children (cf. 3.2.10 and 3.2.11). It was also illustrated that the transitional period is beyond the control of principals of secondary schools (3.2.12).

In Chapter 4 the study was undertaken practically. The findings of Chapter 3 (*literature study*) were compared with the findings of Chapter 4. As has already been mentioned (cf. 4.3.4) there was inconsistency in the answering of questions, i.e. closed questions were not answered the same way open-ended questions were answered (cf. Responses to questionnaires - Appendices A & B). This was because the topic, namely politicization of the secondary schools, was sensitive. It is believed that the topic was sensitive because most of the principals are politicized while others are scared of involving themselves in issues pertaining to politics.

### **5.3 Findings**

#### **5.3.1 Findings with regard to the literature study**

As regards the first and the second aims of this research project (cf. 1.2.1 and 1.2.2) namely to investigate the management problems encountered by the principal and the effect of politicization on the management tasks of the principal of a secondary school, the following were the findings:

## **\* Resistance to management**

- It was discovered that control of Black Education System in South Africa was entirely under the control of whites (cf. 2.1.1.1). Those blacks who were said to be "controlling" education were those who were co-opted by the government there would be the rejection of such structures.
- When discussing the school system (cf. 2.11.2) it became clear that matters concerning the affairs of a certain community should be left entirely to that particular community, otherwise resistance to management. It is this resistance that negatively affected management tasks of principals.
- From the discussion of the curriculum planning (cf. 2.1.1.3), it became clear that blacks wanted to be involved in matters concerning them. It is against this background that the structures that were planning curricula were rejected.
- Schools for blacks are administered mostly by whites (cf. 2.1.1.4). This made blacks unhappy, with the result that they made things impossible for those who administered schools. In the process of doing this, management tasks of principals were adversely affected.
- The money allocated to black education was very little when compared with other educational departments in South Africa (cf. 2.1.1.5). This factor negatively affected management and administration by principals.
- With regard to the educational structure (cf. 2.1.6), black people wanted to be involved at all levels of the educational structure, which led to resistance to management at the micro- level of the educational structure.

- Secondary schools which are under the DET are congested and they also lack facilities (cf. 2.1.7). This is one of the factors which made blacks dissatisfied. Their discontent caused havoc at these schools.

**\* Management aspects regarding the development of the secondary school as an organisation**

- A principal of a school is responsible for the development of his schools. In order to undertake development he should be free to play his role as a principal of a school. In the case of a principal of a secondary school for blacks there are political factors which prevent him from doing so (cf. 2.2.1 to 2.2.7). These factors impede management tasks of principals of these schools.

**\* Management tasks of the principal**

- The literature study revealed that there are areas which need the attention of the principal of the secondary schools for blacks (cf. 3.2.1 to 3.2.12). Literature study also indicates that management of principals in this areas is hampered by politicization, hence the prevailing situation at these schools (cf. 2.2.1 and 2.2.7), and ineffectiveness as well as unproductiveness of these schools.

**5.3.2 Findings with regard to the empirical investigation**

In order to achieve the two aims, namely to find out how politicization affects the management tasks of the principal as well as to find out whether it is possible to determine management problems by means of a questionnaire (cf. 1.2.2 and 1.2.3), an empirical study was undertaken, and the following were the findings:

The two questionnaires helped the researcher to interpret the data. The open-ended questionnaire appeared to be a reliable measuring instrument. When answering, for instance, a closed questionnaire C23 namely "I abdicate my responsibility of dealing with teachers who abandon pupils for political reason" (cf. Appendix A-Question C23). Most of principals' responses on this question was "never". When answering the open-ended question namely " Why do circumstances always force you to abdicate your responsibility at your school?" (cf. Appendix B-Question 12), principals gave answers which indicated that they always abdicate their responsibilities at their schools (cf. 4.8.4).

When answering the two questionnaires, two different scenarios were evident. Responses to the closed questionnaire make one draw a conclusion that the principals did not want to create the impression that they are sometimes confronted by situation which forces them to abdicate their responsibilities. The reason for doing this could be that they wanted to appear as responsible principals. The deduction which is made here is that the respondent is free when answering open-ended questions. He or she answers questions the way he/she sees things in the real situation.

If Table 4.5 is to be considered, it becomes clear that most of the principals preferred to place their mark (X) under 2, which means that they claim that their management tasks is not affected by politics. What they say differs with the findings of the literature study, the daily observation (*inductive method*), their responses to open-ended question (cf. Appendix B-Question) and the Appendices F and G are cited as examples. According to latter appendices, there are many days lost by pupils at the secondary schools, and this suggests that management areas/management tasks of the principals (cf. 3.2.1 to 3.2.12) are always or often affected by politicization.

The Orange Free State region of the DET had, for instance, fewer incidents in 1993 when compared with other regions (cf. Appendices F & G), but its percentage pass in the Std 10 examination was less when compared with other regions. The reason

could be the laissez-faire attitude which is prevalent at these schools (cf. 2.1.1.1; 2.2.2; and 2.2.3). As has already been mentioned, pupils are always late in the morning, while their teachers while away time in the staffrooms.

#### **5.4 Recommendations resulting from this research project**

It is clear that schools in the DET are ineffectively managed. In order to normalise the situation at these schools, educational law must be applied to curb lawlessness, anarchy, laissez-faire attitudes and negligence. Educational policy should be agreed upon and be implemented by all parties concerned. Parents should be empowered and they should be meaningfully involved in the education of their children. In the event of teachers' strikes, parents should voice their opinions, because pupils who are not taught regularly cannot make it in the examination and in life in general. Parents should also be empowered to take any decision whenever teachers leave schools during working hours to drink in the shebeens or to loiter in town.

A culture of tolerance, non-violence, regard for authority respect and politeness should be restored among the pupils and teachers. Those who are manipulating pupils in furtherance of their aims, should be dealt with in accordance with educational law. Pupil organisations are naive; they believe, for instance, that they can dismiss teachers, design educational systems, dictate terms to principals, design curricula, and decide upon the teaching methods (cf. 2.2.2). Such pupil organisations should be shown that the abovementioned can only be done by experts in Education.

Pupils, parents and ignorant teachers should be told the truth and facts. They should, for instance, be told that the syllabus of the white education departments (people with whom black people compare themselves) is exactly the same as that of the DET (cf. Tlholoe, 1994:15). The only difference is that the standard of education in the DET has been lowered by politicization. In the DET, for instance, pupils do not utilize time optimally (cf. 3.1.10) and they are not trained to think, whereas in the white education

departments pupils are required to think (cf. Tlholoe, 1994:15). Pupils in the DET should be made to work harder and talk less.

Politics should be taken out of school premises. If pupils have to be conscientised about politics or things that are happening in our country, a person who is mature, living according to societal values and who is respected in the community should be appointed by the parents of a particular school to carry out this task in the afternoons. Political matters should be handled by parents themselves. Neither teachers nor pupils should play politics in the school premises and they should be retaught the meaning of the word democracy. This word does not mean permissiveness - as they think it does.

When reconstructing the education system of South Africa, serious attention should be given to management of schools. Everybody who is concerned about education should think seriously about the state of affairs in secondary schools for blacks. Management Development Programmes (MDP) could help a great deal in this regard. Principals who are already occupying principalship posts need to be developed. This could be done by exposing them to in-service training and coaching sessions.

A mentoring system can also be made use of in order to equip the principals with managerial knowledge and skills. This could help the principals to improve their communication style; their interactive skills; effective use of time; effective handling of change; their influence on parental involvement; and to create a culture of learning and teaching which has diminished at the most secondary schools for blacks. The development of educational managers is essential because it will help to improve the effectiveness and productivity of the school as an organisation.

## 5.5 Conclusion

A literature study illustrated that blacks became dissatisfied when Bantu Education was introduced in South Africa in 1953. This dissatisfaction resulted in political organisations being formed. These organisations did all they could to fight against apartheid education. They, for instance, resisted management of the DET. There were main role players who engaged themselves in fighting against apartheid education (cf. 2.2.2, 2.2.3 and 2.2.5).

In the process of fighting against apartheid education management tasks of the principal suffered. Both the findings of literature study and empirical study (cf. Chapters 3 and 4) show that politicization of secondary schools has a negative impact on the management tasks of the principals of these schools. As a results of this, secondary schools are ineffective and unproductive.

According to the findings of the literature and empirical studies (cf. Chapters 3 & 4) the strategies used by COSAS, SADTU and NECC jeopardised pupils' upbringing and their chances to do well in the examinations and in life in general (cf. 2.1 & 2.2). Teachers have lost respect and their profession has become meaningless to society, because the methods which are used by them to confront the DET authorities leave much to be desired (cf. 2.2.3). The chalkdown strategy, for instance, has negatively affected management tasks of principals.

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## APPENDIX A : CLOSED QUESTIONNAIRE

CONFIDENTIAL

FOR OFFICE USE ONLY

Question No.			(1-3)
Area			(4,5)
School			(6,7)

Could you please complete the following questionnaire which deals with management tasks of principals during this time of political change in our country. (This questionnaire is to be completed by both the principal and deputy principal or HOD No.1). Please answer all questions objectively by making a cross opposite the applicable number in the appropriate column, e.g. :

Do you like a long holiday?

Yes	1
No	2

Your co-operation in this regard is highly appreciated.

## A. BIOGRAPHICAL INFORMATION

A1. The range of the age group in which you fall

20-25	1
26-34	2
35-44	3
45-54	4
55-60	5
61 +	6

(8)

A2. Sex

Male	1	(9)
Female	2	

A3. Your current post

Principal	1	(10)
Deputy Principal	2	
HOD No.1	3	

A4. Your number of years' experience as a principal/ Deputy principal/HOD No.1

1-5	1	(11)
6-10	2	
11-20	3	
21 +	4	

A5. Your number of years' experience as a principal/ Deputy principal/HOD No.1 at this school

1-5	1	(12)
6-10	2	
11-20	3	
21 +	4	

## A6. Your highest qualifications

Technical Diploma	1
Teachers Diploma only	2
Degree only	3
First degree and Teachers Diploma	4
B.Ed. or Honours and Teachers Diploma	5
Masters degree only	6
Masters degree + Teachers Diploma	7
PHD. or D.Ed. only	8
PHD. or D.Ed. + Teachers Diploma	9

(13)

## A7. Category

A B or C	1
D= M+4	2
E= M+5	3
F= M+6	4
G= M+7	5

(14)

**B. DEMOGRAPHIC INFORMATION**

B1. Number of teachers at your school

11 - 15	1
16 - 20	2
21 - 30	3
31 - 40	4
41 - 50	5
51 +	6

(15)

B2. Number of pupils at your school

200 - 400	1
401 - 600	2
601 - 800	3
801 - 1000	4
1001- 2000	5
2001 +	6

(16)

B3. Type of school

S1	1
S2	2
Combined School	3
Intermediate School	4

(17)

B4. The school is situated in a/on a

City	1
Semi-city	2
Town	3
Farm	4

(18)

### C. MANAGEMENT TASKS OF THE PRINCIPAL

Indicate with a cross on the scale of 1-4 as to what extent the following statements are true, with regard to your school:

1= Never    2= Sometimes    3= Often    4= Always

Example:

Pupils come to school late in the morning.

1	2	3	<input checked="" type="checkbox"/>
---	---	---	-------------------------------------

Please answer all the questions according to how you personally experience the situation at your school.

1= Never    2= Sometimes    3= Often    4= Always

	Never	Sometimes	Often	Always	
C1. It is difficult for me to manage change at my school because of politics	1	2	3	4	(19)
C2. Political fanatics encroach on the authority of the management team at my school	1	2	3	4	(20)
C3. There is a communication problem at my school because everybody wants to play the role of principal	1	2	3	4	(21)
C4. I cannot manage my school effectively because educational equipment is destroyed or stolen	1	2	3	4	(22)
C5. At intervals some pupils start going home at my school	1	2	3	4	(23)
C6. Politicization of my school makes it difficult for me to draw up an action plan	1	2	3	4	(24)
C7. Some teachers at my school lower the standards because they befriend pupils	1	2	3	4	(25)
C8. At my school parents do not exercise control over their children	1	2	3	4	(26)

C9. Socialising with my school community is difficult because of political upheaval

1	2	3	4
---	---	---	---

(27)

C10. It is difficult for me to manage pupils' and teachers' time at my school

1	2	3	4
---	---	---	---

(28)

C11. My school is politicized to such an extent that I cannot control lesson preparation

1	2	3	4
---	---	---	---

(29)

C12. It is difficult for me to create an orderly learning and teaching climate at my school

1	2	3	4
---	---	---	---

(30)

C13. It is not easy for me to control stock because my pupils do not return all books

1	2	3	4
---	---	---	---

(31)

C14. I am reactive when dealing with political forces that change my school as an organisation

1	2	3	4
---	---	---	---

(32)

C15. Teachers lower the standards in my school by not observing teaching time

1	2	3	4
---	---	---	---

(33)

C16. I have neglected interaction management because of intimidation

1	2	3	4
---	---	---	---

(34)

C17. I am unable to motivate my teachers and pupils because they are rebellious

1	2	3	4
---	---	---	---

(35)

C18. Some teachers refuse to prepare their lessons at my school

1	2	3	4
---	---	---	---

(36)

C19. At my school parents are reluctant to be involved in the education of their children

1	2	3	4
---	---	---	---

(37)

C20. I neglect my responsibilities because of political pressure	1	2	3	4	(38)
C21. At my school boxes containing new books and science equipment remain unopened for months	1	2	3	4	(39)
C22. Achievement of the desired outputs in my school is negatively affected by politicization	1	2	3	4	(40)
C23. I abdicate my responsibility of dealing with teachers who abandon pupils for political reasons	1	2	3	4	(41)
C24. Parents at my school are intimidated by pupils not to pay the development fund	1	2	3	4	(42)
C25. Some of my pupils are arrogant when I discuss other issues with them	1	2	3	4	(43)
C26. Politicization has a negative influence on maintaining standards in my school	1	2	3	4	(44)
C27. Some teachers at my school do not utilize time optimally due to their laissez- faire type of attitude	1	2	3	4	(45)
C28. There is no clear-cut communication structure at my school because of politicization	1	2	3	4	(46)
C29. Poor working relations caused by politicization render my school unproductive	1	2	3	4	(47)

1= Never 2= Sometimes 3= Often 4= Always

C30. I am not able to deal with day to day problems because of politicization of my school

1	2	3	4	(48)
---	---	---	---	------

C31. Lawlessness at my school negatively affects teachers' inputs and outputs

1	2	3	4	(49)
---	---	---	---	------

C32. Some teachers at my school do not want me to evaluate their work and their performance

1	2	3	4	(50)
---	---	---	---	------

C33. Shortage of accommodation makes it difficult for me to motivate my subordinates

1	2	3	4	(51)
---	---	---	---	------

C34. Deteriorating discipline among pupils in my school has lowered the educational standards

1	2	3	4	(52)
---	---	---	---	------

**Thank you very much for having answered the above questions objectively.**

**APPENDIX B: OPEN-ENDED QUESTIONNAIRE****MANAGEMENT TASK OF PRINCIPALS OF SECONDARY SCHOOLS DURING  
POLITICAL CHANGE IN SOUTH AFRICA**

Secondary schools for blacks are politicized. It is this politicization which impedes management tasks of principals. Please answer the following questions objectively by giving only three factors in each question (when answering these questions please consider political activities in the country in general and at your school in particular):

1 What lowers educational standards at your school?

1.1

1.2

1.3

2 What prevents you from controlling some of your teachers' professional work?

2.1

2.2

2.3

3 Why is it difficult for you to motivate some of your teachers and pupils who do not behave well during this time of political change in our country?

4 Why do some of your pupils come to school late and leave the school at the intervals?

4.1

4.2

4.3

5 What causes ineffective communication at your school between your staff members, your pupils and your pupils' parents?

5.1

5.2

5.3

6 What makes parents at your school reluctant to be involved in the education of their children?

6.1

6.2

6.3

7 The culture of learning and teaching has diminished at your school. What could be the cause of this?

7.1

7.2

7.3

8 What makes you unable to handle change effectively at your school?

8.1

8.2

8.3

9 Why is it not easy for you to manage stock and equipment at your school?

9.1

9.2

9.3

10 What makes it difficult for you to interact freely with your school community?

10.1

10.2

10.3

11 What could be the cause of the undesirable teachers' inputs at your school?

11.1

11.2

11.3

12 Why do circumstances always force you to abdicate your responsibility at your school?

12.1

12.2

12.3

## APPENDIX C: A LETTER TO THE CHIEF REGIONAL DIRECTOR

Department of Education and Training  
Private Bag X30  
WELKOM  
15 January 1994

The Regional Chief Director  
Department of Education and Training  
Private Bag X20514  
BLOEMFONTEIN  
9300

Dear Sir

I am a part time student at the PU for CHE. This year I am conducting a research in Educational Management. The purpose of my study is to investigate management problems and the effects of politicization on the management tasks of principals of secondary schools for blacks. I would like therefore to request you to allow me to carry out this research at all the secondary schools, combined schools and intermediate schools in your region.

The copies of the questionnaires which will be sent to schools are attached to this letter. Thank you very much for your co-operation and for considering this request which is about the project which deals with principals' management tasks during this time of political change in our country.

Your co-operation in this regard is once more appreciated.

Yours sincerely

C.J. TELEKI



DEPARTEMENT VAN  
ONDERWYS EN OPLEIDING



DEPARTMENT OF  
EDUCATION AND TRAINING

ORANJE-VRYSTAATSTREEK

ORANGE FREE STATE REGION

Privaatsak X20514  
Private Bag  
9300 BLOEMFONTEIN

Thuto Umfundo Building/-gebou  
48 Glen Road/-weg 48  
BLOEMFONTEIN

☎ (051) 30-1100  
Navrae/Enquiries:

[Fax] (051) 47-2586

Verw.  
Rel.

Dr Terblanche

6/16/2

1994-04-13

Mr C J Teleki  
Private Bag X30  
WELKOM  
9463

Dear Sir

APPLICATION TO CONDUCT A RESEARCH PROJECT

Permission has been granted for you to continue with your research project: "Educational Management" on condition that school hours will not be used for this project.

We wish you the best of luck with your project and would appreciate it if you could inform the department with regards to your progress.

REGIONAL CHIEF DIRECTOR : OFS REGION

**APPENDIX E: A LETTER TO ASSISTANT DIRECTORS**

Tel.: (057) 353 2901-5      Department of Education and Training  
Private Bag X30  
WELKOM  
9460

The Area Manager

\_\_\_\_\_

\_\_\_\_\_

Dear Sir

Could you please hand these questionnaires over to your inspectors who in turn should hand them over to their secondary school principals and deputy principals or the HOD No.1 in the case where there is no deputy principal for completion. I must please receive two completed questionnaires from each secondary school, combined school and intermediate school in your area.

The project should be considered seriously and it should also be treated confidentially. Names of participants are not needed at all. I would like to thank you, your inspectors and your principals for your co-operation and participation in this project which deals with principals' management tasks during this time of political change in our country. Please explain to your inspectors that principals should take into consideration the past events at our schools, when completing these questionnaires.

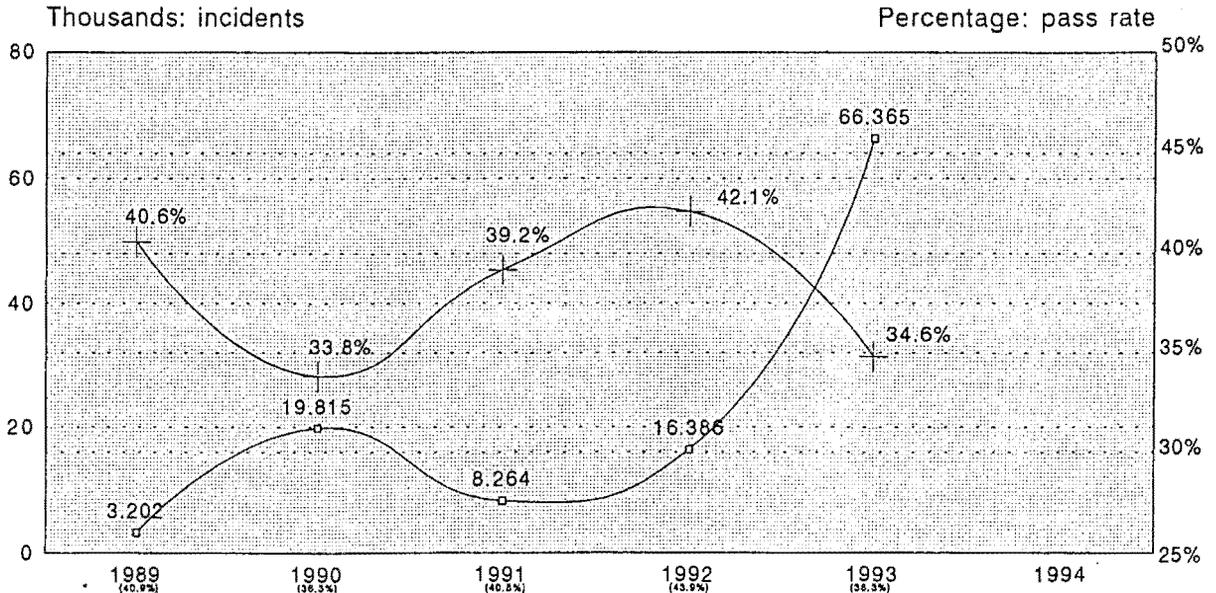
Let me please have completed questionnaires on March 3, 1994 at the Thaba Nchu Sun during our conference, or even before the abovementioned date. Please do not hesitate to contact me should there be anything that you do not understand with regard to this project.

Yours sincerely

C.J. TELEKI



## APPENDIX F INCIDENTS/STD 10 PASS RATE 1989 TO 1993



Mondays lost	78,848	135,246	150,336	266,854	1,236,369
Pupil days lost	2,673,956	10,114,283	5,231,000	11,205,730	53,092,479

Incidents
  Std.10 pass rate

\* Average pass rate of the Department of Education and Training, the six self Governing Territories and the FVC countries

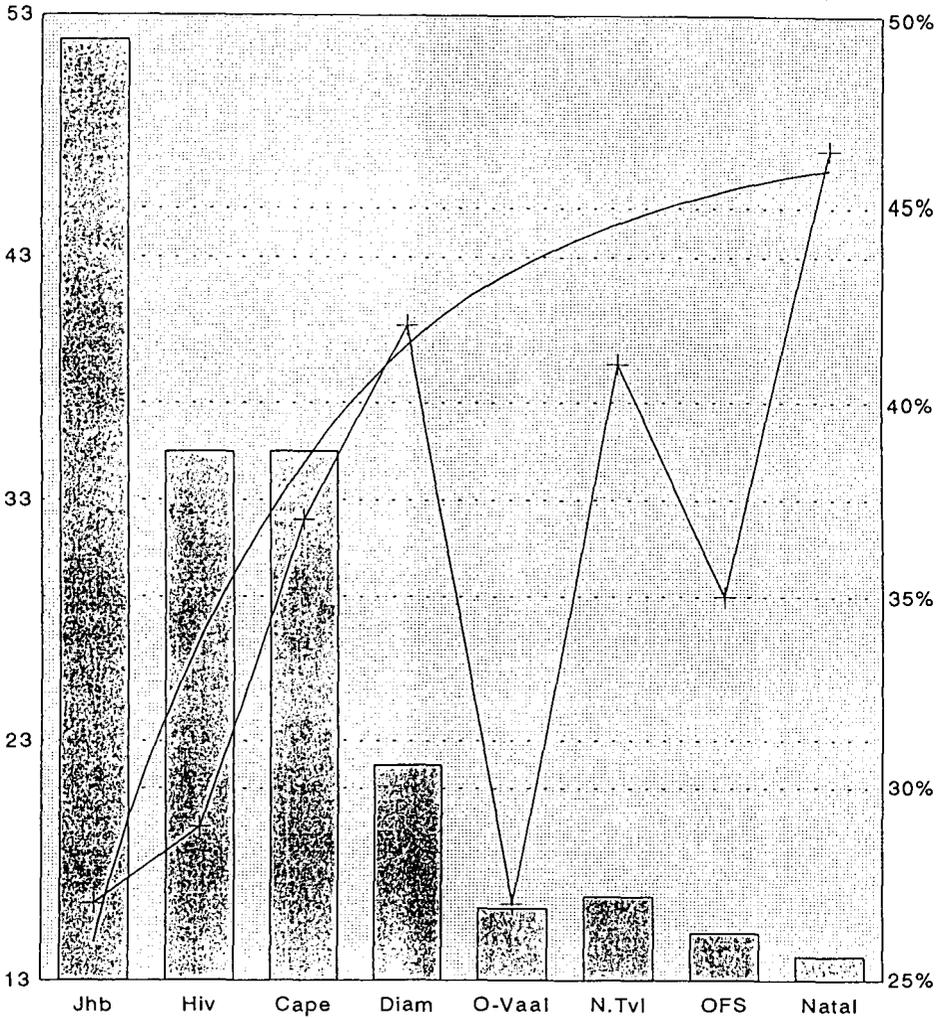
# APPENDIX G

## INCIDENTS PER SCHOOL (EIGHT REGIONS)

### STD 10 PASS RATE: 1993

Incidents per school

Pass Percentage



Incident per school
  Std. 10 pass rate