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Appendix A

QUESTIONNAIRE NO	<input type="text"/>	<input type="text"/>	<input type="text"/>	(1 - 3)
CARD NO	<input type="text" value="1"/>			(4)

SECTION A

BIOGRAPHICAL

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

1. Your age category in years:

1.1	below 30	<input type="text"/>	1
1.2	31 - 35	<input type="text"/>	2
1.3	36 - 40	<input type="text"/>	3
1.4	41 - 45	<input type="text"/>	4
1.5	46 -50	<input type="text"/>	5
1.6	51 and over	<input type="text"/>	6

(5)

2. Sex

2.1	MALE	<input type="text"/>	1
2.2	FEMALE	<input type="text"/>	2

(6)

3. MARITAL STATUS

3.1	Unmarried	<input type="text"/>	1
3.2	Married	<input type="text"/>	2
3.3	Widow	<input type="text"/>	3
3.4	Separated	<input type="text"/>	4

(7)

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

4.1	0 - 3	<input type="text"/>	1
4.2	4 and over	<input type="text"/>	2

(8)

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

Assistant teacher		1
HOD		2
Teacher Councillor		3
DEPUTY		4
Acting Principal		5
Other Specify		6

(9)

6. Highest academic qualifications

- 6.1 below Std 10
- 6.2 Std 10
- 6.3 Std 10 plus 4 degree course
- 6.4 Std 10 plus 8 degree course
- 6.5 A degree e.g. B.A. (First degree)
- 6.6 Honours degree or B.Ed.
- 6.7 Masters degree
- 6.8 Doctorate
- 6.9 Others specify _____

	1
	2
	3
	4
	5
	6
	7
	8
	9

(10)

7. Highest Professional Qualifications

- 7.1 L.P.T.C.
- 7.2 PTC/H.P.T.C.
- 7.3 J.S.T.C.
- 7.4 S.T.C.
- 7.5 UED (Dip Ed)
- 7.6 OTHERS (Specify) _____

	1
	2
	3
	4
	5
	6

(11)

8. Are you appointed as a school principal.

- 8.1 First time
- 8.2 Second time
- 8.3 Third time

	1
	2
	3

(12)

SECTION B

DEMOGRAPHIC ASPECTS

Kindly answer the following questions by marking a cross X on the appropriate block.

8. GRADING OF YOUR SCHOOL

P1	P2	P3	P4
M1	M2	M3	M4
H1	H2	H3	H4

(13)

9. SETTLEMENT TYPE OF YOUR SCHOOL

RURAL	URBAN
1	2

(14)

10. SCHOOL TYPE

COMMUNITY		1
STATE		2
OTHERS (Specify)		3

(15)

11. SCHOOL CATEGORY

PRIMARY

MIDDLE

HIGH

	1
	2
	3

(16)

12. DO YOU HAVE HOSTEL ATTACHED TO YOUR SCHOOL

YES

NO

	1
	2

(17)

SECTION C

PROBLEMS FACING NEWLY APPOINTED SCHOOL PRINCIPALS.

Please indicate how serious a problem each of the following has been for you as a newly appointed school principal by encircling the appropriate number.

KEY

- 4 Serious problem
- 3 A problem
- 2 Minor problem
- 1 Not a problem

1. Personal problems.

1.1 Experience stress and tension.

1.2 Difficulties caused by previous heads influence.

1.3 Exercising authority.

1.4 Making major final decisions.

1.5 Professional isolation.

1.6 Housing - accommodation for your family.

1.7 To give sufficient attention to your family.

1.8 Locating school for your children.

	Not a problem	Minor problem	A problem	Serious problem	
1	2	3	4	(18)	
1	2	3	4	(19)	
1	2	3	4	(20)	
1	2	3	4	(21)	
1	2	3	4	(22)	
1	2	3	4	(23)	
1	2	3	4	(24)	
1	2	3	4	(25)	

2. Administrative problems.

2.1 Budgeting school finance.

2.2 Controlling school finance.

2.3 Compiling composite time-table.

2.4 Controlling hostel finances.

2.5 Ordering equipments and furnitures.

2.6 Handling legal issues.

2.7 Managing one's own time.

2.8 Lack of sufficient time.

2.9 Too much administrative work.

1	2	3	4	(26)
1	2	3	4	(27)
1	2	3	4	(28)
1	2	3	4	(29)
1	2	3	4	(30)
1	2	3	4	(31)
1	2	3	4	(32)
1	2	3	4	(33)
1	2	3	4	(34)

3. Problems with senior management staff.

Not a problem
 Minor problem
 A problem
 Serious problem

- | | | | | | |
|--|---|---|---|---|------|
| 3.1 Working with uncooperative member(s) of senior management staff. | 1 | 2 | 3 | 4 | (35) |
| 3.2 Problems with selection of deputies and heads of departments for appointments. | 1 | 2 | 3 | 4 | (36) |
| 3.3 Dealing with incompetent member of the management team. | 1 | 2 | 3 | 4 | (37) |
| 3.4 Conducting management meetings. | 1 | 2 | 3 | 4 | (38) |
| 3.5 Problems with members who competed for the same principalship position. | 1 | 2 | 3 | 4 | (39) |

4. Problems with instructional staff.

- | | | | | | |
|--|---|---|---|---|------|
| 4.1 Obtaining information about the strengths and weaknesses of the staff. | 1 | 2 | 3 | 4 | (40) |
| 4.2 Evaluating staff effectively. | 1 | 2 | 3 | 4 | (41) |
| 4.3 Conducting effective classroom visits. | 1 | 2 | 3 | 4 | (42) |
| 4.4 Dismissal of incompetent teacher. | 1 | 2 | 3 | 4 | (43) |
| 4.5 Handling staff absenteeism. | 1 | 2 | 3 | 4 | (44) |

5. Internal relations problems.

- | | | | | | |
|--|---|---|---|---|------|
| 5.1 How to win the staff's trust and confidence. | 1 | 2 | 3 | 4 | (45) |
| 5.2 How to win the loyalty and co-operation of senior management team. | 1 | 2 | 3 | 4 | (46) |
| 5.3 How to motivate staff. | 1 | 2 | 3 | 4 | (47) |
| 5.4 Dealing with poor staff morale. | 1 | 2 | 3 | 4 | (48) |
| 5.5 Issues arising from previous heads' management style. | 1 | 2 | 3 | 4 | (49) |
| 5.6 Managing tension and conflict between staff members. | 1 | 2 | 3 | 4 | (50) |

6. Student problems.

- | | | | | | |
|---|---|---|---|---|------|
| 6.1 Dealing with student discipline. | 1 | 2 | 3 | 4 | (51) |
| 6.2 Conducting students conferences. | 1 | 2 | 3 | 4 | (52) |
| 6.3 Dealing with students who are unwilling to learn. | 1 | 2 | 3 | 4 | (53) |
| 6.4 Dealing with students dissatisfaction with hostel issues. | 1 | 2 | 3 | 4 | (54) |

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

Assistant teacher		1
HOD		2
Teacher Councillor		3
DEPUTY		4
Acting Principal		5
Other Specify		6

(9)

6. Highest academic qualifications

- 6.1 below Std 10
- 6.2 Std 10
- 6.3 Std 10 plus 4 degree course
- 6.4 Std 10 plus 8 degree course
- 6.5 A degree e.g. B.A. (First degree)
- 6.6 Honours degree or B.Ed.
- 6.7 Masters degree
- 6.8 Doctorate
- 6.9 Others specify _____

	1
	2
	3
	4
	5
	6
	7
	8
	9

(10)

7. Highest Professional Qualifications

- 7.1 L.P.T.C.
- 7.2 P.T.C./H.P.T.C.
- 7.3 J.S.T.C.
- 7.4 S.T.C.
- 7.5 UED (Dip Ed)
- 7.6 OTHERS (Specify) _____

	1
	2
	3
	4
	5
	6

(11)

8. Are you appointed as a school principal.

- 8.1 First time
- 8.2 Second time
- 8.3 Third time

	1
	2
	3

(12)

7. Problems with management of external relations

Not a problem
Minor problem
A problem
Serious problem

- | | | | | | |
|---|---|---|---|---|------|
| 7.1 Developing good working relations with the Circuit Education Officer. | 1 | 2 | 3 | 4 | (55) |
| 7.2 Developing good working relations with other circuit education officials. | 1 | 2 | 3 | 4 | (56) |
| 7.3 Developing good working relations with members of the school council. | 1 | 2 | 3 | 4 | (57) |
| 7.4 Dealing with parents problems. | 1 | 2 | 3 | 4 | (58) |
| 7.5 Creating better public image. | 1 | 2 | 3 | 4 | (59) |
| 7.6 Getting information about areas of responsibilities of circuit officials. | 1 | 2 | 3 | 4 | (60) |
| 7.7 Getting the support of parents | 1 | 2 | 3 | 4 | (61) |
| 7.8 Getting accepted by the community | 1 | 2 | 3 | 4 | (62) |

8. General problems.

- | | | | | | |
|---|---|---|---|---|------|
| 8.1 How to handle party politics. | 1 | 2 | 3 | 4 | (63) |
| 8.2 Dealing with staff accommodation problems. | 1 | 2 | 3 | 4 | (64) |
| 8.3 Shortage of physical facilities. | 1 | 2 | 3 | 4 | (65) |
| 8.4 Water supply problems. | 1 | 2 | 3 | 4 | (66) |
| 8.5 Installing telephones. | 1 | 2 | 3 | 4 | (67) |
| 8.6 Dealing with overage children in schools. | 1 | 2 | 3 | 4 | (68) |
| 8.7 Dealing with pupil/student transport. | 1 | 2 | 3 | 4 | (69) |
| 8.8 Pupils who cannot buy books. | 1 | 2 | 3 | 4 | (70) |
| 8.9 Pupils who cannot pay fees. | 1 | 2 | 3 | 4 | (71) |
| 8.10 Pupils travelling long distances. | 1 | 2 | 3 | 4 | (72) |
| 8.11 Pupils without proper residential accommodation. | 1 | 2 | 3 | 4 | (73) |
| 8.12 Shortage of teaching grants/posts. | 1 | 2 | 3 | 4 | (74) |
| 8.13 How to handle political unrest. | 1 | 2 | 3 | 4 | (75) |

9. List other problems you have encountered as a new principal.

SECTION D

Listed below are a series of skills that have been identified by a group of circuit education officers as relevant for individuals to perform as part of their duties as first year (NEW) principals. Please read through the list and, for each item, use the rating scales to the right of each item to indicate the extent to which you believe a skill is critical for the effective performance of the job of the principal. Refer to the following scale as you respond to each item. Encircle the appropriate number.

- 5 = EXTREMELY CRITICAL SKILL (Not being able to do this would make it highly unlikely that a person could continue in the principalship).
- 4 = SOMEWHAT CRITICAL.
- 3 = FAIRLY IMPORTANT, BUT NOT ABSOLUTELY ESSENTIAL.
- 2 = SOMEWHAT UNIMPORTANT.
- 1 = IRRELEVANT SKILL FOR THE EFFECTIVE PERFORMANCE OF THE JOB OF THE SCHOOL PRINCIPAL. (Not being able to do this would have no impact on a person's ability to serve as a principal).

Irrelevant skill
 Somewhat unimportant
 Fairly important
 Somewhat critical
 Extremely critical skill

- | | | | | | | | |
|---|---|---|---|---|---|---|------|
| 1. How to evaluate the staff (i.e., procedures for the task and also the substance: (what do standards really mean?)) | <table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td style="width: 20%;">1</td><td style="width: 20%;">2</td><td style="width: 20%;">3</td><td style="width: 20%;">4</td><td style="width: 20%;">5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | (2) |
| 1 | 2 | 3 | 4 | 5 | | | |
| 2. How to facilitate/ conduct group meetings. | <table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | (3) |
| 1 | 2 | 3 | 4 | 5 | | | |
| 3. How to design and implement a data-based improvement process and goal-setting and evaluation. | <table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | (4) |
| 1 | 2 | 3 | 4 | 5 | | | |
| 4. How to develop and monitor a school financial budget. | <table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | (5) |
| 1 | 2 | 3 | 4 | 5 | | | |
| 5. How to organise and conduct parent-teacher-student conference. | <table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | (6) |
| 1 | 2 | 3 | 4 | 5 | | | |
| 6. How to establish a scheduling program for students and staff. | <table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | (7) |
| 1 | 2 | 3 | 4 | 5 | | | |
| 7. Awareness of issues related to local school law. | <table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | (8) |
| 1 | 2 | 3 | 4 | 5 | | | |
| 8. How to manage food services, custodial and secretarial staff. | <table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | (9) |
| 1 | 2 | 3 | 4 | 5 | | | |
| 9. Establishing a positive and cooperative relationship with other circuit officers. | <table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | (10) |
| 1 | 2 | 3 | 4 | 5 | | | |
| 10. How to determine who is what in the school setting. | <table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | (11) |
| 1 | 2 | 3 | 4 | 5 | | | |
| 11. Knowing how to relate to school council members and central office personnel. | <table border="1" style="border-collapse: collapse; width: 100%; height: 100%;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | (12) |
| 1 | 2 | 3 | 4 | 5 | | | |

Irrelevant skill
 Somewhat unimportant
 Fairly important
 Somewhat critical
 Extremely critical skill

12. Knowing where the limits exist within the circuit or school, and balancing that knowledge with one's own professional values.	1	2	3	4	5	(13)
13. Understanding how the principalship changes family and other personal relationships.	1	2	3	4	5	(14)
14. Developing interpersonal networking skills that may be used with individuals inside and outside of the system.	1	2	3	4	5	(15)
15. Ability to encourage involvement by all parties in the educational community.	1	2	3	4	5	(16)
16. How to develop positive relationships with other organisations and agencies located in the school's surrounding community.	1	2	3	4	5	(17)
17. Demonstrating an awareness of what it means to possess organizational power and authority.	1	2	3	4	5	(18)
18. Demonstrating an awareness of why one was selected for a leadership position in the first place.	1		3	4	5	(19)
19. Portraying a sense of self-confidence on on the job.	1	2	3	4	5	(20)
20. Having a vision along with an understanding needed to achieve relevant goals.	1	2	3	4	5	(21)
21. Demonstrating a desire to make a significant difference in the live of students.	1	2	3	4	5	(22)
22. Being aware of one's biases, strengths, and weaknesses.	1	2	3	4	5	(23)
23. Understanding and seeing that change is ongoing, and that it results in continually changing vision of the principalship.	1	2	3	4	5	(24)
24. How to assess job responsibilities in terms of the " real role" of the principalship.	1	2	3	4	5	(25)

2. LIST OTHER ESSENTIAL SKILLS FOR NEW PRINCIPALS

REPABOLEKI YA BOPHUTHATSWANA



REPUBLIC OF BOPHUTHATSWANA

REPUBLIEK VAN BOPHUTHATSWANA

Nr. Tshup./Ref. No./Verw. Nr.

.....7/4/1.....

Botsa Go/Enquiries/Navrae

L.D. MALOPE

.....

(0140) 29-2363

Nr. Mog./Tel. No.

KANTORO YA/OFFICE OF THE/KANTOOR VAN DIE

DEPARTMENT OF EDUCATION

PRIVATE BAG X 2044

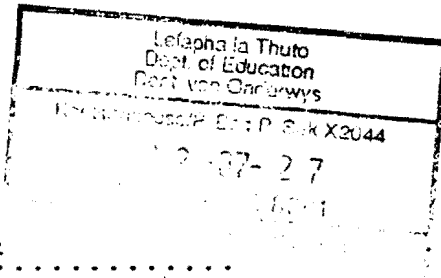
MMABATHO

8681

Mr M.W. Legotlo
Department of Education
Private Bag X 2046
MMABATHO
8681

PERMISSION TO CONDUCT RESEARCH

1. Permission is hereby granted for you to conduct research in all Circuits in the field of your study.
2. It is hoped that you will make your final report a and recommendations available to this Department.



.....
SECRETARY FOR EDUCATION



Appendix C **Republic of Bophuthatswana**

Department of Planning and Administration

Private Bag X2046 MMABATHO 8681
Republic of Bophuthatswana
Telephone : (0140) 892111
Telex : 3072 BP
Fax No : (0140) 25775

Date 23rd July 1993

THE PRINCIPAL

Dear Sir / Madam

INDUCTION PROGRAMME FOR NEW SCHOOL PRINCIPALS

We are conducting a study to determine the concerns and difficulties facing new principals; and important skills for them. The ultimate aim of the project is to design an INDUCTION PROGRAMME FOR NEW PRINCIPAL.

We are interested in obtaining your views because your experiences as a school principal is of great value to us in developing an induction programme for new school principals.

You are kindly requested to complete the enclosed questionnaire and return it (via CIRCUIT OFFICE) in the enclosed self addressed envelope before 9 AUGUST 1993. Any information given will be strictly confidential, and no identification of a specific school will be given when the report is completed.

Written permission to conduct this study has been obtained from the Department of Education (see overleaf).

Thank you very much for participating in this study.

Yours Sincerely

M.W. LEGOTLO

Planning & Administration



Appendix D

ACADEMIC INSTITUTIONS AND PROFESSIONAL ASSOCIATIONS VISITED IN U.S.A. AND THE U.K.

The following institutions and professional associations were visited:-

U.S.A.

National Association of Secondary School Principals (NASSP) 1904
Association Drive
Reston - VA 22091

The Pennsylvania State University
311 Rackely Building
University Park. PA 16802-3206

Harvard University
6 APPIAN Way
CAMBRIDGE MA 02138
U.S.A.

The Principals' Center
Harvard Graduate School of Education
6 Appian Way
CAMBRIDGE MA

The University Council for Education
Administration Convention '92
The University of Minnesota
Minneapolis Minnesota

University of Bristol
School of Education
35 Berkeley Square
Bristol BS8 1JA

National Development Center for
Educational Management and Policy NDC
University of Bristol
35 Berkeley Square
Bristol BS8 1JA

Parks Primary School
Bristol
U.K.