

CHAPTER 3

PROBLEMS AND ESSENTIAL SKILLS FOR NEWLY-APPOINTED SCHOOL PRINCIPALS

3.1 Introduction

Recent proposed administrative reforms have tended to concentrate on issues like recruiting, selecting, administrative succession and preparing prospective administrators (Miskel & Cosgrove, 1985:87; Fauske & Ogawa, 1987:23-42; Miklos, 1988:53; Hart, 1988:3152). Little attention is focused on the problems and skills needed by the beginning principal. Furthermore, there is a paucity of structured research on the induction needs of the newly-appointed school principals, more especially in developing countries.

Information on the problems and essential skills for beginning principals is more important in guiding the development of a comprehensive, more expansive induction programme to address the holistic concerns of newly-appointed school principals (Daresh & Playko, 1992b:95).

This chapter gives a brief review of the problems, needs and surprises that beginning principals face as well as critical skills for newly-appointed school principals as revealed by the related literature. Such problems and essential skills highlight the pre-service, induction and in-service needs of the school principals. Research studies (Weindling & Earley, 1987; Janson, 1989; Daresh, 1987a; 1987b; Anderson, 1991; Parkay & Rhodes, 1992) reveal the uncertainties, stress, responsibilities and conflicts experienced by newly-appointed school principals.

From literature studies (Weindling & Earley, 1987; Daresh, 1987a; 1986a; 1986b; Beenson & Matthews, 1992; Bridges, 1992; Janson, 1989; Anderson, 1989; Gorton, 1983; Barth, 1980b) the following problems and concerns of newly-appointed principals have been identified: problems with role clarification, limitations on technical expertise, problems of time management, lack of feedback, problems with socialisation into the profession and individual school system, staff-related problems, relations with students, problems of relations with

senior management, problems with management of external relations, problems with management of change, and problems experienced at the personal level.

Brief attention will be paid firstly to the problems of beginning principals as identified by the related literature. For purpose of the investigation, these problems are categorised into the following:

- * Problems experienced at the personal level
- * Problems with staff/personnel
- * Problems with students
- * Problems with management of external relations
- * Problems with management of change.

Finally the focus is on the critical skills for new school principals and typical problems they face in developing countries. A brief exposition of the problems that beginning principal may encounter is given below.

3.2 Problems experienced at personal level

3.2.1 Personal concerns and needs

- * Accommodation and family concerns

Promotion to principalship may involve geographical mobility, separation from family and friends or even from the family, more especially for outsiders.

A beginning principal in a new environment experiences problems of socialisation into the community. His family also experience problems of socialisation into the new community which contribute to the complexity of the problems of stress (Castetter, 1986:272; Castallo, 1992:333).

A newly-appointed principal may experience problems in locating suitable accommodation for his family, arranging transportation, and getting a school for his children, finding a bank, religious, cultural, and

recreational facilities, and work for his spouse (Casterter, 1986:272). All these problems contribute to stress and feeling of isolation.

High job demands and stress

A new principal takes time to make friends, to meet club members, associations and committees. The nature of his position may also delay the development of friendship. The demands of the job may reduce the amount of time available for a beginning principal to be with his family and friends. Problems at school may also add to the loneliness and silence at home, instead of having pre-dinner conversation with the family (Jackson, 1977:31).

On average, heads work more than fifty-six hours per working week, as revealed by research studies (Barth, 1980b:178; Willis, 1980:28-51). Heavy workloads and many day to day frustrations, particularly in terms of limited resources and staff problems may result in administrator stress and burnout. These feelings of frustration and emotional exhaustion are the possible causes of stress. Gorton (1983:528) points out the following conditions that contribute to most stress among school principals:

- * Feeling that the principal (the beginning principal) has a heavy workload to finished during the normal working day.
- * Trying to resolve parent/school conflicts.
- * Imposing high expectations.

Decision-making

Literature shows that the principal performs a management task and makes decisions almost every eight minutes of his working day (Barth, 1980b:178). This implies making choices between alternatives. However, some decisions are very unpleasant to make, like dismissing an incompetent teacher. Theron and Bothma (1990:33) point out that it is often a problem for new principals to make a decision. One principal in their study, realising that he did not know everything, stopped trying to be perfect, and started to learn from other staff members.

* Other personal concerns

Due to competition among schools in the same community, peers in other schools may not be willing to help the beginning principal. In such communities there could also be competition for best examination results, and the beginning principal would go all out to try and meet the expectations of the community.

The beginning principal is always on camera, and is watched as to dress. How to react and what to play in principals' meetings and school board meetings are also issues of concern to new principals (Gorton, 1983; Janson, 1989).

From the above argument it could be concluded that new principals, especially outsiders, also experience problems of locating accommodation for his family and locating a school for his children. These problems may cause tension and stress to the newly-appointed principal. This implies that the new principal, before taking up a principalship, should look at the realities of the job, and consider issues like finding a job for the his wife or partner. For designers of the induction programme it raises the issue of support given to the new principal in locating a suitable residential accommodation.

3.2.2 *Professional isolation*

Principals have to work very closely with their staff, students and parents to actualise the objectives of the school, and for them to carry out their responsibilities successfully, they need to establish and maintain close personal relations with staff, students, parents and the community as well as the central office. However, paradoxically, research studies show that it is lonely at the top (Daresh, 1987a; 1987b; Anderson, 1990).

The loneliness and isolation of all those occupying administrative positions is well documented (Barbara & Dennis, 1980:9; Barth, 1980a:5; Gorton, 1983:515; Miklos, 1988:68; Anderson, 1991:51). Anderson (1991:49) noted that for many new principals isolation comes as a shock after minute orientation; some districts simply gave the keys

to the rookies, which implies that they had to swim or sink, and simply saying they are now on their own.

As stated earlier (cf. 3.2.1) the principal has to make decisions almost every ten minutes of his working time (Barth, 1980b). Some big decisions are most uncomfortable, like dismissing an incompetent teacher. The question remains as to when the teacher is sufficiently poor to warrant a dismissal, and what the procedures are for dismissing such a teacher. Such issues increase the intensity of isolation.

Having confidential information about the staff, information about the private lives of teachers and students may bring the principal closer to the few and distance him from others. Jackson (1977:31) argues that for most heads professional isolation and loneliness is part and parcel of the job itself, something for which in the final analysis they are paid for.

The head is also a mediator between diverse and conflicting interest groups (Mintzberg, 1990). Heads deal with a vast number of people, at the same time acting as link or buffer or bridge between, for example, education authorities and students or staff. The feeling of isolation may intensify during the dispute between teachers or teachers union, and the district education authority may expect principals to run the school in accordance with their instructions or departmental policy and regulations (Weindling & Earley, 1987).

The management team can also minimise the head's isolation or vice versa. Thus good relations with the senior management team, as explained later (cf. 3.2.2) in this chapter are of paramount importance. The literature suggests that it is natural for the principal to turn to teachers or senior management team to relax the intensity of isolation (Weindling & Earley, 1987). However, the relation between the principal and his staff is fraught with the difficulties inherent in the relation between the supervisor and the supervisee. It is also noted that the degree of stratification and formalisation which differs from one organisation to the other may also add to the magnitude of isolation.

Lack of feedback associated with the job also increases the degree of loneliness. Though new heads are always on camera they do not always

get positive feedback from the teachers and the parents. They may only receive negative feedback related to the problems and complaints. Beginning principals find it difficult to assess their progress and development (Gorton, 1983:515).

The principal evaluates the staff, reprimands them and even sometimes turns down their request. These management actions make the relationship of trust, in which it is necessary for the principal to share feelings and his frustrations, difficult to achieve (Barth, 1980b; Anderson, 1991).

Babara and Dennis (1980:9) argue that it might be logical for the principal to turn to peers, fellow principals in the system. However, in this search there are also problems and constraints. The elementary school principal may complain that high school principals are overpaid - on the other hand, the high school principal may not empathise with the elementary school principal about problems of collecting milk money. Again principals may compete for the approval and support of the superintendent, the community, and the school board.

Daresh (1987a:1-27; 1987b:1-20), in his studies of beginning principals, also documented similar feelings of isolation and lack of collegial support among new principals. It is also noted that isolation breeds other problems like stress (Anderson, 1991; Parkay & Rhodes, 1992).

In sum it is clear that new principals face the problem of professional isolation. Furthermore, it appears that problems of isolation are inherent to the job itself, for instance the principal has to keep confidential information about staff members, reprimand staff members and often finds it lonely at the top. The physical distance between schools also ensures that the principal should remain alone.

3.2.3 Lack of feedback

Feedback about performance and discussions of organisational mission have vital impact on the professional development of the rookies. It also help them to look at their educational platforms critically (Anderson,

1991). It increases their commitment to the system, and their loyalty to the values and goals of the organisation. It also shows that the system has an interest in them.

Performance evaluation by immediate supervisors provides feedback and confidence to new principals. However, the literature studies (Daresh, 1986c; Anderson, 1991; Gorton, 1983) reveal that new principals do not always get the needed feedback on their performance - at the time when they need more constructive specific feedback from their seniors in particular.

In Daresh's (1987a:1-27) study some principals reported that they never knew whether they were really doing what was considered to be a good job, and no one in their schools or district appeared inclined to provide much feedback or direction to help them. Similarly, in Anderson's study (1991:56) around half of the new principals reported that they received inadequate feedback on their performance (as the characteristic of the induction practices in the districts) which made their first year more difficult.

In summary it could be stated that, although the district officials and other people like teachers constantly evaluate beginning principals, rookies do not always receive substantive feedback about their performance (Gorton, 1983:519; Anderson, 1991:56). Without constructive feedback new principals are uncertain, uneasy and tentative about their performances. With a well-structured support system the new principals could improve their performance.

3.2.4 Problems with role clarification

Conceptualisation of the new role and position is a recurring problem to the newly-appointed school principals as revealed by research studies conducted in England, America and elsewhere. Daresh's (1986c: 169-172; 1987a:1-27; 1987b:1-20) studies illustrate that beginning principals do not understand principalship. Very few could imagine the responsibility associated with the post. The path taken to principalship is also not clearly understood.

A common path-pattern to principalship in most states in the U.S.A. involves the decision to leave the classroom teacher's role, after taking a course in administration with the local university. Structured practicals or an internship forms an important part of normal certification procedures (Weindling & Earley, 1987; Blackman, 1992). It is noted that administrative practicals are being criticised as a vehicle for professional induction.

The ability to conceptualise clearly the nature of the new position is a persistent problem. The initial experience of being the "boss" and sitting in the hot seat comes as a shock of reality. Daresh (1986a:7) clearly illustrates the point that very few people entering the field of school administration ever stop to question themselves as to what it really means to be a leader, and how to manage.

Weindling and Earley (1987:50), in their most recent study on the characteristics of the first-year secondary school principals in England, found that experience of being a head and sitting in the hot seat comes as a shock despite an individual's having been prepared and told about the position.

The extent to which beginning principals feel uncomfortable with the authority and leadership role assigned to them clearly illustrates the problem of role clarification. One principal in Daresh's (1987a:10) study remarked that he knew that he was supposed to be in charge, but he was unprepared to deal with having real authority and leadership responsibility.

Authority is necessary for achieving assigned tasks. Musaazi (1982:100) defines authority as the power to make decisions. The school principal has the legal-rational authority to command. He has the right to command other people under him to actualise the goals and objectives of the school.

Newly-appointed principals do not feel comfortable with the authority and the leadership roles assigned to them. Gorton (1983:516) supports the research findings that beginning principals experience problems in exercising authority, and he points that they either try to exert the

authority they do not possess or fail to utilise the authority they do possess and which could be employed for the successful resolution of the problem.

Exercising the authority they do not possess may lead to resistance and failure to exercise the authority they do possess may lead to loss of respect or confidence. This suggests that beginning principals may fail to examine the nature and scope of their authority, and the limitations of their authority. Authority is based on peoples' acceptance of an administrator's initiatives. People are likely to question or resist orders which they feel are not in their interest (Gorton, 1983:517). The newly-appointed principal has to explain the rationale behind each order, and allow room for modification of his directive to avoid unnecessary resistance. It is essential that he should issue orders that can be obeyed and enforced (Knoop, 1985:5-9).

In conclusion it could be stated that beginning principals face the dilemma of conceptualising their roles clearly, and how to create a sense of authority comprises a bundle of responsibilities and accountability. What the precise nature of the new role and position is remains an unresolved problem. New principals need help to conceptualise their roles and to understand what it means to possess organisational power and authority, and how to delegate authority and power and still remain accountable about what happens in the school.

3.2.5 *Limited technical expertise*

Studies on the managerial behaviour of the school principal using various techniques like the structured observation technique developed by Mintzberg (Kmetz & Willower, 1982; Martin & Willower, 1981) have revealed that the role of the school principal is characterised by variety, brevity, and fragmentation. The extent and complexity of the managerial task of the school principal call for specialised technical expertise to be applied effectively and efficiently.

Learning the technical aspects of the job, that is how to do things, poses problems to newly-appointed school principals, and consumes lot of time (Anderson, 1991:52-54). Faced with multiple and complex tasks,

because they receive little or no assistance in some of the technical procedures, beginning principals spend considerable amounts of time in isolation learning the procedural operations like how to budget, and how to complete forms and reports.

Daresh (1986c:86), in his study of twelve first and second year principals in a midwestern state, identified two distinct kinds of technical expertise, namely procedural or mechanical expertise and expertise in the area of interpersonal skills. Procedural expertise is concerned with the "how to" concerns, such as how to address legal issues, how to budget resource material and personal time, how to implement and coordinate the system's specific mandates. The beginning principal feels at a loss specifically about how to cope with all central office forms. How to purchase or order materials from the central office also poses a difficulty.

From the above brief argument it could be stated that new principals may have limited technical expertise in areas like budgeting and controlling school finances, and how to handle legal issues. So, the designers of induction programme need to pay attention to these identified needs.

3.2.6 Problems of insufficient time

The problem of insufficient time experienced by both beginning principals and experienced principals is well-documented (Gorton, 1983; Martin & Willower, 1981; Barth, 1980a; 1980b). More especially at the beginning of the year newly-appointed principals have the feeling that there is insufficient time to do everything they want to accomplish (Beeson & Matthews, 1992:308) and they have problems with the management of time because of lack of knowledge about the organisation and lack of experience; they lack the ability to control large numbers of extrinsic factors such as the nature of the managerial work and principalship, and the demands and constraints of their new environments.

Gorton (1983:514) argues that the problem of insufficient time could be attributed to inexperience, the absence of a system for time

organisation, overloading with time-consuming administrative jobs and failure to delegate. Literature studies (Barth, 1980a; 1980b; Martin & Willower, 1981; Stronge, 1988; Beeson & Matthews, 1992) reveal that the principals spent most of their time (around seventy-five percent) on management responsibilities. Barth (1980a) argues that an average management task is performed every eight minutes in an eight-hour school day.

Barth (1980b:5) points out that time crunch is another reality in principalship. New principals in particular have little control over how they spend their time.

In sum it is clear that beginning principals need in-service training on time management. Without effective time management strategies, new principals feel frustrated by their failure to manage their own time. Proper time management is the best tool to ensure that all management tasks are attended to and effectively accomplished.

3.2.7 Problems of socialisation in the profession and in the individual school

3.2.7.1 What is socialisation?

Socialisation of new principals is an important issue calling for serious attention by researchers, practitioners and policy-makers. The socialisation of new school principals demands attention because of the importance of the position and increasing role expectations. The principal acts as the visionary and instructional leader, the heart of the school that propels the school forward (Dubin, 1987:33). This section gives a brief review of literature that describes the socialisation process of beginning principals. Initially an attempt is made to define the socialisation process of the beginning principal.

Cistone (1977:19) views socialisation as the process by which the newly-appointed principal selectively acquires the values and attitudes, interest and dispositions, skills and knowledge that are appropriate to a particular social setting and structure. In other words, it is the process by which novices become role incumbents.

Dubin (1987:33) views socialisation as a role development which designates the specific behaviours, abilities, beliefs, and values, emotional disposition and norms that are appropriate in a particular social setting and structure.

Miklos (1988:65) describes socialisation of administrators as the ways in which the values, norms and rules and operating procedures that govern the practise of administration are communicated and learned.

Socialisation of newly-appointed principals focuses on the ways in which the values, norms and operating procedures are communicated and learned. The beginning principal should be absorbed and integrated so as to minimise the disruption of established operating practices. His satisfaction and effectiveness are closely linked to the extent to which he adjusts to his newly-acquired role (Augestein, 1978).

Literature on socialisation of administrators concentrates (Miklos, 1988; Daresh, 1986c; Anderson, 1989) on socialisation prior to appointment, the importance of mentors and role models for socialisation following appointment, and professional isolation.

3.2 7.2 Prior socialisation

Socialisation that occurs closest to appointment as principal takes place during the service as a teacher, and in places where principals are trained, as in some states in the U.S.A., during the practicals as a student of administration (Miklos, 1988:66; Leithwood *et al.*, 1992). Dubin (1987) argues that the individual's hopes and desires are linked to and reinforced by participation in a particular group or affiliation to which he is aspiring. Therefore, the significant other behaviours within the profession would replace the candidate's previous behaviours.

Experience as a teacher probably leads the prospective principals to value rationality, impartiality, acceptance of authority and organisational structure. During the classroom experience prospective principals develop expertise in teaching and compliance in interpersonal skills.

Socialisation prior to the appointment involves "GASING" - that is, "getting the attention of the seniors". Greenfield (1975) in his research concluded that most of the socialisation during the candidacy period is informal and unplanned, and that the administrative culture is transmitted through interpersonal interaction with the administrator group. At this stage socialisation may also occur through observation and casual conversation.

Though research also shows that during the preparatory programmes prospective administrators are resocialised as administrators, Greenfield (1977) argues that preparatory programmes have a limited impact on administrators' socialisation. The argument is that the preparatory programmes may not represent the actual position of being in the hot seat.

3.2.7.3 Mentoring and role model

Studies on socialisation frequently mention the importance of mentoring and role models to help the novice to get to know the ropes (Daresh & Playko, 1990a:43-54). Mentors and role models can help the beginning principal to learn the signs of the system. Daresh's (1986c) studies on beginning principal show that getting to know the signs of the system and the expectation for professional behaviour are great concerns of beginning principals.

The importance of the mentoring system is well-documented, more specifically in teacher induction or socialisation programmes (Legotlo, 1993:12-14; Watkins & Whalley, 1993:129-138). These studies highlight the relationship between the mentor and the mentee. Fagan and Walters (1982:113-38), in their studies on mentoring teachers, concluded that most teachers benefit from the guidance of mentors (who are usually senior colleagues).

3.2.7.4 Socialisation following appointment

Ortiz (1978:131), in her review of literature on the mid-career socialisation of administrators, concluded that the newly-appointed principals' perspectives and behaviours are altered and fixed by the

nature of the school organisation, by the nature of service performed by the school, and the nature of career options available for individuals in the school administration (cf. 2.6).

The district office personnel, peers, school community (that is, the staff and the student body), the local education authority and parents are the key others in defining the expected behaviour of the beginning principal.

Role-related content, values and culture are learned by the socialisees from the significant others. The significant others, in the case of beginning principals, are the district office personnel, the mentor, the school community, the persons who have great influence because of the frequency of contact.

Gorton (1983:525-526) argues that the central office may view a beginning principal who wants to do things differently in the school district as a maverick and his peers would regard him as a loner. Informal pressure may force him to go back to the tradition of the district. Such socialisation need not be rejected by the newly-appointed principal, because the process could be positive in acquainting the beginning principal with the role expectations and norms of the district.

The literature suggests that beginning principals should delay in introducing changes until they have learn more about their job and the new school. There is always room for flexibility in the district for administrators who know how to bend the role expectations (Gorton, 1983:526). How to read the signs of the system is the major concern of the beginning principal, and a mentor could help them to discover the discrepancy between the state policy and the practical procedures (Daresh, 1986c:111).

Studies on the socialisation of the newly-appointed principal provide insights into the surprises and culture shock they face as they proceed through the induction process. Augestein (1978:39-49), in his study on the informal socialisation of the beginning elementary school principals, concluded that the significant others are important socialisers. The implication is that socialisation is a complex process governed by both formal and informal structures.

In Daresh's (1986c) study of the beginning principals in Midwest, one principal told him that he felt foolish after following the procedure outlined in the school board policy manual requesting new equipments, because the unwritten procedures were more effective than the written one. Similarly, in Anderson's (1989) study, the principals interviewed told him that they spent lots of time and energy, often by trial and error, to learn subtle district-specific nuances.

From this empirical evidence and the literature studies it could be concluded that "learning the ropes" poses problems to new principals. Many of the procedures and expectations are unwritten. This implies that the new principals have to discover the discrepancy between the stated policy and the real procedures. The new principals have to learn the unwritten modes of operation within the district. Such information is essential to understand the district's operation and to gain the support of all concerned.

The rookies could learn these through the help of the veterans, however. Districts do not always facilitate effective communication between the rookies and the veterans.

3.3 Problems with staff/personnel

3.3.1 Problems with senior management staff

Newly-appointed heads inherit management structures, and individuals appointed to various positions with different interests, attitudes, views and abilities (Weindling & Earley, 1987:52; Weindling, 1990). There is always a certain degree of formalisation, centralisation and complexity which will describe the culture of the senior management team.

These formal structures provide a picture of relations among all individuals involved. The size of the management team may be ascribed to the school size and type of a school. The senior management team

consists of the principal, the deputy principal, heads of departments and may also include senior teachers.

Weindling and Earley (1987:52-67) and Weindling (1988) in their study on the problems of the new heads highlight the following problems in terms of relations with the senior management team:

* Deputy heads

In line with the scientific management philosophy deputy heads have prescribed roles or responsibilities which may differ from one school to another. Such responsibilities might be enacted or prescribed in the school policy manuals. So newly-appointed principals encounter deputies and senior teachers with assigned responsibilities. The beginning principal may desire to change such structures and roles only to encounter resistance from his senior management team.

* Appointment of new deputies

On his arrival the beginning principal may have to appoint a deputy or deputies. The appointment of such deputies may create problems and stress for the beginning principal.

A common question raised is whether the promotion should be made from within or outside the school. The literature shows that the heads would like to work with deputies who think in similar ways.

* Senior management meetings

Senior management meetings occur frequently. The informal meetings may be held every morning, and formal meetings are time-tabled. Some meetings may be held without an agenda and may prove not to be fruitful because of the lack of experience, as the new head may butterflies from one thing to the other.

* Delegation

Most newly-appointed principals find it difficult to delegate responsibilities and authority to members of the senior management team, while at the same time to remain accountable for everything that happens in the school. Furthermore, deputies might be reluctant to take on responsibilities. In small schools heads without deputies work under stress because of the heavy workload. The newly-appointed principal may fear to delegate because he may not know the strengths and weaknesses of the staff. Coping with a weak member of the senior management team also poses problems to the beginning principal as revealed by research studies (Weindling & Earley, 1987; Janson, 1989; Weindling, 1992).

* Unsuccessful internal candidates

Potential difficulties also could arise when one or more tiresome deputies have unsuccessfully applied for headship positions. Unsuccessful candidates initially express resentment by opposing or not accepting changes, more especially in situations where the deputy was led to believe that he would be offered a job (Weindling & Earley 1987).

It could therefore be concluded that new principals may face some problems with members of the senior management team.

This implies that the new principals should be aware of the realities of the new settings and try all available strategies to win the support of the senior management team, because lack of their support may breed other staff problems like insubordination and sabotage.

3.3.2 *Problems with instructional staff*

3.3.2.1 *Supervision and evaluation*

The major role of a school principal is to ensure that effective learning and teaching take place in the school. As an instructional leader he is

also responsible for effective supervision of instruction, which also enhances the professional development of teachers. As revealed by literature on effective schools, the major role of a school principal is to supervise instruction (Edmonds, 1982; Manasse, 1985; Duke, 1987; Johnson & Snyder, 1992).

Instructional supervision refers to all activities engaged in with the main purpose of improving the person or the instructional programme. The purpose of supervision is to work co-operatively with teachers to improve instruction (Hoy & Forsyth, 1986:47). After all, what happens in the classroom is greatly influenced by the teachers. No policy from the highest office of the government can directly influence learning and teaching without helping the teachers to change or improve their teaching strategies and educational platforms with regard to what is effective teaching or what is the main business of the school.

In order to be an effective leader the principal should be able to utilise all available resources for the improvement of teaching; he should be able to demonstrate an understanding of current trends in school curriculum; know the attributes of quality teaching and provide effective feedback to teachers about their teaching.

Many writers agree that the principal is the key ingredient to success in school, and for the principal to be successful he should be able to (Purkey & Smith, 1983:247-252; Reed, 1989:13; Johnson & Snyder, 1990:5):

- set instructional goals and priorities;
- improve instruction;
- conduct effective classroom visits;
- conduct effective staff evaluation;
- demonstrate a commitment to improve instruction.

However, the principal may be faced with a number of problems in the supervision of instruction, such as staff evaluation and problems associated with incompetent teachers.

Supervision and evaluation have as the major purpose to ensure that effective teaching or at least teaching is taking place to actualise the goals of the school and to ensure that minimum standards are met. Sergiovanni and Starratt (1988:352) group the major purposes of supervision and evaluation into three categories namely:

- * *Quality control.* The principal is responsible for monitoring teaching and learning by conducting classroom visits, touring the school, conferring with students and sharing ideas with people about teaching.
- * *Professional development.* Helping the teachers to grow professionally, by improving their teaching skills and expanding their knowledge and repertoire of teaching strategies.
- * *Teacher motivation.* To motivate the teacher and increase his commitment to teaching.

Through supervision and evaluation the principal is able to gain a better picture of the strengths and weaknesses of the teaching staff (Gorton, 1983:23). The principal is expected to visit the classroom of each staff member who is to be evaluated. However, not all teachers welcome evaluation. A number of questions may be raised, particularly by the experienced teachers such as: What is the importance of evaluation? Is evaluation conducted to please the district officials or to help the teacher? How qualified are the supervisors, more especially the beginning principal, to pass judgement on their teaching? These questions represent a challenge to the beginning principal.

The questions raised lead us to the operationalisation of evaluation. Do beginning principals have the knowledge and skills to conduct effective staff evaluation? How open are the staff members to accept their weaknesses, while at the same time wanting to be seen in a better light in the hope of promotion. It may be to their disadvantage to accept that they are weak. In order to accept the evaluation criteria, the extent to which the staff should be involved in the design of the evaluation programme should be made clear. If they are not involved it is easy for them to reject the programme (Gorton, 1983:243).

Another dilemma that emerges from supervision is raised by passing judgement about the teacher. If the principal has to help the teacher to grow and improve his effectiveness in the class, an objective that requires a collegial relationship, how is it possible for the principal to evaluate and pass judgement on the weakness of the teacher? According to Sergiovanni and Starratt (1988:377) this undermines the relationship of trust.

3.3.2.2 Incompetent teachers

The most challenging side of supervision and evaluation is a situation where the beginning principal in particular has to deal with an incompetent member of the instructional staff.

Lack of competence is difficult to prove, particularly for beginning principals. The principal has to follow steps to build up a case, after he has made honest efforts to help the teacher to improve. But such steps or strategies of helping the teacher, like conferencing in clinical supervision, evaluation and observation need skills and experience. As pointed out by Janson's (1989) study, beginning principals may not have the necessary experience and skills to carry out these tasks in a most professional and effective way.

The problem is further compounded by lack of clearly defined criteria for defining incompetence (Castallo, 1992:170-171). For example, poor students' results for a single year are not likely to be accepted as the only criterion for incompetence. Furthermore, questions to be asked include: is there a relation between instruction and student performance or results; what about students' potentials and capabilities; were students assigned randomly to teachers.

The principal who has to terminate a tenured teacher has to prove beyond any reasonable doubt that he has made honest efforts to help the teacher and should be more skilled in building up a case. Dismissal is also a trying process mentally, physically and emotionally and it causes great stress (Castallo, 1992:175).

Newly-appointed principals encounter problems related to staff management, particularly when dealing with weak or incompetent staff members. Work of low quality or low productivity cannot be condoned if the goals of the organisation have to be achieved, but it is not always easy for the beginning principal to communicate negative performance evaluation (Parkay & Rhodes, 1992:109-110). The problem is how to handle or compile dismissal procedures for incompetent staff.

The literature underlines the problem of terminating incompetent staff. Olivero (1981:9) argues that many principals do not know or find it difficult to terminate an incompetent staff member, and how to build a dismissal case. Most of them defend incompetent teachers to disgruntled parents and students.

From the issues raised above it could be concluded that beginning principals are faced with problems of conducting effective supervision and evaluation to surface the strength and weaknesses of the instructional staff, to conduct effective classroom visits. Knowing how to dismiss or handle an incompetent member of the instructional staff is a rocky road for a newly-appointed principal to travel.

A cafeteria style of classroom visits cannot improve teacher performance. Effective classroom visits and evaluation need technical expertise and effective experience to ensure the professional growth of the teachers and better pupil performance. So designers of induction programmes should ensure that new principals are helped to demonstrate an understanding of how to carry out these tasks in practical reality.

Being in the centre of the traffic, the nerve centre, the principal has to transmit information received from the external environment or internal environment to all members of the staff (Mintzberg, 1990). Information about the achievement of the school plans for the future also has to be communicated to staff members. This role implies that the principal should also be good at conducting meetings.

The next section gives a brief review of problems that a beginning principal may encounter in conducting meetings.

3.3.2.3 *Handling staff meetings*

Staff meetings provide an opportunity for the principal to meet with his staff for the achievement of the schools objective, and it is a strong binding factor that builds up staff morale and makes the staff a team by inculcating a collegial spirit.

It creates a platform for teachers to participate fully in decision-making and problem-solving - which increases the teachers' empowerment (Bondesio & De Witt, 1991:280).

Early in the year handling staff meetings may pose a problem to a beginning principal. The beginning principal may have a problem in controlling the deliberations during the meeting. In Theron and Bothma's (1990:32-39) small-scale study on beginning principals, one new headmaster admitted that he had a problem in drawing up an agenda - an aspect that has to be taken into consideration. Another admitted that he did not know a thing about meeting procedures.

It emerges that new principals may have problems in conducting effective meetings. Effective meetings enable the principal, among others, to communicate his vision and the mission of the school to the staff in particular. So, designers of induction programme need to pay attention to this identified need.

3.3.2.4 *Staff discipline*

School principals are responsible for staff discipline and may not delegate this responsibility to deputy principals because it is a delicate complex issue. The problems of employee absenteeism and drug abuse present challenges to school principals (Gorton, 1983:182-190). Sick leave provisions are also abused by teachers. Castallo (1992:149) points out that school principals are also seen as a source of stress by some teachers. The argument that is always put forward is that the principal favours some staff members.

The employment status of a new principal may also prevent him from taking the necessary steps. Castallo (1992:156) refers to the new

principal who was complaining about the drinking problem of a staff member coming to school under the influence of alcohol at times. The new principal, because of his employment status, could be afraid of reprimanding the tenured alcoholic teacher. New principals need essential knowledge and skills on how to handle such cases.

In conclusion, it is clear that changing staff behaviour by taking disciplinary measures needs experience and skills of managing and leading people. In this situation also new principals need skills, stamina and energy to change staff behaviours. The fear of failure may prevent the new principal from taking the necessary steps, which could be ascribed to lack of skills and or understanding of how to build up a case. Castallo (1992:154) points that many new principals fail to use mentors as sources of help because of their unwillingness to admit that they need help, or for fear that they will look bad in the eyes of his superiors. Disciplinary actions may also turn the school upside down. Actions not supported by the teachers and the superintendent may serve as an indication that the new principal's supervision is in trouble.

3.3.3 *Internal relations problems*

3.3.3.1 *Problems of acceptance*

A newcomer in any organisation like a school is confronted by a multiplicity of challenges, like learning the nuts and bolts of school management, knowing how things are done in the new environment. In every school there are certain norms and values that should be observed in order to be accepted by the school community - that is, every school has its own culture. These norms and values define what is acceptable and what is not acceptable. The culture of the school reflects how things are done and what things influence the teachers in the daily operations - the shared assumptions of the group. In the first place, for the beginner to be accepted, he should show an appreciation of the beliefs and assumptions of both the staff and the students.

The new principal as a new actor in the new environment, should first learn the rules of the game in the first few weeks to gain the support and

trust of the staff. However, it is not always an easy way to travel, as revealed by research studies. Some want to see him prove himself, while others do not just accept him because they are strong supporters of the predecessor and any change is not easily accepted.

Schwartz and Harvey (1992:295), in their study of beginning principals, point out that the staff may be reluctant to accept him, or even to convey their views to the new principal. The implication is that though welcome parties may be organised, the new principal may be given a false sense of a honeymoon period.

Parkay and Rhodes (1992:110), in their study on stress and beginning principals, revealed that new principals have difficulties in establishing rapport and trust with the staff and the administrative team. One new principal in their study captured the problem by saying that "I have got a couple of old salty dogs who try to keep me up to date on the rules and guidelines for negotiating agreements. We have gone around a couple of times - they're testing me".

The leadership style of the previous principal could also cause some difficulties of acceptance. New principals are expected to introduce change but on the other hand they face challenges if they differ with how things were done in the past. In Weindling's (1987:334) study new principals felt that the style of the previous heads caused serious problems during the first years in principalship.

In summary, the new principal is not only faced with learning the job, but also with the problem of winning the staff's trust and support. The leadership style of his predecessor may also make it more difficult to feel that he is in control, and to introduce some new changes.

However, the principal is the navigator of the ship, he should direct and lead to achieve the goals of the organisation. In leading and motivating his staff and improving pupil achievement, he is also faced with problems of low staff morale which is the focus of the next section.

3.3.3.2 *Problems of staff motivation and morale*

For any organisation to actualise its objectives both human and physical resources are needed. Teachers' willingness and efforts enable the school to discharge the expected task, namely the quality education needed for national development. Hence effective personnel management in schools is a crucial factor because the quality of education children receive depends heavily on the quality of performance of teachers.

Literature studies suggest that there is a close relation between staff motivation and teacher productivity (Musaazi, 1982; Sergiovanni & Starratt, 1988; Bolman & Deal, 1991). It is the responsibility of the newly-appointed principal to motivate his staff and he has to know how to handle the demotivated personnel. There are some conceptual frameworks that suggest how to boost or maintain high staff morale.

McGregor formulated a useful theory for school principals. His standpoint is that managerial decisions are based on two sets of assumptions about human behaviour, which he referred to as Theory X and the Theory Y (Gorton, 1983:205-206; Schofield, 1988:16-17; Sergiovanni & Starratt, 1988:166-173; Van der Westhuizen, 1991:197-199).

In his Theory X he refers to the following mistaken assumptions of earlier management:

- * The average person dislikes work and will avoid it if he can.
- * As a result of this dislike of work, most people must be coerced, controlled, directed, and threatened with punishment in order to get them to put in their best in an effort to actualise the goals of the organisation.
- * Most people prefer to be directed and they avoid responsibility.
- * Most people have little imagination and creativity in solving problems.

- * People want security above all.

McGrecor claims that these management approaches are mistaken and may lead to failure and frustration on the part of the worker, and he formulated the following assumptions of Theory Y (Van der Westhuizen, 1991:198-1991):

- * Control and threats are not the only way to motivate people to do their best to achieve specific objectives. Man exercises self-discipline and loyalty in pursuance of the organisational goals.
- * People do not dislike work. They have as strong a desire to work as to relax. Negative experiences at work influence people's attitude to work.
- * The willingness to attain goals is linked to rewards employees receive in material form and this also includes satisfaction of higher order needs like prestige, recognition and self-actualisation.
- * High degrees of creativity, imagination, and originality are found in many people - this is not limited to the few.
- * People learn under proper conditions not only to accept directions but seek responsibly and also assume responsibility through his own initiative.
- * Very few organisations make full use of the average individual's cognitive abilities and potentials.

These assumptions stress the importance of self-evaluation of the newly-appointed principal concerning his attitudes towards his teachers. The way the beginning principal treats his staff depends to a certain extent on his view of life and his judgement of their behaviour in work situations (Van der Westhuizen, 1991:198). Theory Y indicates the possibility of staff professional growth by tapping the potentials of the employee. It is noted that this theory places the problem of demotivated staff in the hands of the principal (Schofield, 1988:18).

In the research conducted by Weindling and Earley, (1987:85) on the new and old, experiences heads the following observations were made with regard to staff morale:

- * Both group of heads perceived staff morale as a problem. Analysis of data showed that there is a significant relationship between school size and staff morale. The larger the school the higher the intensity of the problem of staff morale.
- * Poor support of the Local Education Authority for staff development affects staff morale negatively. This suggests that newly-appointed principals may encounter problems of financial constraints in staff development projects.
- * Increased demands made on teachers as a result of increased curriculum developments, new forms of assessments, change in teaching approaches have negative effects on staff morale.
- * Large classes, less time for preparation and marking, shortage of resources, equipment and materials, all these contribute negatively to the improvement of staff morale.
- * Inadequate services provided for buildings and maintenance and physical deterioration have adverse effects on both student and staff morale.
- * High unemployment levels, and the resulting parents and pupils' disillusionment with education affect staff morale negatively.
- * Poor esteem in which teachers are held by the media, and general loss of confidence in the profession, low status and low pay - all these have adverse effects on staff morale.

All these variables need an in-depth examination by newly-appointed principals because they affect staff morale negatively. Low staff morale is associated with low productivity, high friction and tension between the staff and management, higher absenteeism and staff turnover,

rejection of the educational philosophy underlying the school curriculum, less respect for the judgement of the principal and above all low job satisfaction.

Weindling and Earley's (1987:87) study suggests the following strategies for beginning principals to boost the staff morale:

- * Give an immediate and effective support to staff in all matters pertaining to pupil discipline. Personal support in student disciplinary matters is highly appreciated by the staff.
- * Pay more attention to the development of human potential. Staff development is seen as a morale-raising strategy. Internal promotions are desirable strategies for boosting staff morale, as well as the changing of staff roles to give them a broad variety of experience. This strategy could be accomplished by applying job rotation strategies.
- * Make maximum use of in-service training. School-based in-service helps to pull the staff together. Teachers exchange programmes, and interschool visits are to be encouraged.
- * Establish effective communication channels by using school information bulletins, and publications of the minutes of staff meetings.
- * Be accessible and visible to your staff by applying an open-door policy, giving preference to your staff and listening to them. Visit and observe teachers to promote professional growth and mutual trust.
- * Make positive moves to establish healthy public relation to improve the image of your school.

In conclusion it could be stated that staff motivation represents a challenge to new principals, thus all available strategies should be employed by the beginning principals to improve staff morale and

ensure higher job satisfaction and productivity. Without well-motivated staff the main purpose of teaching may not be actualised.

3.3.4 Problems with conflict management

Conflict management is an important role of the school principal, more especially in present political settings in black Southern African, where teachers' strikes, students' strikes and riots are the order of the day. The ability to handle conflicts is important to the actualisation of the objectives of the school.

Conflicts could be caused by the leadership style of principal who violates the professionalism and dignity of excellent experienced teachers (Bondesio & De Witt, 1991:317). Conflict can result from the negative attitudes of teachers towards the principal's evaluation (Gorton 1983:320).

Beeson and Matthews's (1992) study reveals that new principals experience conflicts when dealing with staff issues like socialising with staff, and attaining a balance between providing corrective measures where needed. Some staff members needed to be "pinned down".

The newly-appointed principal has to know his staff's strengths and weaknesses in order to be in a position to delegate effectively. Delegation without in-depth knowledge of staff's interest, experience, academic and professional qualifications may create unnecessary misunderstandings and conflicts.

3.3.5 Problems with management of change

Very few studies exist on the problems of beginning principals when it comes to the issues facing new principals in the management of change (Weindling & Earley, 1992; Roberts & Wright, 1992). A new principal represents change in a new environment.

Innovation is a major concern of beginning principals if it emerged at the interview that a newly-hired principal should change the image of

the school or be required to get rid of the deadwood in the school (Hoy & Miskel, 1987:170) .

New principals are expected to introduce changes in the teachers, and principals are also concerned about introducing changes. Weindling and Earley's (1987:129) study on beginning principals reveals that new principals are expected to introduce change or make grounds for change during the "honeymoon" period.

3.3.5.1 Issues in change

Literature studies (Fullan, 1988; Bishop, 1986:4; Weindling & Earley, 1987:92; Fullan & Newton, 1988) focus on three phases of change of process which new principals should observe:

- * Initiation - the period during which a decision is made to proceed with the change and plans are formulated.
- * Implementation - is the critical stage when teachers are required to begin the innovation.
- * Incorporation - the final stage when innovation became a routine part of the school.
- * Initiation.

New principals should note that they are catalysts, initiators and facilitators of change (Collier, 1982:325; Weindling & Earley, 1989:93). They play an important role in deciding whether to adopt a particular innovation, and can be equally powerful at blocking changes they do not like.

The change agent, the initiator, should take note of the following sequence in innovation process (Bishop, 1986:4):

- the problem, or need that requires attention;
- possible solutions are considered;
- an optimum solution is selected;

- an optimum solution is trialed;
- a promising solution is implemented; and
- the solution is institutionalised.

Failure to recognise the process of innovation may lead to unplanned and unorganised project with a very short life span, as revealed by research in developing countries where innovations are introduced by outsider and die a natural death even before the foreign experts leave. The process indicates that innovation needs proper planning with clearly defined objectives.

* Implementation

Implementation is one of the most complex tasks in the innovation process. Teachers are essential for the success of the innovation.

Firestone and Corbett (1988:321) made the following observation with regard to the implementability of the innovation:

- * The first characteristic of an implementable innovation is that it must be needed. The success of this is indicated by matching changes to needs.
- * The second characteristic is clarity of purpose and procedures. Lack of clarity of purpose leads to poor design of strategies. The resultant confusion may lead to the redirection of the project.

Once the purpose of the innovation is clear the training of teachers and the required materials could be made available.

- * The complexity of the project, that is, the amount of change required by the innovation and the difference between the existing practices and the new ones is very important. Implementation of simple changes is smooth and less traumatic than complex changes. Complex changes are more difficult to implement, but obstacles are surmountable when the change project is broken into parts. The parts are geared towards the identified needs and minimise the shock of change. It is noted that simple changes achieve less as a learning experience. However, their impact in school effectiveness cannot be ignored.

Van der Westhuizen (1991:55) gives the following guidelines for the successful implementation of change which the participants (the school principal and teachers) should note:

- * The educational leaders should orient and motivate themselves with regard to the intended change.
- * The intended innovation should be communicated as being an improvement to teachers and all involved.
- * In the pre-implementation phase attention needs to be given to the purpose, the motivation and the systematic planning of the implementation process step by step so that the implementation can take place more smoothly and effectively.

Weindling and Earley (1987:94-95) give the following factors which affect the success or failure of the implementation:

- * **Need.** Teachers should see the need for the implementation of the innovation, otherwise they won't support it.
- * **Clarity.** Unclear goals and means represent a major problem in the implementation stage.
- * **Complexity.** The difficulty and extent of change required influence the changes to be achieved.

- * Mutual adaptation. It involves modification of both the project itself and the changes in the institution and individual participation.
- * History of Innovation. Previous failures cause teachers to be apathetic.
- * District support. Principals need the support of the district for district-wide ranges of change. Change within the school may be brought about without the support of the district.
- * Staff development and in-service training. The essence of educational change consists of new ways of thinking, new skills, knowledge and attitudes. Failure to render in-service services to teachers or teach them the new skills required during the implementation is a common problem. When people try to implement a new approaches they need support and training.
- * Incorporation. Parts of the project can be continued and incorporated at classroom level. At the district level the superintendent weighs the projects' perceived success during the implementation, the importance of the educational needs served, the sources required, and the organisational and political forces inhibiting or promoting the innovation.

3.3.5.2 New principals and change

Both new and veteran principals are the main initiators of change. Theory of change and resistance to change bring to light the importance of the support and involvement of the principal for the success of the innovation (Basson *et al.*, 1991:625). Research studies show that successful innovations are backed up by the principals' support and vision. Active involvement is the necessary ingredient for success of the innovation.

Weindling and Earley's (1987) studies on beginning principals reflect the views of newly-appointed principals on changes. The concern of new heads about change is more concerned with the pace and timing of

innovations. Most new heads do not prefer to introduce change in the first year unless they could not afford to wait too long.

New heads establish various committees in an attempt to ensure staff participation and consultation in the introduction of changes. The need to clarify the brief of committees or their mission is very important to the successful implementation of change.

In-service training is seen as the best tool for equipping teachers to implement new strategies. It is suggested that when teachers oppose the innovation for some reasons, the best strategy for new principals is to postpone it.

With the arrival of the new principal, teachers expect to see some changes. However, new heads should recognise the good things that happened during the previous head at school. Teachers want to be involved and be able to express their views in the proposed changes. However, strong leadership and direction are essential ingredients of change.

The findings of Weindling and Earley (1987) on teachers and principals views on change can be summarised as follows:

- * Teachers expect new heads to make changes.
- * New heads appointed from outside the school district initiate a series of organisational and curricular changes during their first year.
- * New heads initiate the innovations and take an active part in the implementation of those innovations, while old heads are happy to delegate main responsibilities to senior management teams and management a watching brief.
- * The pace and timing of the innovation require new heads to move neither too quickly nor too slowly.
- * In advocating change the new head should not be seen as implying that everything that happened previously is of little value.

In conclusion it could be stated that research on management of change by new principal appears to be in an early stage of development. However,

with ever-increasing changes introduced in the educational arena, changes in policy and socio-economic landscape, the success of the implementation of change needs more attention than ever before. This also needs the attention of developers of induction programmes.

3.4 Problems with the administrative staff

Literature studies reflect that new heads lack technical expertise in budgeting, control of finance. Daresh (1986:268) ascribes this problem to lack of exposure to administrative matters as a deputy principal. Administrative personnel may be unwilling to change their system of operation even if it is not effective (Janson, 1989:13).

The running of school hostels also poses a problem to beginning principals, more especially if such a principal has never been in a hostel (Theron & Bothma, 1990:35). Staff changes in the kitchen, dealing with piles of requests, and students' dissatisfaction with the hostel management, all these pose a problem to new principals (Theron & Bothma, 1990:35).

Thus management of administrative staff may pose problems for new principals. Such problems need to be taken into consideration by the designers of the induction programmes for new principals.

3.5 Problems with students

Literature suggests a positive relationship between a healthy school climate and school effectiveness. Healthy relations between staff and students are reflected by the assumptions and attitudes teachers and students have about each other.

Sergiovanni and Starratt (1988:99), with regard to the influence of climate on learning, identify two types of schools: "custodial schools" and "humanistic schools".

Custodial schools tend to be rigid and are more concerned with maintenance of order. In such schools students do not participate in decision-making and are expected to accept the decisions without questions. Furthermore, teachers view them as irresponsible, undisciplined, untrustworthy, and trouble-prone.

In such a situation, where teachers view a school as a battlefield, the newly-appointed principal has a greater task to perform to change both teachers and students' view about the school. He has to embark on a climate improvement project. The aim of the project could be to improve student discipline. The newly-appointed principal should be aware that such projects may be rejected by students and not supported by teachers (Janson, 1989:21).

Humanistic schools regard students as fuller members and seek their cooperation and interaction. Commitment and self-discipline are emphasised by humanistic schools. Teachers enjoy working together and have high morale and job satisfaction. Research studies reflect positive relations between job satisfaction and high pupil achievement. Teachers in effective school have better attitudes towards learning and praise their students. In such schools newly-appointed principals do not have problems in establishing good relations with students.

Gorton (1983:73) points out that for most students and teachers the principal is a disciplinarian. Working with student misbehaviour poses a problem to most new principals. How to conduct a student conference and how to draw up student discipline policy are also issues which pose problems to beginning principals. In his study of beginning principals Janson (1989:50) revealed that new principals have problems of handling student discipline problems more effectively.

Parkay and Rhodes (1992:111), in their study on stress and beginning principals, found that negative student behaviour is a source of stress. On the other hand, some students may be unwilling to learn and their unwillingness to try harder is a source of stress. It is also noted that principals' mismanagement could also cause student disciplinary problems,

such as a failure to provide learning materials and poor allocation of work among teachers.

In conclusion, it could be stated that student disciplinary problems represent a challenge to new principals. Without proper guidelines on how to deal with student disciplinary problems, new principals may find it difficult to improve student disciplinary policies. How to handle student discipline problems is of vital importance to new principals.

3.6 Problems of management of external relations

External relations encompass parents, the wider community and the media. The other output involves accountability to the local education authority, to the Local Education Authority (LEA) (Gorton, 1983:433; Schwarts & Harvey, 1991:296). It includes daily contacts with the school system and the community, which have dynamics to be observed by the principal. A healthy relationship between the school and community is crucial to growth and development of the child as an open possibility, a totality in communication. Schools are planned social institutions which are created for the transmission of societal norms and values to the adult-in-the-making.

Education involves the cooperation of the teachers and parents and the community as a whole. Parents are more interested in the education of their children and want to have a stake in what is being taught at school. In an attempt to change the school curriculum the newly-appointed principal may pick up problems of school community role conflict. This could be intensified by parents who want to evaluate the school and the newly-appointed principal in particular.

Barnard (1991:411) gives the following goals of school community relations:

- * To make positive aspects of the school known to the school community to promote support for schools.

- * To provide an interpretation and explanation of the strengths and weaknesses of the school activities.
- * To generate trust and interest in the community for the school to ensure community support.

These goals highlight the importance of healthy school community relations. However, school community relations are not trouble-free, as revealed by research studies. The beginning principal should take note of the potential problems in cultivating harmonious school community relations.

Parental apathy is one of the major problems in school community relations (Gorton, 1983:456; Hines *et al.*, 1980: 67). Many principals complain that parents are not actively involved in supporting the school. Parents are occupied in different jobs and various activities compete with the school for the available time of parents. Hence the newly-appointed principal should make attempts to bring parents closer to the school. However, a lack of clear guidelines as to how to maximise parental involvement without over-involving parents is marked by its absences in school policies.

Principals may consider parents unresponsive or apathetic with regard to their children's education. On the other hand, parents may see principals as being insensitive to the concerns of parents and the larger community (Chavkin & Williams, 1987:165).

Parkay *et al.* (1992:19-32), in their study on beginning principals, and using a sample drawn from 16 states in the U.S.A., reveal that creating a better public image and working with parents present serious problems to beginner principals. Other areas that may pose problems to beginners include issues arising from the board policies.

Weindling and Earley's (1987) study revealed that not all principals would encounter problems of external relations. However, the study revealed the importance of healthy relations between the principal and the external environment.

New principals in new environmental settings need to be accepted by the teachers, pupils and parents as well as the local education authorities. Gorton (1983:513) argues that if people do not accept the new principal a wave of discontent may emerge. In support of this argument Theron and Bothma (1991:39-40) point out that confrontation with parents, media, school council and the local education authority should be avoided at all costs.

Chavkin and Williams (1987:181-182), in their survey of parental involvement, propose the following guidelines as a means of enhancing fuller parent participation;

- * Revisit the ways of working with parents . Parents are interested in both the traditional and shared decision-making forms of parental involvement.
- * Work with parents in developing the goals and objectives of parental involvement. Parents are more important to the academic success of their children than educators.
- * School district policy encouraging parental involvement needs to be written.
- * Organise and participate in parent-involvement training activities.
- * Ask parents how they want to be involved in the education of their children.
- * Provide a variety of opportunities for parental involvement. Be sensitive to parents' skill levels, work schedules, and individual preferences.
- * Make available all appropriate kinds of resources for parental involvement.

A response to increasing calls for changes and reforms in education may add to the heavy workload of the beginning principal, which may intensify frustrations and stress.

Relations with school council members as representatives of the parents community should be healthy because the principal needs their support and has to work very closely with them (Janson, 1989:22).

In sum it could be stated that the newly-appointed principal also has to establish good harmonious relations with the media because he needs the media to sell and improve the image of his school in order to win the support of the community.

Surely, without the support of the parents, school council members or board of education, the local education authority, the media, the new principal can not hope to achieve the objective of the school.

3.7 Other problems

Literature reveals the following general problems of beginning principals (Daresh, 1986c; Janson, 1989; Theron & Bothma, 1990):

- * Lack of pre-service education - new heads feel that they are not ready for the job.
- * Lack of rules or guidelines on how to act.
- * Beginning principals have a problem to fit in the new school climate. Problems of changing the school climate by new heads are well-documented.
- * Changing pupils from well-established traditions and customs poses problems to the beginning principal.
- * Parents and school or personnel staff may have different agendas which need to be synchronised by the beginning principal.
- * The correct procedure for appointing staff members can be a problem.
- * The extent to which he should become involve in community life is a problem.

- * The load he should carry with regard to subject teaching should be sorted out.
- * How can he make time for professional guidance.

3.8 Essential skills for new school principals

Beside the problems of beginning principals identified in the literature, there are essential skills that new principals should demonstrate in order to be successful or to survive. These critical skills to a greater extent reflect the induction needs of the beginner principal which also guide the development of a comprehensive induction programme.

Little that is known about the essential skills for beginning principals could be traced from the selection devices for new principals (cf. 4.4.5). Schwarts and Harvey (1991:290) rightly state that little is known about the minimum levels of competence required for beginning principals.

What combination of essential skills and knowledge is needed for the success of new principals. An attempt is here made to reflect on what the literature suggests are essential skills for new principals.

Essential skills refer to the ability to translate knowledge into action. Critical skills refer to the abilities and knowledge that a new principal needs in order to survive in the new situation.

3.8.1 *Three-skills approach*

A list of essential skills for new principals provided in the next section (cf. 3.8.3) shows that the essential skills for beginning principals are intertwined to such an extent that in practice it is not always easy to see where the one ends and the another one begins (Katz, 1974:94).

Daresh and Playko (1992b) proposed three categories of critical skills for beginning principals, namely technical, social and self-awareness skills -

those categories form the bases of examining the data in chapter 6 (cf. 6.6.2.1-6.6.2.3).

3.8.1.1 Technical skills cluster

Technical skill implies an understanding of " how " to do a specific activity, like how to budget. It refers to a proficiency in a specific activity. The activity that involves methods, procedures or techniques requires a specialised knowledge, an analytical ability within a speciality. The Taylorian approach to management also emphasises specialisation, and the need to employ people with special skills for special tasks (Hoy & Miskel, 1989; Musaazi, 1982).

More importantly, training programmes for both veteran and experienced principals concentrate on these skills, as reflected in chapter 4.

Skills in this category include (Daresh & Playko, 1992b:7-26):

- * How to evaluate the staff. New principals are expected to demonstrate;
- * how to conduct meetings;
- * how to develop and monitor school financial budgets;
- * how to organise and conduct parent-teacher meetings;
- * how to manage food services; and
- * how to handle issues related to school law.

3.8.1.2 Social skills cluster

Social skills refer to the ability of the new principal to work co-operatively with a number of people from different walks of life. This skill is demonstrated by the new principal in coping with his immediate superior, the district officials, teachers, students, parents and the members of the governing body, and the school community at large. His views about the people as illustrated by the X and Y theory in this chapter, will determine how he approaches people. The human relations approach emphasizes the importance of creating good harmonious relations with all members of the enterprise (Musaazi, 1992; Everard & Morris, 1990).

A principal with highly developed human skills is sensitive to needs. He understands the meaning of other people, is a good listener, human relations facilitator and good at communicating with others.

Skills in this category include (Everard & Morris, 1990; Daresh & Playko, 1992b):

- * Establishing good relations with all bodies involved like district officials, governing body, parents, local community, students and staff;
- * interpersonal skills of dealing with people inside and outside the school; and
- * dealing with agencies in the school neighbourhood.

3.8.1.3 *Self-awareness skills cluster (Barth, 1980b; Daresh & Playko, 1992)*

Self-awareness in the first instance is the ability of a new principal to understand why he was selected to run the school, what it means to possess organisational power and authority. The new principal should be able to conceptualise his role and see the school as a whole, a totality, have a holistic view of the school, understanding his position in all departments, and how these departments are related (Katz, 1974).

The new principal should understand himself, his weaknesses and strengths, his vision, and know where he wants to take the school. He has to know how all different bodies involved in the school are related, how the school is related to the total community and be in a position to see the interwovenness of all social structures functions. He must know why he was chosen to run the school, how to balance power and authority, and what his weaknesses are. All these questions bring to the surface the ability of the principal to conceptualise his role.

Skills included in this cluster are (Daresh & Playko, 1992b; Daresh, 1992b):

- * Balancing power and authority
- * Knowing why one was selected
- * Portraying a sense of self-confidence
- * Being aware of one's biases and strengths and weaknesses

For a new principal to survive and run the school effectively he needs to demonstrate the ability to operationalise these skills.

3.8.2 *Other frames of essential skills for new principals*

The literature (Kelly, 1983; Katz, 1974; Anderson, 1990; Daresh & Playko, 1992b) identifies the following essential knowledge and skills needed by beginning principals:

- * *Leadership.* Skills needed in this area include how to develop school handbooks, how to carry out effective parent/student conference, how to select prospective teachers, and how to prepare plans for the opening of the school
- * *Planning.* Beginning principals need more information on how to develop a master schedule, how to apply systematic planning concepts to specific problem areas, how to develop forms and procedures for reporting unusual incidents in the school, and how to develop a proposed academic plan for the year.
- * *Instruction.* In this area beginning principals need information on how to develop a plan for evaluating the school curriculum, how to demonstrate the importance of purposeful classroom observation designed to improve the teacher and the learning, how to conduct local in-service projects for teachers.
- * *Personnel.* New principals in this area needed help on how to conduct interviews in selecting staff.

- * *Law.* New principals have to demonstrate knowledge of the basics of regulations and laws governing personnel and student issues.
- * *Finance.* They are expected to demonstrate an understanding of the local school accounting practices and be able to keep accurate records of the accounts.
- * *School community relations.* They are expected to build effective, healthy school community relations.

Lists of essential skills are also provided by other researchers interested in improving preparation programmes and induction programmes or in-service programmes. A few examples of such lists by various researchers are provided below.

Lyons (1981) conducted a study of competencies needed for new school principals by gathering views of the experienced principals and the superintendent. He identified the following skills, meaning that the principal has to:

- * Consult with district personnel on educational and organizational matters.
- * Organize, supervise and manage the business affairs of the school.
- * Make resources (supplies, money, equipment, etc.) available to the staff.
- * Utilize resources and money to provide the education programme to the community (parents, teachers, staff, and students).
- * Establish a public relations programme with the community (parents, teachers, staff, and students).
- * Communicate with school patrons.
- * Mediate disputes between parents, teachers, other staff, and students.
- * Identify the community forces which affect the operation of the school and the implications of those forces.
- * Utilize counselling techniques and provide guidance programmes for students.
- * Establish methods for reporting pupil progress.

- * Communicate with students concerning all aspects of their school life.
- * Organize, co-ordinate, and administer the total activities programme.
- * Maintain a programme of spectator control at all school activities.
- * Establish student control and disciplinary procedures with the assistance of parents, teachers and students.
- * Organize and manage a school program which implements the school philosophy.
- * Schedule the school academic programme.
- * Manage the school plant and facilities.
- * Evaluate school personnel.
- * Assess programme needs involving teachers, parents, and students.
- * Provide curricular and instructional leadership.

These are essential competencies and skills to be acquired by prospective and beginning principals.

Kelly (1983:1-6) conducted a study of the essential skills for beginning principals in the U.S.A., using a long-term observation of secondary school principals and interviews with second-year elementary school principals. She identified the following essential skills for beginning principals based on the responses from the contemporary principals:

- * Interpersonal communication skills
- * Motivation (student, teachers, staff)
- * Crisis intervention (teachers, self)
- * Time management
- * Public relations
- * Listening and counselling (students, teachers, staff, parents, professional personnel)
- * Scheduling
- * Delegating
- * GAS-ing (Getting the Attention of Superiors)
- * Sponsoring
- * Networking

Some of the essential skills are revealed in Rogus and Drury's induction model. Rogus and Drury's (1988:11-16) induction model proposes the following skills that new principals should demonstrate. According to this model the new principal should be able to:

- * Demonstrate the understanding of system expectations, procedures and resources;
- * demonstrate increased competence and comfort in addressing building unit school concerns or outcomes;
- * enhance their professional and personal growth;
- * develop a personal support programme.

Anderson (1990), in his study of the job-specific needs of beginning principals in the U.S.A., proposes the following job-specific needs and skills for new principals:

- * Planning and managing the school budget
- * Understanding unwritten rules, procedures and expectations.
- * Planning and directing improvement in curriculum and instruction.
- * Understanding district goals and policies and expectations of principals.
- * Assessing relevance of instruction curriculum evaluation outcomes.
- * Supervising accounting procedures for school monies.
- * Understanding curriculum content, objectives and organisation.
- * Understanding and working through district decision-making processes.
- * Assessing community needs, problems and expectations.
- * Developing a master schedule.
- * Supervising and evaluating staff.
- * Dealing with staff conflicts and concerns.
- * Supervising and directing custodial services.
- * Supervising purchasing procedures.

These job-specific skills are essential for beginning principals to carry out their roles effectively.

In Western Australia, Schwarts and Harvey (1991:290) conducted a study of the needs of beginning principals. The data of the study were gathered by observing ten first-year principal across a range of primary and secondary schools, as they interacted with their deputies, teachers, students and parents. The study revealed that new principals need an assortment of skills like:

- the ability to involve staff in problem-solving;
- the ability to supervise instruction;
- conflict management skills;
- time management skills;
- interpersonal relational skills;
- good public relations skills.

3.8.3 *Skills of outstanding principals*

Essential skills for new principal could also be traced from the knowledge and skills of outstanding principals because beginning principals are also expected to be more effective in the performance of their roles. They are expected to do the same job as their experienced colleagues, namely running the school effectively. Some of the frames of skills and knowleges of effective principals are provided below.

Grace *et al.* (1987:72-76) conducted a study with 13 Illinois principals, involving both veteran and new principals. From the study it emerged that effective principals are able to demonstrate two categories of skills, namely academic and interpersonal relational knowledge and skills.

The most important academic knowledge and skills:

- * Curriculum development and implementation
- * Programme evaluation procedures
- * Personnel evaluation procedures
- * Organizational communication (oral and written)
- * Instructional methods and materials
- * Time management.

In the area of interpersonal relations the essential knowledge and skills are identified as being:

- * Getting along with staff and students, as well as members of the community
- * Knowing the power structure of the community served by the school
- * Knowing his or her own strengths and limitations
- * Knowing the strengths and limitations of the staff.

Activities and behaviours of outstanding principals are identified as being that

- * they develop and maintain a healthy climate in which to work and learn;
- * they emphasise good instruction;
- * personnel evaluation is regarded as an effective way of instructional improvement;
- * they communicate effectively with all constituents;
- * accept and know their own strengths and weaknesses.

It is foregrounded by these studies that new principals need essential skills in the area of curriculum planning and improvement, good interpersonal relations, and have to be able to create a climate conducive to working and learning.

Walker (1990:45-55) provides the following essential skills for outstanding principals based on his studies conducted by shadowing three elementary school principals:

- * Problem analysis
- * Judgement
- * Oral and written communication
- * Decisiveness
- * Leadership
- * Sensitivity

- * Stress tolerance
- * Motivation.

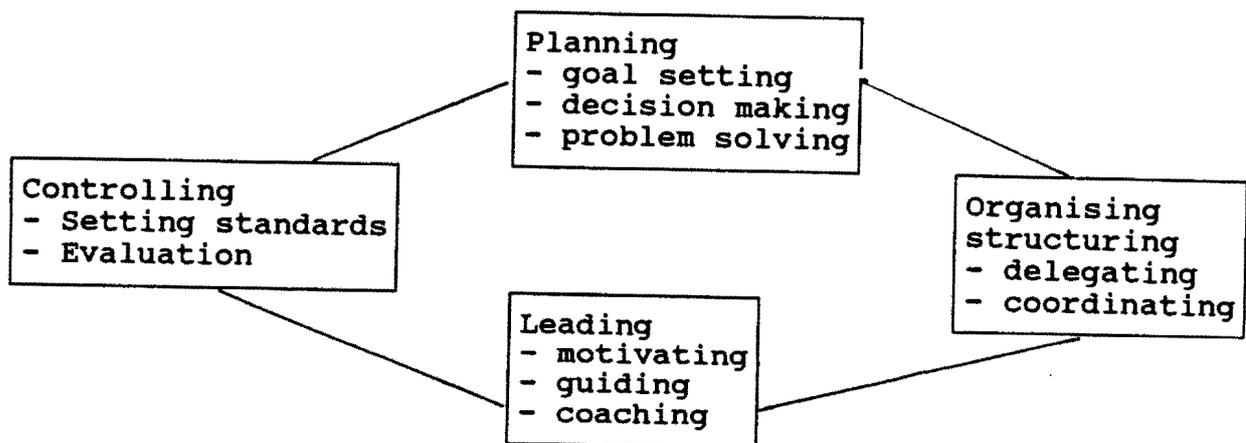
3.8.4 *Essential skills for new principals in selection procedures*

Essential skills for new principals are also revealed in instruments or tools employed in selecting new school principals. What skills should new principals possess? According to the NASSP 's assessment centre, these are explained in chapter 2 (cf. 2.3).

From these frames and studies, conducted to illuminate the role of the school principal, it is clear that the new principal has to demonstrate an understanding of a number of skills and be in a position to operationalise those skills in practical reality. The new principal is expected by the teachers, students, parents and the district officials to perform certain roles, and to be able to use the skills most effectively in the performance of his roles.

The essential skills for new principals are again underlined in the four major tasks of the school principal illustrated in Fig. 3.1.

Fig. 3.1 Four major management tasks/skills



The four major management tasks or components, as illustrated by Fig.3.1, show that there are a number of areas where the new principal needs specific skills in carrying out his role. For example, in planning the first management tasks, the new principal should demonstrate an understanding of key steps in planning, like formulation of objectives and identifying both human and physical resources that could be utilised in actualising the identified objectives or needs.

In organising he should demonstrate an understanding of how to delegate, and co-ordinate the activities within the established structures.

Beside those skills he should be able to motivate the people to accomplish the established goals, communicate the philosophy of the school and his vision to the staff and the people involved.

How to set standards, evaluate the staff, or the instructional programme should be known by new principals in order to be successful in leading their schools.

All these skills are needed in all management areas like (Gorton, 1983; Duke, 1989):

- personnel management
- management of pupils activity
- instructional leadership
- school business management
- management of school/community relationships
- management of administrative affairs.

Thus the principal, while he remains an instructional leader as revealed by studies on effective schools, also has to demonstrate the ability to manage both human and physical resources in the school, the ability to lead personnel.

In sum the above frameworks reveal skills that beginning principals should demonstrate in order to be successful or to survive in the new "hot" seat. The frameworks reveal the expected behaviour of a school principal. Literature on the role of a school principal reveals management tasks of school principal and sub-tasks that are crucial for the effective management of the school .

Designers of effective induction programmes or any professional development of school principals cannot afford to overlook these essential skills for school principals. Because of the different cultural settings, designers have to assess the critical needs of the new school principal to guide the development of the induction programme in their own settings.

3.9 Typical problems faced by newly-appointed principals in developing countries

Literature on problems of beginning principals in developing countries like Bophuthatswana is very limited. In this section those problems that face beginning principals as reflected by literature on educational problems in developing countries will be highlighted. These problems will help one gain a picture of the context in which new principals in developing countries work. Attention is given to African countries in general and specific reference is made to South Africa and Bophuthatswana.

Though little attention is paid to the problems of beginning principals in developing countries, literature on educational problems in developing countries is abundant (Simmons, 1980; Psacharopoulos & Woodhall, 1985; World Bank, 1990; Lockhead & Verspoor, 1991). For the past decade policy-makers in developing countries, which are generally poor, have faced a number of problems concerning the provision of education for the fast-growing school age population. The population growth rates in developing countries are high, in Bophuthatswana the population growth rate is around 2.8% per annum (Legotlo, 1988:174).

The ever-increasing school-age population out-paces the provision for education. In most of these countries the demand for education has increased, because education is seen as the door opener to the labour market and high socio-economic status (Legotlo, 1988). School systems in these countries have to run fast to cater for this and to try and raise the quality of education offered. Along with the quantitative increase, problems of classroom accommodation, over-crowding, large classes, shortage of trained teachers and high wastage are also increasing in proportion and magnitude (Legotlo, 1988; Simmons, 1980; Bishop, 1989). A brief look at these problems tells us more about the typical problems facing beginning principals in developing countries like Bophuthatswana.

3.9.1 Problems of inadequate physical facilities

The demographic data on the age structure of the population in developing countries provide an estimate of future enrolment as reflected by the school-age population. The school age population is much higher in proportion to the total population in developing countries. Legotlo (1988:150) points that population juvenality is a striking feature in developing countries, which implies that more money should be spent on education and training as well as feeding the youth (Legotlo, 1988).

As a result of high popular demand for education, classroom shortage problems emerge. In most cases the classroom construction is not properly co-ordinated with the necessary flows like teachers, equipments and textbooks. Eventually pupils turn up in classes without teachers and textbooks. On the other hand, educational authorities may turn away children because of lack of classroom accommodation and shortage of trained teachers.

This implies that newly-appointed school principals face problems of inadequate classroom accommodation, large classes, and the unnerving situation of turning away children. Turning away children is not accepted by politicians and parents and eventually this could lead into unnecessary conflicts between the principal and parents.

3.9.2 *Problems of classroom provision*

The geographical distribution of population follows different patterns in developing countries. A number of factors influence this distribution like the availability of water, as a result certain parts may be densely populated while others are sparsely populated.

Psacharopoulos and Woodwall (1985) state that there are considerable inequalities in the provision of education in developing countries. Allocation of schools differs from region to region. Schools have to be established even in regions where the numbers of children do not justify the erection of a school.

In this situation, because of the absence of school transport, the approach adopted by most of the African countries is to provide one or two teachers per school to serve a range of ages and standards under one roof. The problem is further compounded by college graduates who are never or little taught how to handle different standards in one class.

Access to schooling is also ascribed to rural/urban inequalities. Urban enrolment or participation rates are higher than in rural areas justifying the erection of more classrooms in urban areas than in rural areas. These inequalities reflect the difference in economic power. Farming parents are generally poor and have more children of school-going age (Psacharopoulos & Woodhall, 1985).

Low attendance is particularly high in areas where pupils have to travel long distances. From literature it is reflected that boys have low attendance rates in such situations because they have other duties like ploughing and herding (De Graaff & Lawrence, 1986).

Lack of boarding facilities compels pupils to take up rented accommodation in the village where the school is located. These pupils take the advantage of lack of parental control and may cause disciplinary problems at school like irregular class attendance. On rainy days, pupils on the other side of

the river might not attend, and the others may take advantage by also absenting themselves (Harber, 1992).

Newly-appointed principals in situations where there are fewer children to justify the erection of school are faced with the problem of heavy teaching loads and irregular attendance because children in such scattered settlements have to travel long distances to get to school.

The absence of an age restriction allows for the possibility of different age categories to attend the same standard in the same class. Teaching pupils of different age groups and standards in one classroom poses a number of problems, because it implies teaching number of lessons in one period each day.

3.9.3 Problems of inadequate equipment and other facilities

Inadequate physical facilities like libraries, laboratories, centres for special subjects like home craft and art, toilets, water, electricity,, sports field, teachers' accommodation and telephones are some of the problems faced by school principals in developing countries. The absence of these facilities like teaching and learning aids and textbooks creates disciplinary problems and problems of ineffective teaching (Harber,1992).

3.9.4 Problems with regard to shortages of trained teachers in rural areas

A shortage of trained teachers is one of the problems facing developing countries. A high pupil/teacher ratio is one of the indications of shortage of teachers in developing countries. African countries faced with this problem of shortage of trained teachers increased class sizes and spread the teachers thinner and thinner under political necessity, thus sacrificing quality (Bishop, 1989:27).

Some countries have adopted double sessions (Ethopia, for example, has adopted triple shifts in the primary schools), and sometimes even four daily shifts in the secondary schools (Coombs, 1985:123). To bridge this gap

developing countries employ untrained teachers without the necessary textbooks and teaching aids to boost the productivity of such teachers, and as a result the quality of education offered in these countries leaves much to be desired (Bishop, 1989:26).

3.9.5 Problems of erection of schools and cost of schooling

This section gives a brief history of provision of physical facilities in black schools in South Africa with specific focus on Bophuthatswana.

Up to around 1913 the missionaries played an important part in the erection of schools with the main purpose of christianising the blacks. In the 1950s the South Africa government gradually took over the schools with enactment of the Bantu Education Act. The Bantu Education Act came in operation on 1 January 1954, paving the way for the Department of Bantu Education to take control of black schools. Under the Department of Bantu Education the tribal authorities were entrusted with the erection of schools (Malao, 1983:42-75).

Until the 1960s, when the Department of Bantu Education in South Africa laid down the specifications regarding the nature and size of the classrooms, communities erected any kind of structure, ranging from rectangular buildings to thatched rondavels. These structures are still extant in some communities and are used as classrooms, as well as the available church structures. The government used the R for R system of subsidation for the erection of classrooms (De Graaf & Lawrence, 1986:37).

In such systems it means that both the government and the community pay fifty percent of the cost of the erection of a classroom.

Upon gaining independence from South Africa in December 1977, Bophuthatswana inherited the educational problems of the Bantu Education. With limited financial resources the system of provision of school that was the vogue in Black South Africa was adopted (Legotlo,

1988:70). Tribal communities were more involved with the erection of schools.

It is in the interest of tribal communities to erect schools with the technical advice from the school principal. The problems faced by the tribes in the collection of money for the erection of schools are countless. De Graaff and Lawrence (1986:38) provide a picture of the situation where by only men of over 18 could be compelled to pay these levies, and since these men are always away from the village on contract very few people are left to pay the levy.

The tribal authority also does not have any clear system of collecting money and tracing the defaulters. They are apathetic and passive in the collection of money, and the collected monies could be used for other purposes or simply be misappropriated.

Some tribal authorities, faced with this problem, entrust the collection of the monies for the erection of the school to the school principal. In this system the burden is placed on the school principal, and the only way to ensure that pupils pay such building fees, is to request each child to pay which implies that the family with more than five children at school have to pay more money. This situation may lead to uncalled for conflicts between the principal and the community.

The problem of classroom construction is further compounded by the system whereby the subsidy which is always less than fifty percent, and is paid only after the inspector of education has confirmed that the building is complete. The school council and the principal, beside this burden, have to cater for certain equipment like laboratories, office equipments, audiovisual aids and stationary by using school fees. The school fees are collected for the running of the schools, it is the only source of money used for staff development, maintenance of the school building which includes even the sinking of boreholes. It is observed the amount of funds available depend on the number of children admitted in a school.

Only state schools are highly subsidised and receive greater assistance from the government. In 1992, there were 54 state schools in Bophuthatswana, which implies that more than 1350 schools did not receive any direct assistance from the government except teachers' salaries. Such schools are marked by the absence of administration blocks, telephones, water, inadequate toilets and other recreational facilities like sports fields.

The problems of financial burdens on black parents is again highlighted by the absence of free primary education, let alone secondary and higher education. Legotlo (1988:28) points out that almost 75% of school pupils in Bophuthatswana are drawn from families of low income brackets. These parents beside the school fees and building fees, they have to buy books, and uniform, pocket money and travelling fees to keep their children at school.

The private cost of education, seen from this perspective, tends to minimize the participation rate, and increases the drop-out rate. This implies that the high private cost of education in such a situation maximises the magnitude of the push factors like the absence of classrooms and toilets. The cost of the opportunity of attending school, that is the value of the alternative opportunity, earnings foregone by attending school, may be higher in the short term and thus parents in poor families may withdraw their children from school to herd cattle or work for the white farmer in the neighbourhood. The withdrawal of children from school is also influenced by family income. Where the family income is below the breadline the family cannot afford to keep all children at school.

So in developing countries like Bophuthatswana the new principal, in addition to the problems identified in other settings, is faced with problems that are to some extent systems problems, like a shortage of well-trained teachers.

3.9.6 Conclusion

From the problems outlined above, beginning principals in developing countries faces a number of difficulties summarised as follows:

- * Problems with physical facilities.
- * Lack of classroom accommodation and overcrowding.
- * Inadequate staff accommodation.
- * Inadequate provision of curriculum materials like textbooks and teaching learning aids.
- * Shortage of physical facilities like toilets, libraries, laboratories, centres for special subjects electricity, and water.
- * Inadequate provision of equipments like telephones, and furniture.
- * Inadequate transport facilities.
- * Problems with erection of classrooms and administration blocks.
- * Management problems
- * Pupil disciplinary problems like late coming, absenteeism, wastage, and malnutrition, pupils without books.
- * Staff problems like untrained and ill-trained teachers, absenteeism and turnover, demotivated members of staff.
- * Problems of finances; pupils who can not afford to pay school fees and examination fees.
- * Inadequate financial assistance from the department of education.
- * Inadequate teaching posts.

The problems outlined above represent the challenges facing new and veteran principals in developing countries. Principals are expected to help in mobilising communities to build classrooms and to raise funds to instal telephones. Viewed from this perspective the induction needs of the beginner problem may highlight these areas as needing urgent attention.

From this context it is clear that induction programmes developed in different cultural settings may not be transplanted into another setting without the necessary modification.

It is assumed that all these problems faced by beginning principals in developing countries like Bophuthatswana can be minimised by proper government support and well organised induction programmes for newly-appointed principals.

3.10 Summary

In this chapter the problems and critical skills for newly-appointed principals were outlined, which highlight the induction needs of new school principals. These induction needs serve as a starting-point for the design of a comprehensive induction programme for new principals.

These problems come from a number of areas related to the role of a school principal. The major areas identified are;

- * Problems experienced at the personal level
- * Problems with senior management staff
- * Problems with instructional staff
- * Internal relational problems
- * Student/personnel problems
- * Problems with management of external relations
- * Typical problems of new principals in developing countries like lack of facilities.

Furthermore, the literature highlighted the need for essential skills for new principals. Under different conditions, the new principal has to demonstrate his ability or a behaviour that is related to goal achievement. Critical skills identified could be categorized into three clusters:

- * Technical skills cluster
- * Social skills cluster
- * Self-awareness skills cluster.

Surely without the support of a well-structured induction programme beginning principals are left on their own to swim or to sink. New principals need skills and knowledge not only to survive but to run schools

effectively. The next chapter gives an overview of the induction programme developed for newly-appointed school principals.