

**ENSURING QUALITY TEACHING
AND LEARNING AS A TASK OF
THE SCHOOL PRINCIPAL**

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SUMMARY

The purpose of this study was to investigate the role of principals and vice-principals in ensuring quality teaching and learning at school. It was also to determine if District Officials in D7 and D8 are supporting the principals in their effort to ensure that quality teaching and learning does take place in their institutions of learning.

This investigation was prompted by school principals who failed to manage their schools effectively, as well as principals who could manage their schools effectively, but could not sustain the standard for a longer period.

To investigate the problem, a literature study and empirical research were undertaken.

The literature study indicated that school principals and vice-principals' duties have increased dramatically, far more than is outlined in the Employment of Educators Act 76 of 1998.

The empirical investigation was successful in obtaining, analyzing and interpreting the required information from both principals and vice-principals.

The study revealed that the problem is caused by lack of proper intervention strategies used by I.D.S.O's (formerly inspectors) in not providing the necessary training for newly appointed principals and vice-principals.

The research findings revealed that, for the principals to ensure quality teaching and learning at their schools, the District Officials must conduct effective induction programmes, for the newly appointed principals and vice-principals. The findings also revealed that I.D.S.O's need to visit schools on a regular basis in order to assist principals, in an endeavour to implement measures that will ensure quality education. Furthermore it was revealed that District Officials need to conduct in-service training in order to up-date principals and vice-principals concerning changes that occur.

Recommendations have therefore been made so that District Officials can assist principals in ensuring that quality teaching and learning can take place in their institutions.

OPSOMMING

Kwaliteitsversekering van onderrig en leer as taak van die skoolhoof

Die doel van die studie was tweeledig. Ten eerste wou dit die rol wat die hoof en adjunkhoof ten opsigte van kwaliteitsversekering met betrekking tot onderrig en leer in die skoolsituasie vertolk, ondersoek. Tweedens wou dit bepaal tot watter mate Distriksamptenare van D7 en D8 ondersteuning aan skole bied ten einde kwaliteit van onderrig en leer te verseker.

Die feit dat sommige skoolhoofde nie in staat is om hulle skole doeltreffend te bestuur nie, terwyl ander doeltreffend bestuur slegs vir 'n bepaalde tyd kan volhou, het aanleiding tot die probleem wat hierdie studie wil aanspreek gegee. 'n Literatuur- en empiriese ondersoek is in dié verband onderneem.

Die literatuurstudie het onder meer aangetoon dat skoolhoofde en adjunkskoolhoofde se werklading dramaties meer is as wat in die Wet op Indiensneming van Onderwysers, Wet 76 van 1998, omskryf word.

Met behulp van die empiriese ondersoek is inligting van skoolhoofde en adjunkskoolhoofde bekom, geanaliseer en geïnterpreteer om die probleem verder toe te lig.

Die studie toon onder andere aan dat Distriksamptenare, en by name Institusionele Ontwikkeling en Sisteem Beampes, in gebreke bly om nuut aangestelde hoofde en adjunkhoofde genoegsaam te ondersteun. Verder blyk dit dat induksieprogramme deur Distriksamptenare aangebied behoort te word; dat skole meer gereeld deur Institusionele Ontwikkeling en Sisteem Beampes besoek moet word en dat indiensopleiding verskaf moet word ten einde hoofde en adjunkhoofde beter vir hulle take toe te rus.

Aanbevelings met betrekking tot bogenoemde ten einde kwaliteit van onderrig en leer te verseker, word ten slotte gemaak.

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CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION AND STATEMENT OF THE PROBLEM

It is commonly known that some schools in the Gauteng Province have reached the stage of collapse. Many parents and other education stakeholders perceive this state of collapse to be due mainly to weak administration by the educators, particularly the principals. This perception is supported by the following statement: "The system of education and training in South Africa, particularly public schools, faces grave problems: the collapse of the culture of teaching, under resourced schools, under qualified teachers and educational managers" (Steyn & Van Wyk, 1999:357).

The school that has management problems cannot achieve its objectives; and in turn its learners cannot realise their objectives or compete favourably with other learners from well-managed schools (Lawson, 2001:17). It is therefore important for schools to have quality management, so that learners can play a pivotal role in the country. As the Department of Education (SA, 1997:10) puts it, learners should be able to contribute to their own success, to the success of their family, the community in general and the nation as a whole. Quality management is likely to succeed when there is obvious and visible top-down commitment to it. According to De Villiers, Wethmar and Van der Bank (2000:88), quality management refers to the day-to-day administration and organization of teaching and learning at the school and to the fulfilment of departmental responsibilities.

Furthermore, school management has a moral obligation to be efficient in order to promote quality education for the learners (SA, 1996b:27). The Department of Education expects the principals to execute their responsibilities without failure. In order to achieve quality management, all schools should have strong management teams that operate on clear job descriptions.

Unfortunately, some principals think quality management depends on the funds allocated to education, that is: more money means higher quality (Steyn & Van Wyk, 1999:357). It should be clear to such principals that they need to understand that quality teaching and learning can be achieved if, and only if, they practise what is correct according to their job descriptions (*ibid*). Lyons and Stenning (1986:61) summarise a job description by saying: "A job description is a means to an end. It provides, firstly, a written statement of exactly what the job involves, what the job holder is expected to do and the responsibilities involved in the job, thereby providing a basic framework for the discharging of professional and management responsibilities".

If quality teaching and learning are to be achieved at any school, serious consideration must be given to the recruitment, selection and overall improvement of the quality of the management staff (Kitavi, 1995:8; SA, 1996:27). From this statement, the deduction can be drawn that quality management can only be achieved if principals are knowledgeable, and this can be assured if principals act according to clearly spelt out job descriptions.

Parents have the right to question the value of the education given to their children because they are paying for it. Typical questions asked by parents are whether education prepares their children adequately for life after school, and whether it offers value for money (Steyn, 2001:103). At the same time, parents have the right to take part in decisions that concern their children's education and to be kept informed at all stages (Blamires & Robertson, 1997:11).

Quality performance deals with how well a service and a product perform in the eye of the end-user or consumer (Kanji, 2002:125). Or as Lawson (2001:17) puts it, performance results from input. It is important for all schools to facilitate higher standards of performance for their students, and add more value for the stakeholders. According to Morris, Crown, Porter-Gehrie and Hurwitz (1986:181), principals are regarded as leaders, decision-makers, site managers and mediators. It would appear that job descriptions are the most important aspect for principals to lead their schools properly. The way

principals run schools affects everyone in the system. If the principal is weak, the whole school will perform poorly (*ibid*).

Furthermore, the concept of customer satisfaction implies accountability, which involves rendering some form of account that an activity is carried out effectively and efficiently (Fourie, 2000:52). Without clear job descriptions that are controlled and implemented, it cannot be expected of newly appointed principals to perform well at their schools. It is ironic that, on the one hand, the quality of education offered by a school is linked directly to its staff members, while, on the other hand, it is assumed that principals are qualified for their position and thus no assistance is offered to the beginner principal (Kitavi, 1995:8-9).

As becomes clear from the discussion above, an intriguing dilemma that needs to be addressed is whether the current job description for principals has been spelt out clearly and whether it is being controlled and implemented effectively.

This study will therefore attempt to answer the following questions:

- What do quality teaching and learning comprise of?
- What does the current job description of principals consist of?
- Is the current job description of principals being monitored in the Gauteng Department of Education?

1.2 AIMS OF STUDY

The overall aim of this study is to help principals and vice-principals to master their field of operation and make them more efficient in their work, to help all Gauteng schools to operate on the same policy, to ensure the smooth running of the schools, to help schools to have more or less the same operational strategies and to ensure quality teaching and learning.

The overall aim was operationalised by:

- determining what quality teaching and learning are comprised of;
- determining the prescribed duties of principals;
- determining whether the current job description for principals is being monitored in the Gauteng Department of Education; and
- determining the role of the school principal in determining quality teaching and learning.

Now that the aims of the study have been stated, the method of research will be attended to.

1.3 METHOD OF RESEARCH

1.3.1 Literature study

Primary and secondary literature sources were studied to gather information on the activities of school management, quality teaching and learning, and the duties of all educators at school. The database used was EBSCO host web.

1.3.2 Empirical research

1.3.2.1 Aim

An empirical investigation was conducted to gather information on the activities of principals, quality teaching and learning, and the duties of all educators in the Gauteng Department of Education.

1.3.2.2 Measuring instrument

Information gathered from the literature was used to develop and design a questionnaire to gather information on the activities of principals, quality teaching and learning, and the duties of all educators in the Gauteng Department of Education.

1.3.2.3 Population and sampling

The target population (N = 314) comprised both primary and secondary school principals and vice-principals in D7 and D8 in Gauteng Department of Education. A sample of school principals and vice-principals was randomly selected (N = 160), and this random sample represented 51% of the population.

1.3.2.4 Pilot survey

The questionnaire was pre-tested with a selected number (10) of respondents from the targeted group to check its qualities of measurement and its appropriateness.

1.3.2.5 Statistical technique

The Statistical Consultancy Services of the North-West University (Vaal Triangle Campus) was approached for assistance in the analysis and interpretation of data collected. The statistical SAS-programme was employed to process the data.

1.4 FEASIBILITY OF THE STUDY

This study was feasible because:

- The study was conducted in schools within the Gauteng Department of Education, which was accessible to the researcher.
- The researcher was working as vice-principal of a school in the Gauteng Department of Education.
- Literature resources used for gathering the information were sufficiently available.

1.5 CHAPTER DIVISION

- Chapter 1: Orientation
- Chapter 2: Quality teaching and learning: an exposition
- Chapter 3: An overview of the duties of principals
- Chapter 4: Empirical research design
- Chapter 5: Data analysis and interpretation
- Chapter 6: Summary, recommendations and conclusion

1.6 SUMMARY

In this chapter, the problem of weak administration in schools was highlighted. It is clear that if a school has weak management, it cannot provide quality teaching and learning. For the schools to provide quality teaching and learning the principals should have clear job descriptions and be assisted by the District Officials. Furthermore, it seems that many principals are not properly trained to execute their daily work and parents need to play a constructive role in order to ensure that quality teaching and learning take place at schools.

The following chapter will focus on an exposition of quality teaching and learning.

CHAPTER 2

QUALITY TEACHING AND LEARNING: AN EXPOSITION

2.1 INTRODUCTION

The aim of this chapter is to elucidate how learning takes place and to suggest different models that can be used to ensure quality teaching. It also indicates the type of teaching that will make learning effective, addressing the factors that play a role in creating a sound culture of teaching and learning at schools, which is one of the most important issues that face education in South African schools today (Van Deventer & Kruger, 2003:3).

2.2 QUALITY TEACHING: A DEFINITION

Teaching can be described as a process by which learners are supported, guided and influenced in order to reach higher levels of maturity and general functioning within a specific cultural context, as well as a wider multicultural context (Engelbrecht, Kriefler & Booyesen 1996:228).

Quality teaching becomes possible if an educator is someone who can talk, is good at explaining and able to write clearly (Avenant, 1990:51). Quality teaching requires individuals who can produce good academic results. Teaching is an art of improving or increasing the knowledge of a learner (*Ibid.*).

2.2.1 Attributes of quality teaching

According to Avenant (1990:51), quality teaching has the following four attributes:

- Effective educators have control of a knowledge base that guides the art of teaching.
- Effective educators have a repertoire of best practices.

- Effective educators have the attitudes and skills necessary for reflection and problem solving.
- Effective educators consider learning to teach a life-long process.

Now that we have looked at specific attributes of quality teaching, the focus turns to the requirements that have to be met.

2.2.2 Requirements for quality teaching

Researchers in the world all over are in search of the ideal answer to the question: What are the requirements that have to be met to ensure quality teaching?

According to Cole and Khan (1994:17) teaching requires:

- **Commitment to ethical and professional standards**

Teaching requires a commitment to professional standards. All educators should aim to enhance the optimum achievements of learners. An educator should apply the best efficient methods, procedures and principles so that learners will develop to the full extent of their capabilities. The attainment of professional standards requires cooperation with other members of the teaching profession and the community at large. The way in which educators show commitment to ethical standards is by providing quality instruction appropriate to learner needs. Educators should give equal regard to the rights of male and female learners, learners from disadvantaged backgrounds and those from a minority background.

- **Perceived self-efficacy**

Perceived self-efficacy refers to a personal belief in the ability to complete tasks successfully. Persons who believe that they can achieve worthwhile change are more likely to be successful than those who think otherwise. If educators believe that they have the skills to achieve a high standard of teaching, they will usually strive for that goal.

- **Analytical strategies and reflective cognitive style**

Analytical strategies are sets of reflective and cognitive procedures. Educators should use strategies to make intelligent decisions in class.

- **Knowledge of content of curriculum**

It is important that educators should have a sound knowledge and understanding of the subject matter they propose to teach.

- **High level of literacy**

A high standard of literacy is a prerequisite for the teaching profession. Educators who reveal knowledge of essential standards in this area are sure to be role models for their learners.

According to Cole and Khan (1994:17), teaching and learning cannot succeed if the educator, presenter or lecturer is not committed to it. In essence, what is required is commitment to achieve a standard of excellence in performance (Cole & Khan, 1994:17).

2.2.3 Aims of quality teaching

Quality teaching should aim for quality learning (Stone, 1992:17). Educators who hope to help learners to learn even the most mundane things must have some idea of what they hope to achieve and how they hope to achieve it (ibid.: 34). One of the elements that lead to effective learning is, on the one hand, to listen to the educator while presenting. On the other hand, presenting the information may have practically no effect on the learners if the educator has no pedagogical understanding.

The aim of quality teaching is to attain the maximum level of learning in students. Effective teaching rests heavily on the active participation in academic activities (Arends, 1990:161). The application of appropriate teaching principles has been proved to be strongly related to high levels of student achievement in a number of subject areas (Cole & Khan, 1994:12).

2.2.4 Learner participation

In participative learning, learners are the ones who should initiate their learning. Learners should be willing to learn by themselves. Learners are the ones who should gather their own learning materials. Learners must maintain two-way communication with their educators.

According to Jacobs and Gawe (1996:66), the most prominent element in quality teaching should obviously be active participation by learners as well as educators. Participation means sharing, taking part, learning cooperatively and being active (Ibid.). Learners must take part in the learning activities.

2.2.4.1 Participative teaching

Participative teaching implies the involvement of learners in teaching-learning situations. Participative learning demands that the class be designed and managed in a manner that encourages learners to express their own views on the content without fear of intimidation from either the educator or peers (Jacobs & Gawe, 1996:4). According to Jacobs and Gawe (Ibid.), the concept of participative teaching is based on the assumption that significant learning occurs when:

- each individual learner is given an opportunity to express what he or she makes of the learning content presented to him or her;
- expression of one's view does not meet with destructive criticism from educators or peers; and
- the notion that every question has a single "correct" answer is discarded and, instead, uninhibited exploration of all possibilities with regard to learning content is promoted.

2.2.4.2 Personality of a participative classroom manager

Educators need to work hard to gain the trust of learners and must treat all learners fairly. Educators must show that they like their learners and always have their interest at heart.

Educators must display concern for the individual welfare of each learner (Jacobs & Gawe, 1996:348). Learners' sense of self-esteem depends on the degree to which they are aware of acceptance by the educator. Learners are likely to cooperate with educators who display empathy and who are warm and genuine (Ibid.).

2.2.5 Teaching media in participative teaching

According to Jacobs and Gawe (1996:68), by using teaching media in lessons, the educator places the learners in a better position to use all their senses during teaching and, in doing so, the educator creates the opportunity for learners to become actively involved in the lesson. Learning is enhanced by the implementation of teaching media (Ibid.).

2.2.5.1 A definition of teaching media

Jacobs and Gawe (1996:236) define a teaching medium as an object that an educator uses, or that is given to the learners to use, to achieve specific teaching and learning objectives.

2.2.5.2 The benefits of teaching media for participative teaching

According to Jacobs and Gawe (1996:239), teaching media can be a powerful tool in the hands of skilful educators. The correct usage of teaching media can be conducive to a participative teaching and learning approach.

The benefits of using teaching media are explained below.

- **Motivation of learners**

The use of teaching media can increase learners' motivation by introducing visually attractive, interesting and challenging materials into an otherwise routine lesson.

- **Learner participation**

The participative educator, however, knows that effective teaching media present stimuli to which learners will react. Media should stimulate active

learner participation (physically and/or mentally) and bring about meaningful learning experiences.

- **Provision for the learning needs of individual learners**

Variation in media used during a lesson enriches the learners' learning experience. Since learners differ intellectually and in learning style, they do not benefit equally when only one medium is used. The use of a variety of media in a lesson should help more learners to benefit from the lesson.

- **Contribution to stimulating learning experiences**

An effective teaching medium helps to overcome the limitations of word-only communication, as it helps to present a meaningful interpretation of an abstract situation or phenomenon. It supplements description and assists in explaining words and illustrating relationships, thereby giving a more accurate impression of the subject matter.

2.2.6 Principles for effective teaching

According to Cole and Khan (1994:12), there are three principles of effective teaching. These will be discussed below.

2.2.6.1 The first-order principles

These principles deal with communication in the classroom. It is essential for educators to convey messages in a form that will be easily interpreted by learners. Good communication enhances the educator's task of informing organization and control, classroom management, motivation and reinforcement, and of encouraging independent learning.

2.2.6.2 The second-order principles

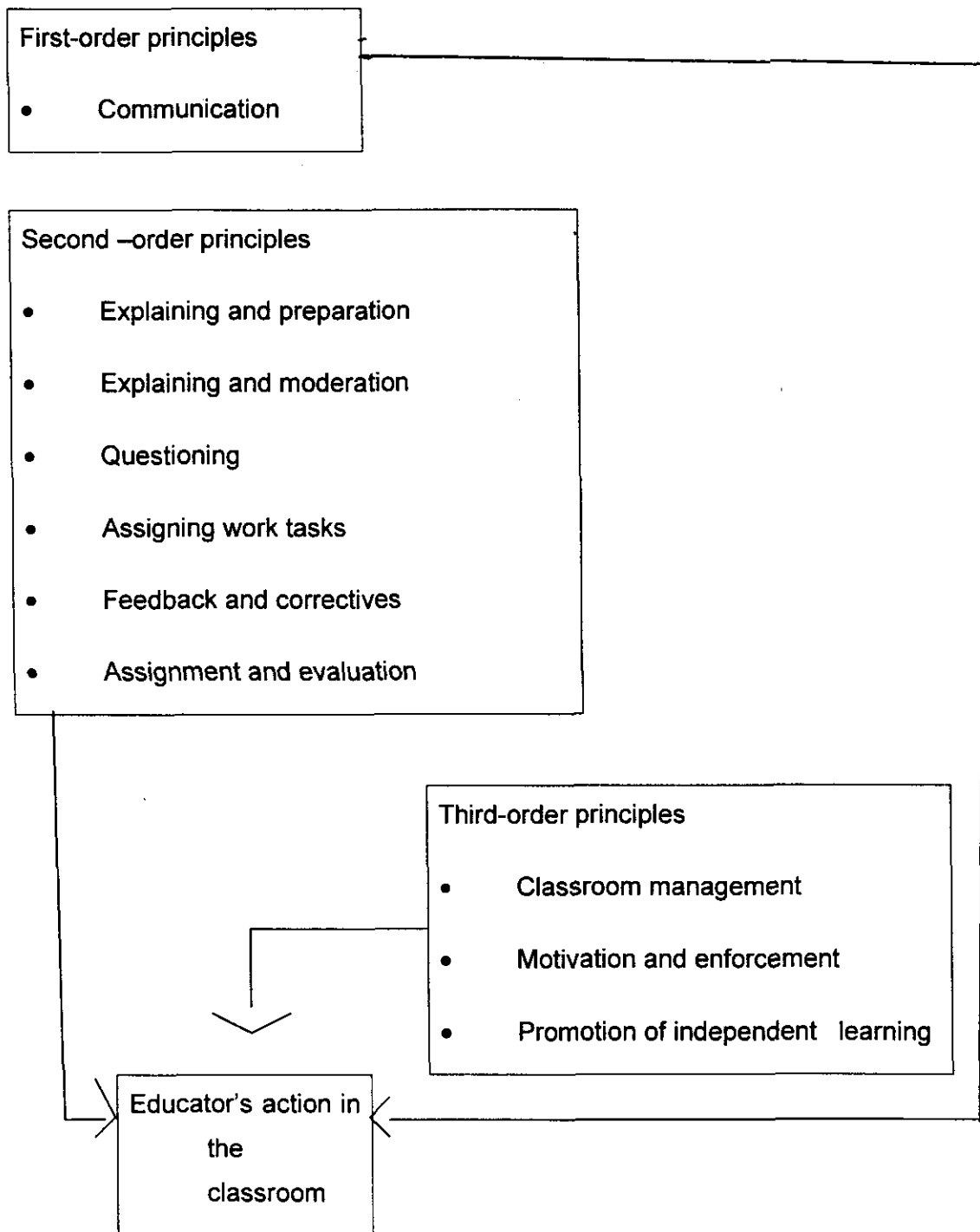
The second-order principles are concerned with information control. These are aimed at the organization and the delivery of subject matter for productive learning. The goal is to make the educator less dominant in the learning process.

2.2.6.3 The third-order principles

These principles are concerned with classroom management, motivation, prompting independent learning, and the control of social and interpersonal relationships in the classroom. The aim is to ensure that learners are attentive and sufficiently motivated to participate in learning.

Cole and Khan (1994:12) have come up with a model that has validity for professional educator development. The model is a graphic presentation of the three above-mentioned principles of effective teaching.

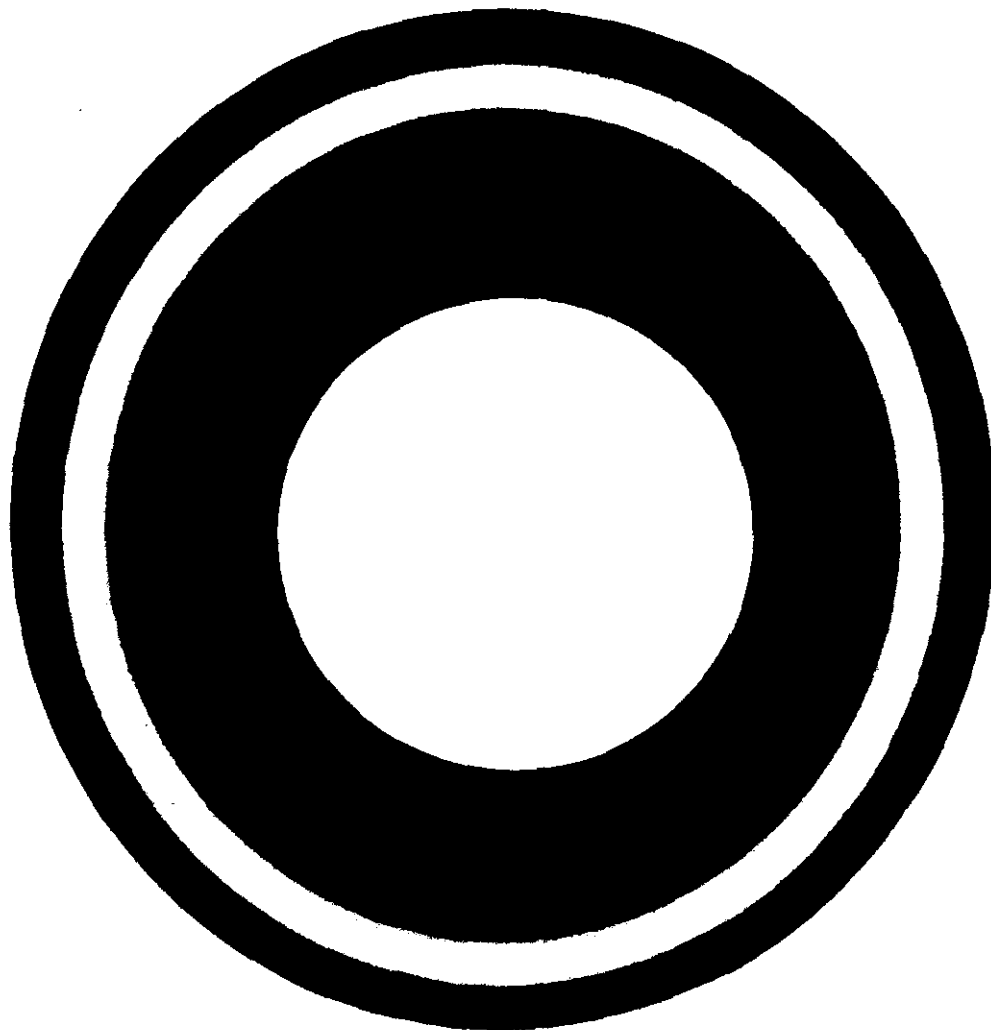
Figure 2.1 Model for an educator's behaviour during instruction
(Cole & Khan, 1994:12)



According to Clark (1995:3), teachers have the potential for enhancing the quality of education by bringing life to curiosity and self-directed learning.

The University of Stellenbosch has designed a different model for effective teaching as compared to the above model (Ibid.). This other model makes provision for all those criteria to which an effective educator, good subject matter and a quality lesson must answer. According to Avenant (1990:53), ten basic principles were differentiated and can be presented schematically as follows:

Figure 2.2 Criteria for effective teaching



- GREEN = MASTERING
- YELLOW = DIDACTIC REMEDYING
- BLUE = EVALUATING
- BLACK = MOTIVATING / SOCIALIZING / INDIVIDUALIZING/ SELF-ACTIVITY / INTEGRATING / EXPERIENCING
- LAVENDER = PLANNING
- WHITE = PURPOSEFULNESS

The ten basic principles that quality teaching must satisfy are as follows (Avenant, 1990:53):

- **Purposefulness**

Quality teaching is characterised by purposeful behaviour on the part of both educator and learners. This implies that those involved in education must know precisely what they want to do or achieve.

- **Planning**

Quality teaching occurs through planning and systematic presentation.

- **Learner self-activity**

Quality teaching includes the principle of learner self-activity, because the educator does not do everything, but gives the learners the opportunity of formulating their own concepts.

- **Integration**

This principle implies that quality teaching is characterised by the actual striving by educators to make their learners perceive relationships. Educators must thus create opportunities for their learners to understand relationships by comparing and sorting, by integrating new subject matter into their already

existing concept structures and by thus progressing from the concrete to the abstract.

- **Experience**

Educators cannot rely solely on oral presentation (the use of language) for teaching. They must present the subject matter in a concrete, visible and real manner so that learners can grasp and enter into it and consequently experience it.

- **Motivation**

A basic condition of quality teaching is that it must be tuned in to motivate the learners towards cooperation, interest and enthusiasm. An effective educator knows that the learners will seldom learn without the necessary motivation.

- **Socialization**

Most learners learn from one another and learning effectiveness is, to a larger extent, dependent upon the social climate reigning in the school. Socialization is regarded as a basic principle of education.

- **Individualism**

Since every learner is a unique, distinctive individual and learners sometimes differ radically from one another, it is a basic principle that the educator will individualize in his teaching.

- **Evaluation**

In order to determine whether the learners have learnt what the educator wanted them to learn, there must be evaluation. Without evaluation the educator is unable to discover misconceptions, comprehension backlog and even learning difficulties in time. Therefore, evaluation is regarded as a basic requirement for quality teaching.

- **Mastering**

The mastering principle assumes that once the educators have explained the work to their learners, they will take steps to ensure that the learners master it completely. The educators will provide learners with exercises, coaching, repetition, revision and summaries of the work done.

2.2.7 Sharing responsibility

Participative learning results from the kind of teaching that gives the learner ownership of the learning process. This does not imply that educators should abdicate their own teaching responsibilities. Having done their part, educators must guide classroom interaction in a manner that is geared towards the empowerment of learners (Jacobs & Gawe, 1996:4).

Learners should be able to engage in an interpretive analysis of factual knowledge that is presented to them.

Educators should therefore encourage learners to express what they think and explain why they think so as they progress (Jacobs & Gawe, 1996:4). Learners should know that they have to participate actively in their own learning.

2.3 QUALITY LEARNING: A DEFINITION

Learning means the ability to do something which one could not previously do (Sotto, 1994:30). To learn means gaining knowledge or skills to perform tasks that were regarded as difficult to perform. According to Craig and Brandbury (1994: 75), learning is a process of acquiring knowledge about something. For the person to learn, he or she must participate voluntarily and be an active participant. According to Sotto (1994:40), people learn best from a person who sees their attempts to grasp something with interest and good humour.

From the above statement, it is obvious that people will not do their best when they have to learn from someone who sees their endeavours as nothing. Quality cannot take place without sensation and perception (Avenant, 1990:5). Without active participation from both learner and educator there will

more responsibility for their own learning is an important goal, then we must help them develop the competencies and attitudes needed for self-regulated

learning. Self-regulated learners display planfulness, control, and reflection; they are aware of the knowledge and skills they possess or lack, they use appropriate strategies to implement or acquire them actively.

2.3.1.3 Cooperative learning

Cooperative learning occurs when learners help one another to learn and understand new concepts. Cooperative learning involves learners working in small groups. It is a special kind of group work.

Cooperative learning is a way of teaching in which learners work together to ensure that all members in their groups have learnt and assimilated the same content (Jacobs & Gawe, 1996:34). In cooperative learning, groups are organized and tasks are structured so that learners must work together to reach a goal, solve a problem, make a decision or produce a product (Ibid.).

Cooperative learning takes place when learners in small groups of two to six individuals each, cooperate in their learning by encouraging, supporting, assisting and helping one another to achieve optimal learning through the employment of social skills (Ibid. 275).

It helps to reinforce what the educator has done in the classroom. Learners have the opportunity to complete projects with the help of the group. Learners can correct and be corrected by their peers. Cooperative learning helps learners to accept and respect one another. In the process of cooperative learning, they also develop social skills and an appreciation for group work (Duke, 1990: 99).

2.3.2 Requirements of co-operative learning

According to Engelbrecht et al. (1996:275), there are seven requirements for cooperative learning.

2.3.2.1 Group size

The size of cooperative learning groups may range from two to six learners, depending on the type of learning task and the method of cooperative learning

employed. The most convenient and effective group size for cooperative learning is four.

2.3.2.2 Composition of groups

Cooperative learning groups must be as heterogeneous as possible in all respects to save the greatest variety of resources available to accommodate multiculturalism and to optimize learning for all.

Rotation of group members will help learners to learn with as many peers as possible. Group members can take different roles within a group. Roles should be rotated, to enable all learners to assume as many roles as possible.

2.3.2.3 Positive interdependence

All learners in a cooperative learning group have to be dependent on one another to achieve success. Each individual learner has to make an equal contribution.

2.3.2.4 Individual accountability

Individual accountability means that each member must fulfil his/her role without being pushed behind by other members. Although each learner might have had an individual learning task to complete, every other learner must have full knowledge of the *what* as well as the *how* of all individual learning tasks. This compels learners to question one another on how they execute their task.

2.3.2.5 Face-to-face interaction

Working together demands interaction that is direct (face-to-face). The learning task should demand interaction and have a purpose.

2.3.2.6 Cooperative skill

Learners are confronted with real life experiences when they are faced with a problem that needs thinking, negotiating, decision-making, communicating, trust-building, conflict-resolving, mediating, appreciating, respect, sharing,

listening and many more aspects. They develop skills that will be helpful in their lives.

2.3.2.7 Evaluation

Regular evaluation of how the group cooperated has to be done by identifying the behaviour of those members who were conducive or non-conducive to cooperation. Clear ground rules for cooperative learning should be discussed with the group. The educator should have the learners evaluate their cooperative behaviour at least once a week.

2.4 CULTIVATING A CULTURE OF TEACHING AND LEARNING

Cultivating a culture of teaching and learning needs strong leadership within a school. The principal must be the one who takes initiative to understand the educators as well as the learners in order to ensure maximum participation from both parties. The principal should encourage, motivate and take a leading role in ensuring that there is a conducive atmosphere for educators to teach and learners to learn.

- According to Van Deventer and Kruger (2003:4), the following are some of the most common observable features of a poor culture of teaching and learning, or the lack thereof:
- Weak/poor attendance of both educators and learners
- No desire to teach among educators
- Tension between the rival educator organizations
- Tension between the various elements of the school community
- Vandalism
- Poor school results
- Weak leadership

In cultivating an above-mentioned culture of teaching and learning, the principal should play a leading role.

2.4.1 THE PRINCIPAL AND SCHOOL CLIMATE

Creating a positive school climate will form the basis of a sound culture of effective teaching and learning.

It is generally accepted that the principal plays a decisive role in initiating and maintaining the school climate (Van Deventer & Kruger, 2003:11). The following points can be regarded as basic components of the principal's task as initiator and caretaker of a particular school climate:

- The fostering of a school climate where the majority of staff members are committed to their work and an efficient management and leadership style is essential.
- The formulation and articulation of the school's mission, which makes a considerable contribution to establishing a positive and sound climate of cooperation at school.
- Professionally oriented organization (school) structures that produce increased job satisfaction through which educators experience the climate of a school as open and healthy.

According to Van der Westhuizen (1991), the school climate consists of two facets, namely:

- **Organizational climate**

This is relevant to the educators and is the result of certain factors from within the management situation that influence the quality of the working lives of the educators, as well as their perception thereof.

- **Educational climate**

This refers to how learners experience the quality of their working lives as determined by their relationships with their educators. These relationships

are in turn determined by the management style of the principal, the way authority is exercised with regard to the learners, as well as to the quality of mutual relationships with the learners.

2.4.2 A democratic school climate

According to Jacobs and Gawe (1996:15), in order to create a democratic climate, the educator should announce at the beginning of each year that a classroom should have the following characteristics:

- Self-expression is encouraged and protected. Every member of the class will be afforded an opportunity to comment, make an observation or answer questions, so that misconceptions can be detected and corrected.
- A team spirit among educators and learners should prevail. Learners and educators make up a learning team, they are not in competition with one another.
- A variety of resources should be consulted. Learners should know that educators are not the only source of knowledge. Learners should consult as many textbooks as possible, as well as their family, community members and their peers.

In reality, the same results are needed in terms of management, and this can be achieved if all principals and vice-principals follow the same job description. It is also important for the principals and vice-principals to be introduced to an induction programme. Management development is a process that will help managers to gain experience, skills and attitudes, in order to become successful leaders in their institutions.

To succeed in the management of their schools, principals must include educators in their plans. If educators are excluded from the management of the school, they will be reluctant to perform according to the stipulated plan. In some cases, educators will resist any plan put forward by the principal.

Empowerment, which is associated with participation, tends to increase educators' feeling of mastery over the destiny of their school and themselves in that school (Mosoge, 1996:69). Educator's participation decreases tension that can affect the school negatively.

Job satisfaction is greatly enhanced if educators believe that they have been listened to and that their contributions have been incorporated into the decision or plan (*Ibid.*).

School principals can only focus on the school management plan if their staff is supportive. Non-participation by staff implies another problem concerning the management plan. It would be necessary for the school principal to make sure that staff participation is always ensured; otherwise educators will not only lack a sense of satisfaction, but even be uncommitted to the management plan and be less productive.

Educational leaders require professional training and experience to manage their schools (Van der Westhuizen, 1991:1). The ability needed by an educational leader to perform certain administrative and managerial tasks could be developed through experience (*Ibid.*). It is important nowadays for educational managers to undergo specific training or guidance in order for them to perform well in their institutions. Educational leaders should get regular inspection by district officials to detect problem areas. According to Van der Westhuizen (1991:1), it is inevitably important for school managers to undergo managerial training in addition to their educational training.

The researchers have found that no training is given before the principal is appointed to the post of principal, except when a principal has served as deputy (Kitavi, 1995). It is imperative for regular visits to take place with the aim of controlling and assisting newly appointed principals to cope with their tasks as principals. According to Kitavi (1995:185), beginning principals should be paired with experienced principals. Presently the latter is not done by the District Officials in the Gauteng Province. Newly appointed principals are not properly inducted. As a result, most of them learn by making unnecessary mistakes.

2.4.3 The educator and school climate

According to Van Deventer and Kruger (2003:12), the interactions of educators can have an influence on the school climate. The following behaviour of educators could influence the latter as follows:

- Educators treat their colleagues and learners with respect. The atmosphere of respect and communication then results in a positive school climate.
- Educators have high morals and commitment to teaching. Educators can then work together to promote a common understanding. Learners can also feel free to consult their educators.
- Educators share feelings and establish friendships. Educators can then form a network system with the outside world and gain experience.

2.4.4 Other factors that may influence school climate

Besides the above-mentioned factors, there are other factors that can still influence the school climate. These factors include the type of area in which the school is situated, as well as the type of buildings used by learners.

According to Van Deventer and Kruger (2003:12), various factors can be regarded as factors that can influence the school climate.

2.4.4.1 The prevailing school culture

The leader must strive to provide for a culture of shared values. This includes how employees work together in an environment of fairness, openness, trust, clear standards and respect for the dignity of others.

2.4.4.2 The state of buildings

The school buildings must be clean in order to promote effective learning at school. Dilapidated buildings can have a negative effect on the morale of the educators, as well as on the learners.

2.4.4.3 Interpersonal relationships in schools

Professional staff at school must provide real help, assistance and support to one another. Professional discussions should be common, with staff helping one another to solve problems (Ubben & Hughes, 1992:32).

2.5 SUMMARY

In this chapter, the first focus was on quality teaching, as well as its requirements. The second focus was on quality learning. The types of learning were discussed with regard to rote learning, self-regulated learning and cooperative learning. There was also an indication concerning the way in which principals can cultivate a culture of teaching and learning within the schools.

The following chapter will deal with an overview of the duties of principals.

CHAPTER 3

AN OVERVIEW OF THE DUTIES OF PRINCIPALS

3.1 INTRODUCTION

The aim of this chapter is to check the current functions of principals, as well as the difficulties and frustrations caused by the type of work they are doing.

Traditionally, the principals were said to be decisive when it came to decision-making. Due to this legacy, principals still hold the view of being the authoritative figure in their institutions. Within this conceptualisation of school-based management, autonomy is presented not so much as a basic right of educators, but rather as a privilege granted by principals on certain terms and conditions (Beckmann & Blom, 2000:1).

It is imperative for principals to be supported and evaluated by the District Officials concerning their stipulated functions. The District Officials usually visit schools to evaluate the performance of principals, rather than to assist principals in managing the staff, learners, physical assets and financial matters of the schools.

There is an urgent necessity for educational leaders to receive both academic and professional training in educational management (Van der Westhuizen, 1991:2). Very few educational leaders of today have undergone training to enable them to cope with their managerial duties (*ibid.*: 3). It is difficult for newly appointed principals to do well, as the District Officials do not support them in terms of proper induction.

3.2 CURRENT LEGAL DUTIES OF SCHOOL PRINCIPALS

The role of school principals is that of maintaining their institutions functionally with regard to finance, discipline, curriculum delivery and school assets. Currently these duties have increased tremendously beyond what is prescribed according to the Employment of Educators Act No 76 of 1998 (SA,

1998). Most of these fields of operation mentioned above have broadened and, as a result, not all principals can cope with the demands any longer.

According to the Employment of Educators Act No.76 of 1998 (SA, 1998) the principals' duties can be identified as varying from general administration to communicating effectively. These six aspects will be discussed below.

3.2.1 General administration

Principals are held responsible for various aspects of administration (SA, 1998):

- To give proper instruction and guidelines for timetabling, admission and placement of learners.
- To be responsible for the professional management of public schools.
- To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with appropriate structures.
- To ensure that departmental circulars and other information received which affect members of the staff are brought to their notice as soon as possible.
- To ensure that a school journal containing a record of all-important events connected to the school is kept.

3.2.2 Personnel

Regarding the members of staff, principals are obliged to take care of the following (SA, 1998):

- To provide professional leadership within the school.
- To ensure that the workload is equitably distributed among the staff.

- To guide, supervise and offer professional advice on the work and performance, especially concerning the induction of new staff members.
- To ensure that all evaluation/ forms of assessment conducted in the school are properly and efficiently organised.

3.2.3 Teaching

Principals are no longer required to busy themselves with only office-based duties. The following teaching duties have to be carried out (SA, 1998):

- To engage in class teaching as per workload of the relevant post level and the needs of the school.
- To be class teacher if required.
- To assess and to record the attainment of learners.

3.2.4 Extra- and co-curricular activities

The following obligations fall on principals apart from their duties at their own school (SA 1998):

- To serve on recruitment, promotion, advisory and other committees as required.
- To play an active role in promoting extra and co-curricular activities at the school.

3.2.5 Interaction with stakeholders

According to the Employment Educators Act (SA, 1998) school principals are required to interact with the community in the following ways:

- To serve on the School Governing Body (SGB) and render all the necessary assistance to the SGB in the performance of their functions in terms of the SA Schools Act, No.84 of 1996 (SA, 1996c; hereafter Schools Act).

- To participate in community activities in connection with educational matters and community building.

3.2.6 Communication

Regarding effective two-way communication, principals have the following duties:

- To co-operate with members of staff and the SGB in maintaining an efficient and smooth running school.
- To liase with the district office.
- To meet parents concerning the learners' progress and conduct.
- To cooperate with the SGB in all aspects as specified in the Schools Act.

Owing to political and social changes within the South African context and the influence of these changes on educational structures, principals' professional responsibilities have increased and a larger degree of specialization is expected of them (Niehaus & Myburgh, 1999:9).

3.3 SCHOOL PRINCIPALS AND ADDED EXPECTATIONS

In fact, the managerial role of principals has increased dramatically. Principals are increasingly expected to manage the school budget and curriculum development, as well as the fears and situations which make their fellow educators at school feel tense, frustrated or upset (Niehaus & Myburgh, 1999:09).

According to Munford (1995:176), the principal is nowadays also expected to do the following:

- Organize and plan
- Evaluate and appraise employees
- Understand human behaviour

- Motivate others
- Handle financial management
- Oversee the budgeting
- Set objectives and priorities
- Hold effective meetings
- Take care of labour / management relations
- Make decisions
- Be involved in interviews

According to Theron and Bothma (1990: 17), principals are to be trained in the following areas:

- **Professional skill**

It is important for the principals to have a diploma in education as a minimum qualification.

- **Expertise**

Most principals have passed through postgraduate study, which has equipped them excellently as subject leaders, probably as a result of the fact that the excellent subject educator eventually becomes a principal. It is to the advantage of the principal to have expertise in a school subject.

- **Problem areas**

Research indicates that principals experience difficulties regarding staff matters, learners, the parent community, subject teaching, extra-mural activities and administrative matters. Principals would have fewer problems if they were well prepared in the above-mentioned areas.

- **Specific needs**

Principals need periodic professional training because the demands made on them are constantly changing. Training will prevent stagnation and ensure better management techniques, planning procedures, and organizational and administrative approaches.

Esp (1993: 34) points out that the key roles of principals are the following:

- **Manage the operation**

Principals must maintain and improve service. They must contribute to the implementation of change in services and systems.

- **Manage finances**

Principals should recommend, monitor and control the use of resources.

- **Manage people**

Principals must contribute to the recruitment and selection of personnel. They should develop teams, individuals and themselves to enhance performance. They should plan, allocate and evaluate the work carried out by teams, individuals and themselves. They must create, maintain and enhance effective working relationships.

- **Manage information**

Principals must seek, evaluate and organize information for action. They should exchange information to solve problems and make decisions. It is difficult to separate the functions of principals from the areas of their functions.

According to Van der Westhuizen and Harrison (1989:99), principals should be able to manage five managerial constructs:

- **Leadership**

Utilization of human resources, task structuring, sensitivity, decisiveness and value orientation. Principals must be able to utilize his human resources

correctly. They should be able to make correct decisions. They must be able to organize the entire school's structures. Principals should be decisive and value-orientated.

- **Drive –initiative and perseverance**

Principals should take the initiative and have perseverance when putting their plans into operation.

- **Decision-making – analytical ability, good judgement, flexibility and creativity or originality**

Principals should be persons who have good mental judgement. They should be flexible if plans do not work out. They should be able to analyse each plan critically. Principals must show creativity and originality.

- **Communication skills – reasoning power**

The principal should be able to communicate with all stakeholders.

- **Administration, skills planning, organizing and control**

Principals should be able to plan, organize and control all school activities.

Kimbrough and Burkett (1990:4) summarize the functions of the principals considering the task areas of their responsibilities as follows:

- **Instruction and curriculum**

Principals should be able to give clear instructions. They should be able to monitor the correct implementation of the school curriculum.

- **Community and school relations**

Principals should maintain good relations with the school community. They must encourage the community to participate in all school activities.

- **Organization and structure of the school**

Principals should be able to organize the school's structures in such a way that they form one functional unit.

- **School facilities**

Principals should encourage educators, learners and the community to protect the school's facilities.

In addition, the principal is also held accountable for internal funds. From the above views it is difficult to differentiate between the task areas and the functions of principals. To put it briefly, the principals are held accountable for the entire operation of the school.

3.4 SHOWING LEADERSHIP TO MANAGE CHANGE

According to Grobler, Campher, Du Preez, Lock and Shaba (2003:40), resistance to change is acknowledged as being a fundamental block to change and a prime reason why change does not succeed or is not implemented. If change is not brought about correctly, it is possible that people will resist it.

According to Newton and Tarrant (1992:55), people resist change because of the following aspects:

- Fear of the unknown
- Lack of information
- Threat to core skills and competence
- Threat to power base
- Fear of failure

In addition to the above-mentioned aspects, Grobler et al. (2003:41) say people resist change because of the following emotions:

- **Loss of control**

People often feel change is done to them, not by them. They feel they have no say in the situation.

- **Loss of face**

People feel embarrassed by the change and view it as testimony that the way they did things in the past was wrong.

- **Loss of competence**

People feel that the existing skills and competence will no longer be of any use after change.

- **Need for security**

People worry what their role will be after change. It is thus important for all principals to implement changes with caution so as to limit resistance.

3.4.1 Establishing an effective learning environment for all learners

It is the duty of school principals to ensure that the school environment is always conducive to teaching and learning. The principals can do this by encouraging cooperation between educators and learners.

According to Donald, Sandy and Lolwana (1997:92), several key challenges to leadership and management with regard to establishing an effective learning environment for all learners make definite demands on educational leaders. An educational leader should:

- be sensitive to internal and external forces which create barriers to learning and development, and facilitate appropriate decision-making among all the learning centre's members;
- be able to balance the need to be task orientated with the need to maintain good relationships and care for all the members of their centre of learning; and

- use appropriate styles of leadership and management when dealing with barriers to learning and development.

3.4.2 Facilitative leadership

According to Louis, Otto and Solvi (2002:70), a new kind of leadership is needed to achieve quality education for all within a centre of learning, namely facilitative leadership.

A facilitative leader supports others in their participation, learning and the achievement of their goals. According to Hoskins (1995:54, 192), a facilitative leader facilitates six steps. These steps will be discussed below.

3.4.2.1 Developing a vision and a mission

A facilitative leader encourages all staff members to participate in developing a vision and a mission for dealing with the barriers to learning and development.

3.4.2.2 Collaborative planning

When staff members work together in the planning process, they take ownership of the envisioned results and therefore do what it takes to be successful.

3.4.2.3 Putting policies and guidelines into practice

A facilitative leader supports staff members who are working with policies and guidelines. When policies and guidelines do not keep up with current innovative trends and practices, the facilitative leader must help the staff members to stay within the guidelines, and also provide feedback to the policy developers so that they can make the necessary changes.

Facilitative leaders are also change agents for their colleagues when they are faced with the demands of a new policy and are required to develop new practices.

3.4.2.4 Allocating resources

The facilitative leader facilitates the equitable distribution of the resources not superseding the needs of the few, but in such a way that members of the centre of learning are ultimately supported according to their needs.

3.4.2.5 Problem-solving

The facilitative leader supports staff members in the process of both shared and individual problem-solving.

3.4.2.6 Ownership of results

A facilitative leader facilitates participation and values contributions from members of the system.

Through participation, contribution and sharing, staff members can accomplish the mission of the centre of learning and maintain their commitment to work together and realise further goals.

3.5 ACHIEVING PARENTAL INVOLVEMENT

According to Khan (1996:60), parental involvement encompasses a broad spectrum of activities that have a common theme for seeking to bring together in some way the separate domains of school and community. The empowerment of parents as partners will influence their involvement positively. According to Louis, Otto and Solvi (2002:118) it is the duty of school principals to make sure that parents are actively involved in the management of schools. Principals cannot bring about meaningful change in their schools without parents' active participation in school management.

Previously parents were perceived as clients, and they did not have any say in the school or its management (Heystek & Louw, 1999:21). Recent legislation, such as the Schools Act (SA, 1996c) compels parents to participate in the governance of the schools (Ibid.). Parents have been given new rights and responsibilities concerning their children's schooling. They

now have the right to choose the school their children will attend and the responsibility to be involved in school management.

Currently it is expected that principals should involve parents as partners, which indicates that parents are part of the decision-making process and its implementation at school. Other participation activities like fundraising and assisting educators with academic or extramural activities are voluntary. Principals must encourage and motivate parents to participate actively.

Principals and educators, however, are often not trained in aspects concerning parents. Principals and educators view parental involvement as an intrusion in their own sphere of influence (Van der Westhuizen & Mosoge, 2001:190). The attitudes of principals and educators create an uninviting atmosphere, which discourages parental support for schools.

Educators want the norms governing their relationship with parents to include both concern for the learner and support for their instructional programme (Arends, 1990:396). At the same time, many educators do not want parents to interfere in their classrooms. Educators therefore tend to keep a good distance between themselves and parents.

Working with and for parents is an important organizational function of teaching and, when done properly, can create a strong support system for beginning educators and their learners (ibid.). The success of parental support needs a change of attitude in parents and educators (Heystek & Louw, 1999:21).

School principals have been encouraged to provide the kind of education that parents want, or they will suffer the consequences of reductions in staffing levels and, ultimately, closure (Munn, 1993:3).

3.5.1 Principles related to parental involvement in school activities

Parents are supposed to be encouraged to be actively involved in their children's education. The Schools Act (SA, 1996c) gives the parents the right to participate in their children's education. The State has therefore made

provision for the parents to be involved in their children's education by establishing SGBs at schools.

According to Louis et al. (2002:112), the following are principles underlying the emphasis on parental involvement at school:

- **Democratic principles**

All stakeholders at schools must have some say in school activities. Therefore, the school must consult all stakeholders before making any major changes to the running of a school.

- **Decentralisation of power**

The National Department of Education wants to allocate more power to the schools to manage their own affairs. The State wants parents to participate fully and generate more funds and resources through fundraising for the school.

- **Care of the child**

The family is the primary educating structure for children and therefore it is part of the mission of parents to be involved in the education of their children.

In terms of the Constitution (SA, 1996a), a child's basic right implies that parents accept responsibility for the well-being of their children and their growth towards adulthood.

- **Cultures and values**

Children grow up in a community that is characterised by a specific culture and specific values. Through their involvement, parents must therefore ensure that the formal education offered at the school attended by their children is in line with their own values and culture. Accordingly, if parents are not involved, they cannot blame the school for not conforming to the values and culture of the community.

Louis et al. (2002:112) point out that parental involvement may be realised in any of the following ways:

- Visiting the school to enquire about academic problems
- Taking part in organized school activities
- Making themselves available for activities at the school
- Assisting educators in all possible areas at the school
- Being members of the management structure of the school

According to Smith and Liebenberg (2003:2), the central role that the school should play in increasing parental involvement is by offering practical support in the following manner:

- Accepting responsibility for learners when they are at school
- Being more in touch with the realities of the communities in which they work
- Treating parents and their children with empathy and respect, as well as offering them an opportunity for empowerment
- Assisting parents on an emotional level

3.5.2 Schools as barriers to parents

Schools are regarded as barriers to parents because some principals and educators do not allow parents to be involved in their children's education. They namely regard parents as intruders in their management affairs. Because of the above perceptions, parents feel that the schools are rejecting their involvement in education and that they have little or no say in the education of their children. As a result, they rely heavily upon those who occupy positions of power around them, such as the school staff, to assist in their lives (Smith & Liebenberg, 2003:2).

Such an attitude contributes to the disempowerment of parents and learners. Parents feel they are not included in important issues regarding the education of their children.

3.5.3 School staff out of touch with community realities

By not being in touch with the realities of the communities in which the educators function, school staff give priority to factors that simply do not make sense in these communities. For example, school fees take precedence over basics such as food.

Even in instances where the staff members are aware of the problems and limitations confronting these families, they seldom assist in a constructive manner. In most instances, this results in staff members making unprecedented demands on parents where the end result is humiliation of the entire family regarding their poverty status (Smith & Liebenberg, 2003: 4). In such instances, the priorities of school staff stand in direct contrast to the real needs experienced by learners and their families (ibid.).

3.5.4 Strained parent – child relationships

For many parents in school communities, attaining an education for their children is very important, but because of a lack of understanding of the realities facing the communities, schools do not get cooperation from parents. These misunderstandings place extreme strain not only on the parents, but also on their children. Often the misunderstandings result in conflict and even alienation in parent-child relationships. Because of such strained parent – child relationships, some learners even abandon school.

A possible solution could be skilled principals who focus on being successful managers.

According to Ubben and Hughes (1992:9), the National Association of Secondary School Principals (NASSP) has uncovered discrete skills, the presence of which determines effectiveness. These skills are important and if

properly implemented, can help school principals to become successful. The skills comprise the follows aspects:

- The ability to plan and organize work
- The ability to work with and lead others
- The ability to analyse problems and make decisions
- The ability to communicate orally and in writing
- The ability to perceive the needs and concerns of others
- The ability to perform under pressure.

Smith and Liebenberg (2003:1) also agree that the motivation of educators and learners, the restoration of discipline and the reconstruction of a climate that promotes learning at schools requires a radical change in the attitudes of those involved.

3.6 PROVIDING FOR PARENT AND COMMUNITY DEVELOPMENT

It is important to provide opportunities for parents and community members to learn about school educational matters and the ways in which they could be partners with educators in transforming schools. This is a crucial aspect of the democratic reform agenda (Louis et al., 2002:24).

3.6.1 Motivating involvement

According to Louis et al. (2002:52) leadership contributes to what makes people want to work, that is motivation. A climate for growth and opportunity is created by listening but not telling, encouraging but not imposing, supporting but not defending, coaching but not instructing, delegating but not directing and recognising but not blaming (Pitt, 1995: 25).

3.6.2 Delegating responsibility

Another important aspect of a competency-based leader is getting the best people to do the job. In team endeavours, competence-based leaders build

on people's strengths and strive to complement people's weaknesses with the strength of others. This is done through delegation.

Since such leaders believe in the strength and capacities of others, they are able to integrate and effectively use a variety of resources (in the form of different skills) to accomplish the objectives of the organization.

According to Louis et al. (2002:50), delegation should be based on the following individual skills:

- The ability to use knowledge, methods and equipment acquired from experience and training to perform specific tasks.
- The ability and judgement to work with people, including an understanding of motivation and leadership.
- The ability to understand the complexities of the overall organization and where one's own unit fits into the total picture (conceptual skills).
- The ability of the delegating person to consider the background of individuals, their experiences and the availability of resources and support systems.

Leaders usually delegate to give themselves more time to do complex and difficult management tasks, to improve productivity or to develop the skills of their followers.

3.7 OFFERING STRATEGIC SUPPORT

According to Blasé and Blasé (1994:64), principals use several strategies to increase educators' knowledge. They provide opportunities for professional development, current professional literature and additional support in the form of basic resources where possible. Principals make themselves available to educators to talk and share thoughts about teaching. The same authors explain strategic support by means of four measures (Ibid.: 65).

3.7.1 Professional development

Principals should provide formal staff development opportunities on a variety of topics to facilitate school wide educational improvement and educators' professional growth.

3.7.2 Professional literature

To encourage innovative and professional growth among educators, principals should provide educators with relevant professional articles and information about professional conferences and workshops.

3.7.3 Additional support

Principals should provide supportive basic resources in a timely fashion to encourage educator growth. Principals should also respond to educators' requests by providing necessary resources such as time and money.

3.7.4 Availability

Successful principals consistently make themselves available to discuss instructional or related matters with educators to ensure that teaching and learning can be effective.

According to Sagor and Barnett (1994:9-10), for the strategic planning process to succeed, a collective effort among a variety of constituencies is required. The principal must be able to facilitate and support teaching staff, parents and the local community in order for them to generate effective teamwork. The principal must ensure that the above-mentioned groups feel that they are contributing to the decision-making process.

3.8 USING TEAMWORK AS A STRATEGIC PLANNING PROCESS

Teamwork is a prerequisite for the school to operate without managerial problems. The principals must provide the conditions that are favourable for the teamwork. If possible, the principals should organize workshops that will promote teamwork.

Larson and LaFasto (1991:66-69) point out that principals should follow the following five guidelines in order to manage effective teamwork:

- Make sure the team's goal is clearly specified, personally challenging and creates a sense of urgency.
- Select team members who possess the necessary technical skills, motivation to contribute to the task, ability to collaborate and are dedicated to spending their personal time and energy to complete the task successfully.
- Provide the team with adequate human and material resources and recognize their accomplishment publicly.
- Assist team members in developing mutual trust so that they remain focused on the problem, use their time more efficiently, develop open lines of communication and take over from one another when necessary.
- Help team members to establish clear roles and accountability, to create a system where individual performance is monitored and feedback is provided, and to use objective and factual information in making decisions.

3.9 JOB DISSATISFACTION AMONGST PRINCIPALS

Principals and vice-principals find themselves in the dual position of being managers of both people and financial matters, which often make high demands on their coping ability (Niehaus & Myburgh, 1999:9). Too many principals lose their unrestricted enthusiasm for leadership and become preoccupied with administrative details, simply give up and slide along with the existing conditions (Kimbrough & Burkett, 1990:5).

Unfortunately, in their frustration, some principals soon lapse into taking the easy way out: they just do not try very hard, but become discouraged and lose interest. Some principals and vice-principals are intimidated by threats when

they attempt to move forward with the changes necessary to improve the instructional programme of the school (Ibid.: 6).

Against this background, it is hardly advantageous that principals and vice-principals often have to struggle in order to cope with their daily jobs. Some of them, particularly principals, choose to forsake their principalship by taking early retirement (Niehaus & Burgh, 1997:61-65).

The problem concerning the job dissatisfaction of some principals is that they are not sufficiently equipped to make carefully considered decisions in coping with problems.

Most principals find themselves using one or more of the coping strategies as mentioned by Niehaus and Burgh (1997:77):

- **Problem-oriented coping strategy**

These are strategies that are aimed at averting emotional experiences such as tension, frustration and alarm, including taking things step-by-step at a time, engaging actively in a plan of action, and negotiating with those concerned to gain positive results.

- **Meaning-oriented coping strategy**

These strategies include trying to view the situation more objectively and to concentrate only on the positive aspects of the event. Using this type of coping strategy indicates that principals are trying to hold their own by exercising control over their experiences.

- **Emotion-oriented coping strategy**

According to Beckmann and Blom (2000:1), some principals change from one strategy to the other, depending on the frustration of their job. They either:

- create the impression of consultation while retaining power;
- restrict debate on key or contentious issues;

- set up restricted channels of participation;
- deprive staff of information; or
- discourage staff from criticising and challenging decisions.

There is poor management and collapse of teaching and learning in the majority of schools (Xaba, 1999:12). This is so because school management is often done by unskilled and sometimes irrelevantly qualified persons lacking in the minimum requirements and left to their own resources at schools, without any induction or management support (Ibid.). Heyns (2000:160) supports this statement by saying that beginner educators are left to themselves to either sink or swim.

To avoid frustration and job dissatisfaction among principals and vice-principals, clearly defined job descriptions must be put in place.

3.10 SUMMARY

In this chapter an overview was presented of the duties of principals. Attention was paid to various aspects, such as current legal duties of school principals, added expectations, managing change by sharing leadership and achieving parental involvement.

The following chapter will focus on the empirical research design.

Tuckman (1994:230) explains the fact that questionnaires are used by researchers to convert information directly given by people into data.

The suitability of the questionnaire in this research is based on the fact that the respondents are all principals and vice-principals in District 7 and 8 in the Gauteng Province.

A questionnaire has both advantages and disadvantages. These aspects will be discussed below.

4.3.2 Advantages of a questionnaire

The following are some of the advantages of the questionnaire as discussed by Best and Khan (1993:230) and Tuckman (1994:216):

- Anybody can administer it on behalf of the research.
- It is relatively easy to plan, construct and administer.
- It can be distributed to respondents with financial and time cost-effectiveness and has a wide coverage.
- It reaches people who would be difficult to reach, thus obtaining a broad spectrum of views.
- The questionnaire enhances progress in many areas of educational research and brings to light much information that would otherwise be lost.
- Due to its impersonal nature, the questionnaire may elicit more candid and objective (and thus more valid) responses.
- Anonymity of respondents is assured since respondents are not required to expose their identities, addresses and institutions.
- Respondents can answer the questionnaire without pressure for immediate response.
- The influence that an interviewer might have on the respondent is prevented.

- Since questions are phrased identically, the questionnaire allows for uniformity and elicits more comparable data.
- Processing is made easy by the questionnaire being well constructed.

4.3.3 Disadvantages of a questionnaire

According to Best and Khan (1993:23) and Tuckman (1994:216), questionnaires also have the following disadvantages:

- Questionnaires might be interpreted and understood differently by respondents.
- Respondents might have little interest in a particular problem and therefore might answer the questionnaire indiscriminately.
- Questionnaires that do not probe deeply enough do not reveal a true picture of opinions and feelings.
- As the motivation of the respondents is difficult to check, misleading responses might be received.
- It is difficult to determine who really completed the questionnaire.
- A low response rate is the biggest disadvantage of the questionnaire and may lead to misleading responses.
- Respondents may feel that their personal opinions are left out.
- Respondents may be unwilling to respond to questions on private matters or controversial issues and may consequently provide what they regard as desirable responses.
- The length of the questionnaire may lead to careless or inaccurate responses and may result in low return rates.

In this research care was taken to combat the above disadvantages.

4.3.4 The design of the questionnaire

The questionnaire must be structured so that it can serve as an appropriate and useful data-gathering device (Gall et al., 1996:294). A questionnaire that is badly designed is a waste of time and effort for both the researcher and the respondents (Moloko, 1996:90).

To avoid the problem of a poorly designed questionnaire, we can check what characterises a good questionnaire. As suggested by Ary, Jacob and Razavieh (1990:422-424), such factors were considered in the preparation of this questionnaire:

- The questionnaire should deal with an important significant topic so that it enthruses respondents to give responses.
- It should seek only such data that cannot be obtained from sources like books, reports and records.
- It should be as short as possible, and at the same time as comprehensive as necessary so that it does not leave out any relevant and critical information.
- Each question should deal with a single idea, be worded simply and as clearly as possible, and provide an opportunity for an easy, accurate and unambiguous response.
- The questions should be objective, with no clues, hints or suggestions as to the response desired.
- Double negative questions should be avoided.
- It should be easy to tabulate, summarise and interpret.
- The questionnaire should reflect scholarship so as to elicit high returns.
- Questionnaires should communicate necessary rules about the process of answering so as to reduce complexities.

- Questions should allow for respondents to review their own relevant experiences in order to arrive at accurate and complete responses.
- The questionnaire should be attractive, neatly arranged and clearly duplicated or printed.
- Questionnaires should not include unnecessary items.
- Questions that might elicit embarrassment, suspicion or hostility in the respondents should be avoided.

4.3.4.1 The construction of the questionnaire

Questionnaire items must be constructed carefully in order to measure a specific aspect of the study's objectives. A total of 25 questions were used in this questionnaire to formulate items relating to the following:

- General information (Section A)
- Needs of education leaders (Section B)
- Problem areas in school management (Section C)

In formulating the questions, the language proficiency of the sample group was taken into account.

The ranking scale used required respondents to indicate their needs on a four-point scale (1=Definitely, 2 = Perhaps, 3=Sometimes and 4= Not at all).

In Section C, the scale used required respondents to indicate the problem areas in their management (1= Frequently, 2=Sometimes a problem, 3= Seldom a problem and 4= Never a problem).

The data collected from section B would be an indication as to whether school principals and vice-principals have the necessary support from the District Office to ensure that quality teaching and learning take place in their institutions.

4.3.4.2 The questionnaire format

A pilot study is a small preliminary investigation designed to acquaint the researcher with the feasibility of the study (Leedy & Ormrod, 2001:116).

According to Ary et al. (1990:429), the questionnaire items and the covering letter are the main sources of information that the respondents refer to in deciding whether or not to complete the questionnaire.

The following rules of questionnaire formatting must be adhered to (Leedy & Ormrod, 2001:202-204):

- The questionnaire must be attractive.
- Questions should be organized in such a way that the questionnaire is easy to complete.
- Questions should display a natural ordering or flow so that it keeps the respondents moving towards completion.
- Questionnaire items and pages must be numbered.
- Brief, clear and bold-type printed instructions should be included.
- The questionnaire should not be too long and should include enough information so that items are interesting to the respondents.

4.3.4.3 Pilot study

A pilot study was conducted to test the validity of the questionnaire and also to correct ambiguous questions.

The respondents in the pilot study were requested to respond to questions with great care and to make notes of the problems they may notice concerning the phrasing thereof, contradictions in statements or any ambiguity in questions. The pre-test form provided space for respondents to comment on the questionnaire itself. The questionnaire was submitted to the researcher's promoter for scrutiny and comments.

Thereafter, the questionnaire was piloted to a sample of principals and vice-principals at different institutions. The questionnaire was pre-tested by using ten principals (n = 10) and five vice-principals (n = 5).

This group was not included in the final sample. The pilot study responses were analysed. The analysis revealed satisfaction with the questionnaire. A few adjustments were made and the questionnaire was finalised (cf. Annexure A).

4.3.4.4 Final questionnaire

After the pilot study had been conducted, the final questionnaires were distributed. The accompanying cover letter was aimed at orientating the respondents to the questionnaire, as well as assuring them of confidentiality and anonymity.

4.3.4.5 Administration procedures

Permission to conduct the research was obtained from the Gauteng Department of Education (GDE) on 12 August 2003. The questionnaires were distributed with the permission letter from GDE to District 7 and 8 in Gauteng. The researcher collected the questionnaires from the different schools.

4.3.4.6 Population and sampling

The target group for the empirical study included school principals and vice-principals (n = 314). The questionnaires were sent out to 160 respondents. By the end of August 2003 the questionnaires had been returned.

Table 4.1 Response rate of questionnaires

No. of questionnaires sent out	No. of questionnaires received back	
160	122	76%

Tuckman (1994:61) indicates that reliable and valid deductions can be made if 70% of the questionnaires have been returned.

4.3.4.7 Statistical techniques

The Statistical Consultancy Service of the North-West University (Vaal Triangle Campus) analysed and processed the data.

4.4 SUMMARY

In this chapter the research design was presented. The research method, development and the pilot study were discussed.

The following chapter will focus on the data analysis and interpretation.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

The aim of this chapter is to address the research questions posed in the first chapter. These are:

- What do quality teaching and learning comprise of?
- What does the current job description of principals consist of?
- Is the current job description of principals being properly monitored in the Gauteng Department of Education?

The following discussion shows how principals and vice-principals responded to the questionnaire (see Annexure A). It is in this chapter that the findings with regard to the shortcomings of the District Office will be highlighted in so far as their contributions, to certify that school principals are supported in ensuring quality teaching and learning in their institutions, take place. From the findings of the literature study, recommendations will be made concerning the management task of the principals and vice-principals with regard to their role in ensuring quality teaching and learning.

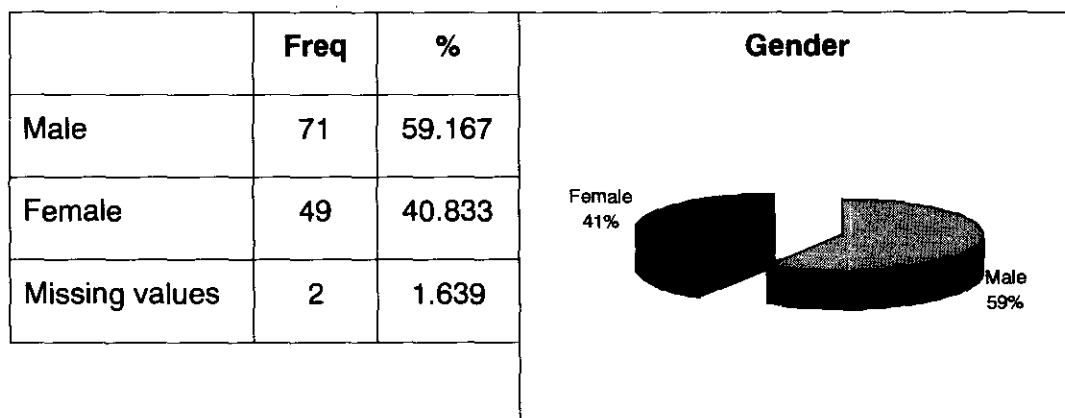
5.2 SECTION A: GENERAL INFORMATION OF RESPONDENTS

5.2.1 REVIEW OF RESPONDENTS

A total of 160 questionnaires were distributed amongst schools in District 7 and 8 in the Gauteng Province. Of this number, 122 (76%) respondents returned the questionnaire (cf. Table 4.1). The response rate was thus representative of the sample group.

5.2.2 Gender of respondents

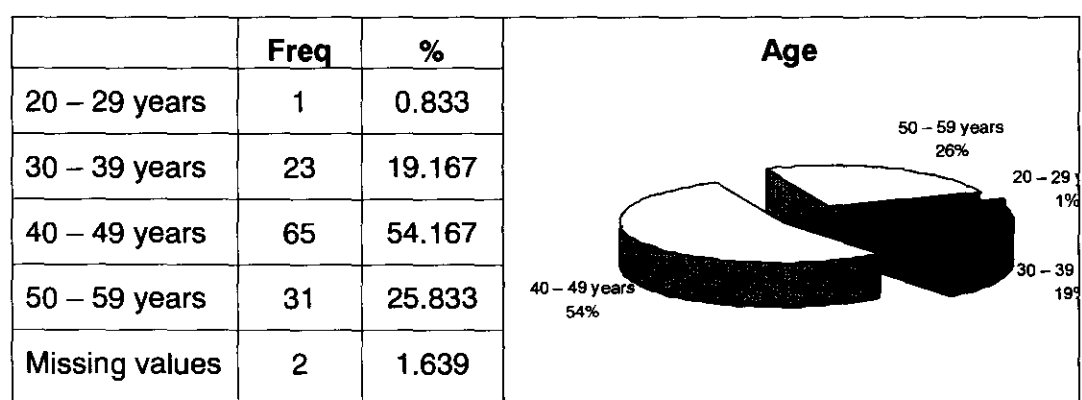
Table and graph 5.1: Gender of respondents



The frequency of missing values refers to null response(s). Since null responses do not contribute positively to the research, they were excluded as such, but are reflected. Deduced from the table, most principals at primary and secondary schools are males (59%) as compared to females (41%). The situation appears to be worse in high schools, because the researcher is of the opinion that males are mostly appointed because of society's perception that men are better custodians of discipline. Only two null responses were found for this question.

5.2.3 Age of respondents

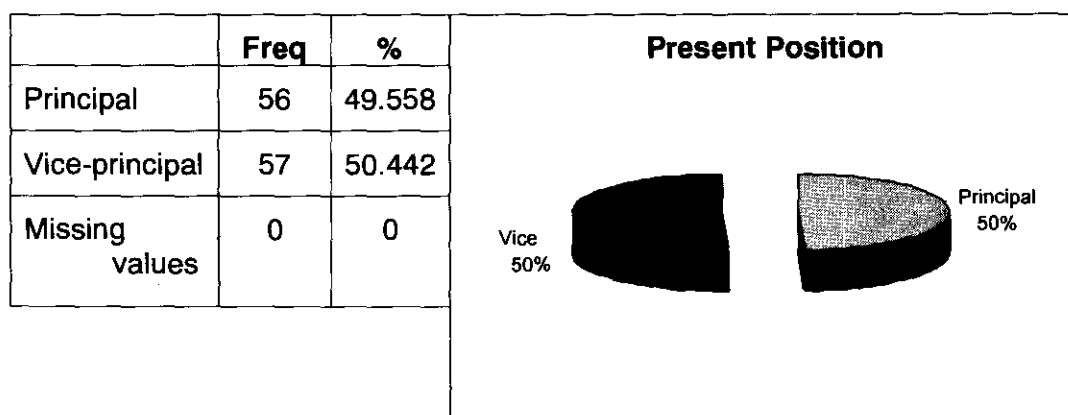
Table and graph 5.2 Age of respondents



According to this table, it is clear that the majority of principals are between the ages 40-49. The highest number of respondents (54%) indicates that most principals are more experienced educators, because their ages indicate that they may have been in the teaching fraternity for a long time. Another possibility is that they could have joined the teaching profession at a late stage in their careers (see Table 5.5)

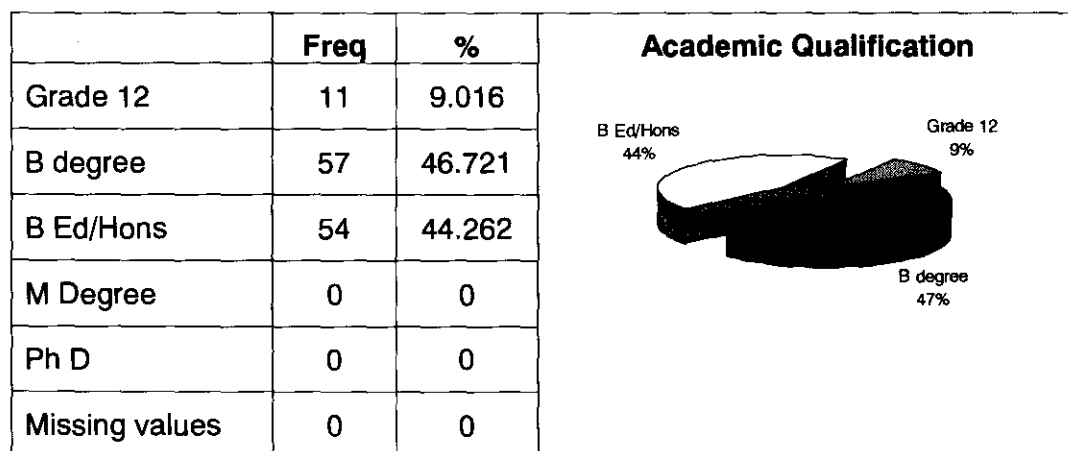
5.2.4 Current position and qualifications

Table and graph 5.3 Present position of respondents



This table indicates that there is a balance in terms of the numbers between principals and vice-principals.

Table and graph 5.4 Academic qualifications of respondents

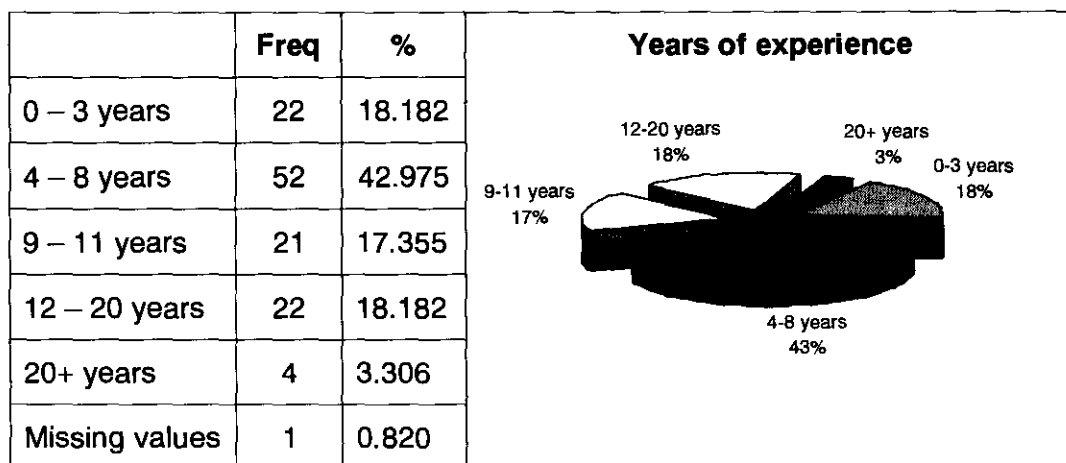


The majority of principals (47%) have a junior or first degree. This indicates that principals can improve their qualifications if they are supported and

assisted by District Officials who perhaps create enough time for them to study, rather than handle more managerial problems.

5.2.5 Teaching experience

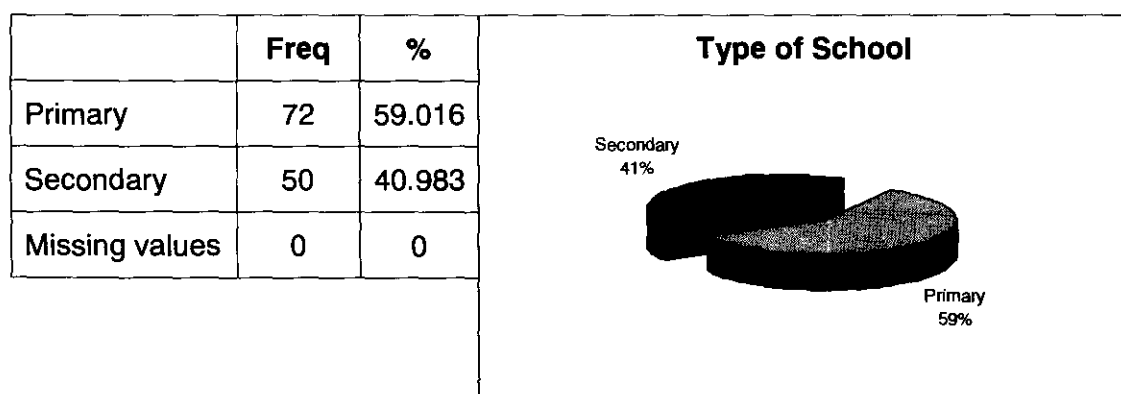
Table and graph 5.5 Years of experience



This table indicates that more principals and vice-principals have fewer than 10 years' experience. The smallest number (3.306%) indicates that most principals were appointed when they were already above 40 years of age.

5.2.6 Type of school

Table and graph 5.6 Type of school

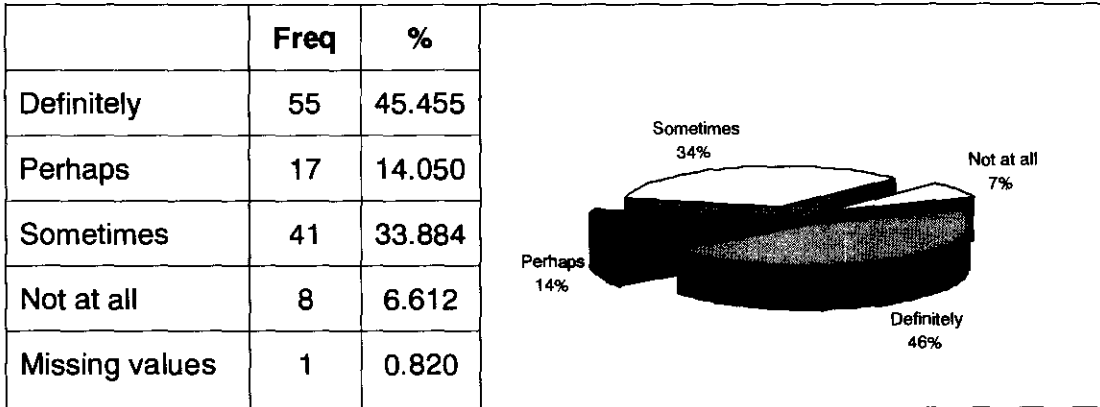


This table reveals that there are more primary schools than secondary schools in these districts. This is caused by the high rate of drop-outs at secondary level.

5.3 SECTION B: IMPORTANT NEEDS OF EDUCATION LEADERS

5.3.1 Financial management training

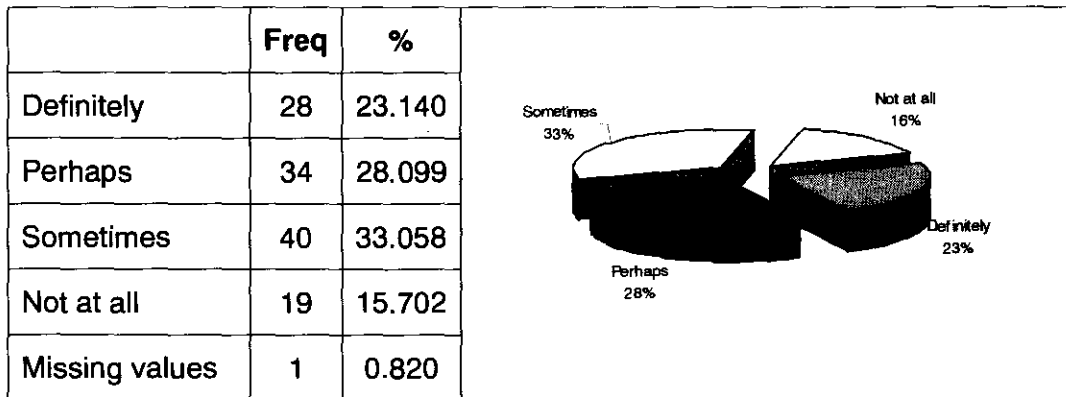
Table and graph 5.7 Financial management training



This table may indicate that principals and vice-principals (45.455%) have not had the necessary training to manage school finances. This is an area to which the District Office should pay attention. Newly appointed principals and vice-principals should be trained in such a way that they are able to manage school finances. If principals do not properly manage this area, it affects quality teaching and learning.

5.3.2 Conflict management training

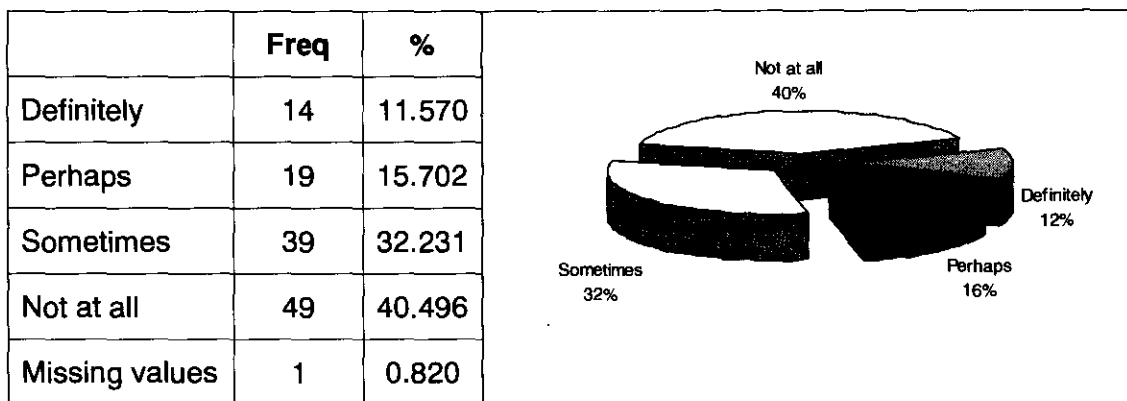
Table and graph 5.8 Conflict Management Training



This table indicates that principals and vice-principals (33.058%) have not had conflict management training. Principals spend most of their time trying to solve minor problems because they lack the skills to deal with conflicts. If there are unresolved conflicts among educators, there will be no quality teaching and learning because such educators cannot communicate effectively about the learners' work. Principals and vice- principals should control the situation in such a way that it is conducive to teaching and learning.

5.3.3 Communication skills training

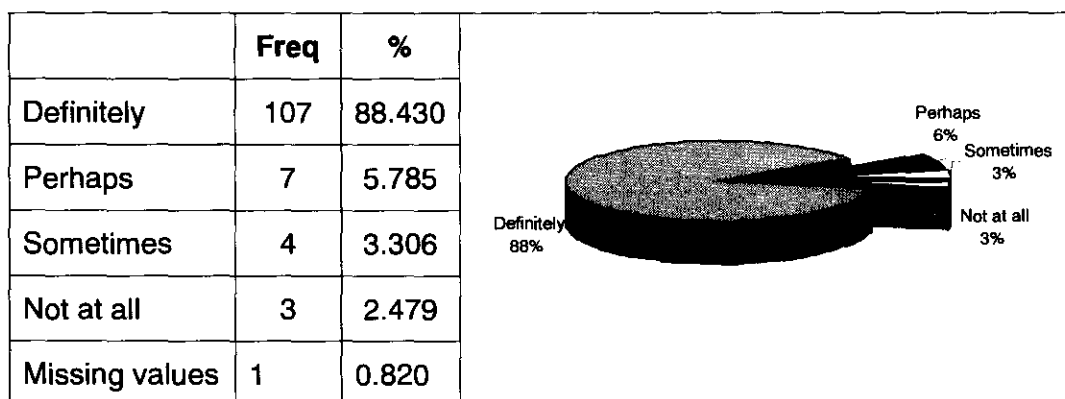
Table and graph 5.9 Communication skills training



This table reveals that principals and vice-principals have not had adequate training concerning communication skills.

5.3.4 Induction

Table and graph 5.10 Need for induction

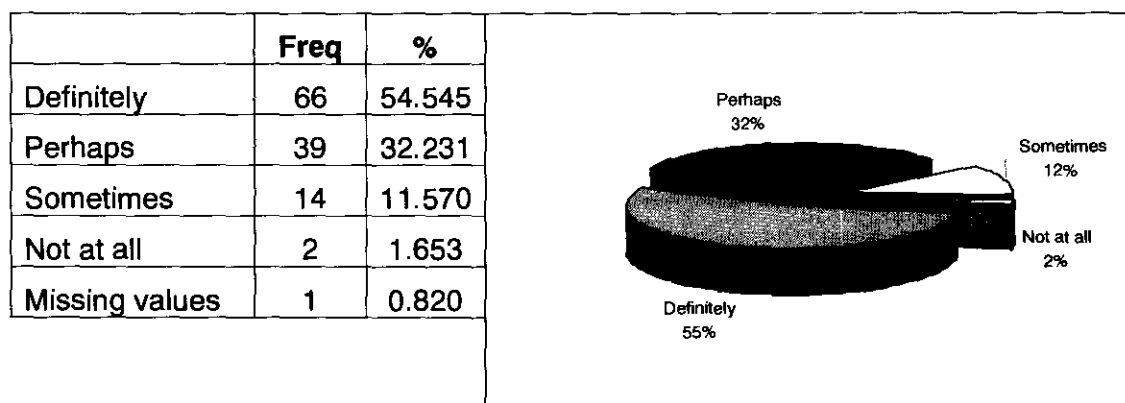


This table reveals that younger principals and vice-principals are the respondents who experience more problems with regard to management tasks. This proves that they are not properly inducted to manage the schools and cannot control quality teaching and learning at their institutions. On the other hand, long-serving principals seemed to outgrow some problems, because they learn from their experience. It is the duty of the District Officials, particularly the I.D.S.O. (previously Inspectors), to conduct courses and monitor school principals and vice-principals. The I.D.S.O are the ones who must certify that principals are capable of ensuring quality teaching and learning at their schools.

Most principals and vice-principals are of the opinion that induction is crucial for school managers to manage their schools effectively and efficiently.

5.3.4.1 Negative impact of a lack of induction

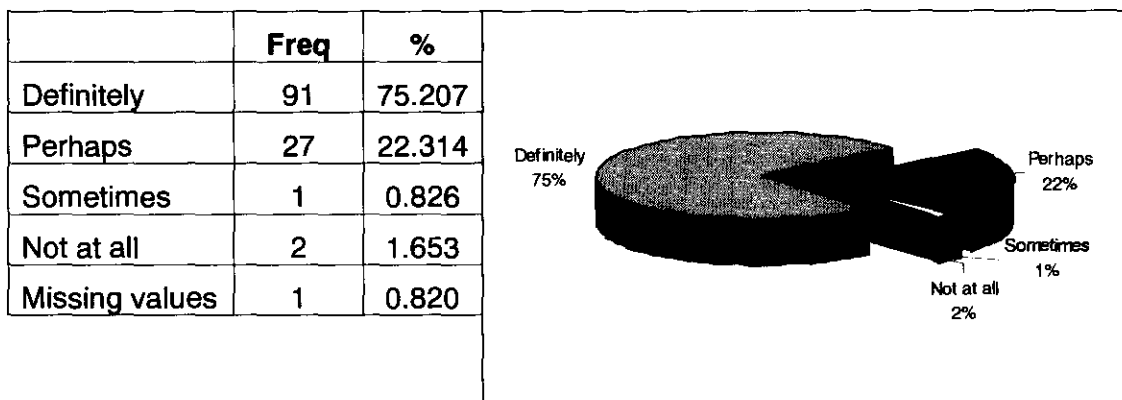
Table and graph 5.11 Negative impact of lack of induction



Respondents have indicated the possibility that the District Office has failed to provide proper induction. 54,545% of the respondents wish the District Office to conduct adequate induction. They have also revealed that lack of induction can have a negative impact on quality management, therefore contributing towards poor quality teaching, because management would not have been well prepared to ensure quality teaching and learning.

5.3.4.2 Positive impact of induction

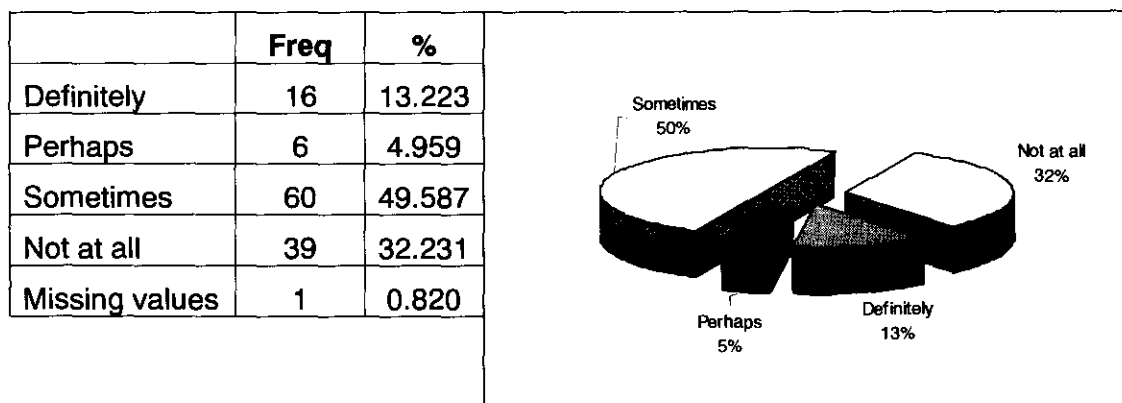
Table and graph 5.12 Positive impact of induction



This question reveals that principals and vice-principals regard induction as an important aspect of their work. They indicate that if they were properly inducted they could have performed far better than they did as newly appointed principals and vice-principals.

5.3.5 Support from District Office

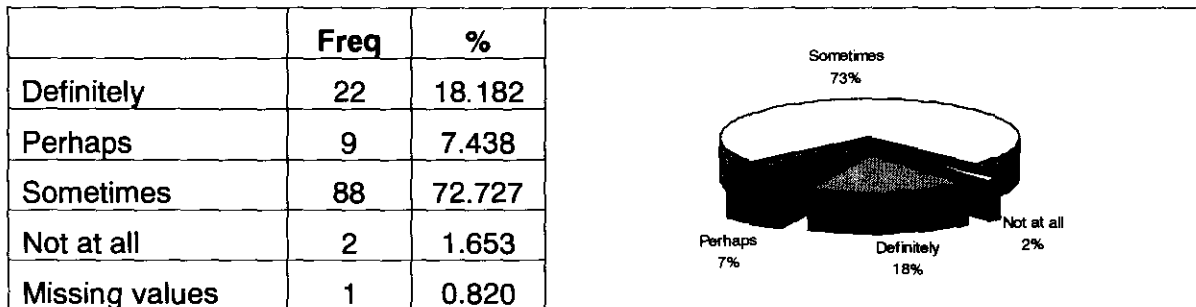
Table and graph 5.13 Support from District Office



With regard to the question of support from the District Office, 50% of the respondents indicate that they receive support sometimes. We need a situation where the District Office is always in support of principals and vice-principals to make their jobs easier to ensure quality teaching and learning at schools.

5.3.6 Regular control by officials

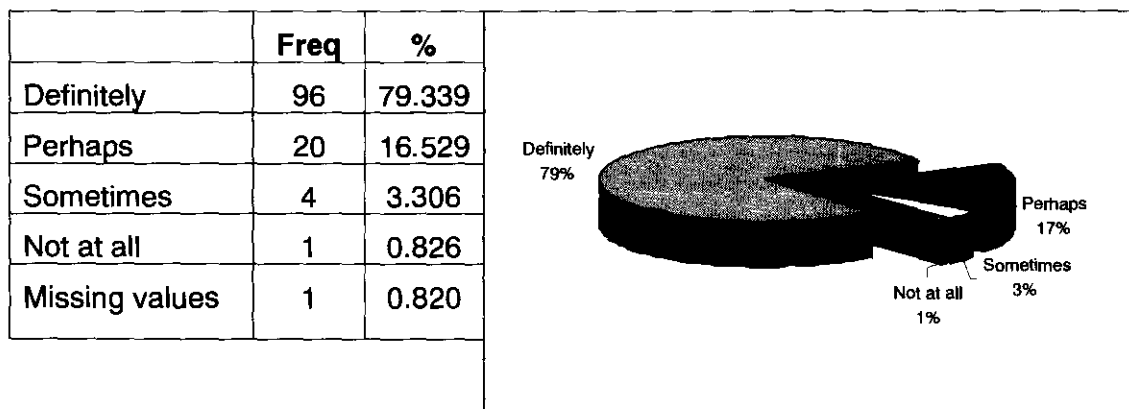
Table and graph 5.14 Regular Control by Officials



Respondents (73%) reveal that control is not properly executed by the District Officials. District Officials need to control principals' work regularly so that principals can be empowered and have confidence with regard to their role in ensuring quality teaching and learning at their respective schools.

5.3.7 Quality control

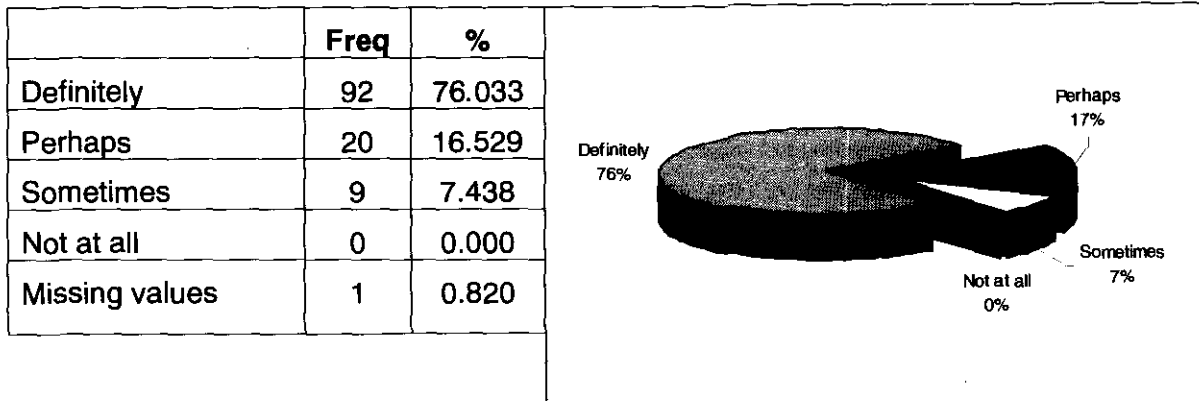
Table and graph 5.15 Quality Control



This table indicates that most respondents (79.339%) believe that quality can be achieved if regular control is done. This indicates that there is a need among principals and vice-principals to be helped by District Officials because they believe there can be quality teaching and learning if control is maintained.

5.3.8 Benefit from regular control

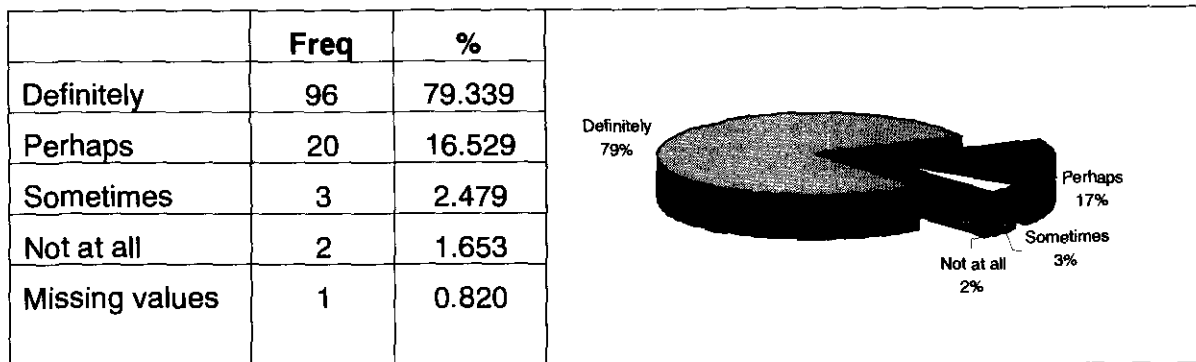
Table and graph 5.16 Benefit from regular visits



According to most respondents (76%), control is the only way in which they can be ensured that quality teaching and learning are maintained. This also reveals that regular visits by District Officials can help principals and vice-principals to eliminate mistakes at an early stage.

5.3.9 Training in management

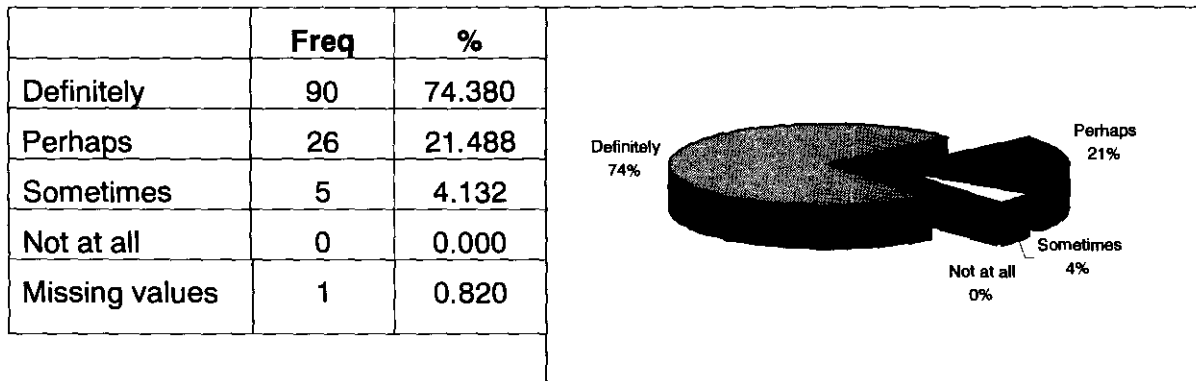
Table and graph 5.17 Training in management



Most of the respondents (79%) have indicated that training in management is important. This seems to indicate that their management styles have improved through experience, rather than through the contribution of the District Office.

5.3.10 Experience of respondents

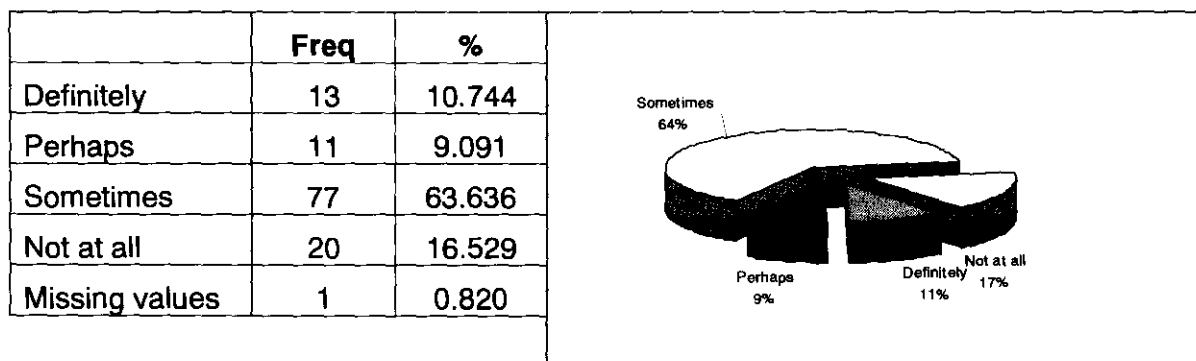
Table and graph 5.18 Experience of respondents



The majority of the respondents (74%) indicate that experience is one of the means of proper control to ensure quality teaching and learning. This confirms the fact that as newly appointed principals and vice-principals they struggled to have effective management strategies, but gradually improve with experience.

5.3.11 Help from District Office

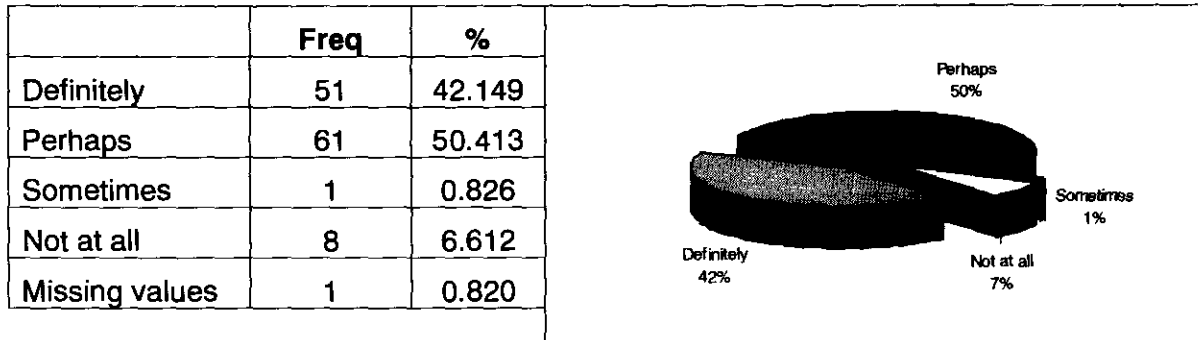
Table and graph 5.19 Help from District Office



According to most respondents (64%), District Officials do not provide enough help when needed. It is clear that, without the necessary help from the District Office, the principals and vice-principals struggle to ensure that there is quality teaching and learning in their institutions.

5.3.12 Similar performance

Table and graph 5.20 Similar performance

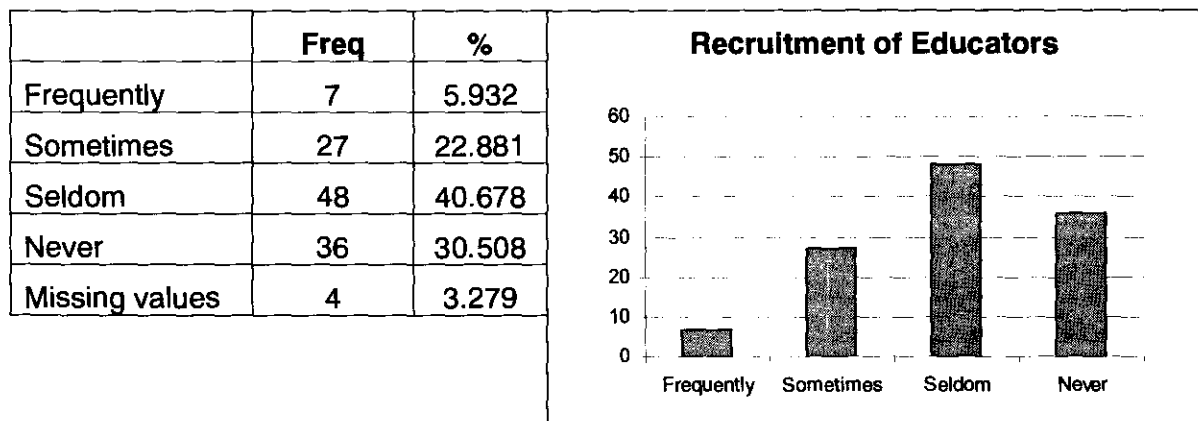


The majority of the respondents (50%) believe that schools may perform similarly if principals are evaluated similarly. Clear job descriptions will work as a guideline for the principals to ensure that there is uniformity in terms of maintaining standards and ensuring quality teaching and learning at their schools.

5.4 SECTION C: EXTENT OF PROBLEM AREAS IN SCHOOL MANAGEMENT

5.4.1 Recruitment

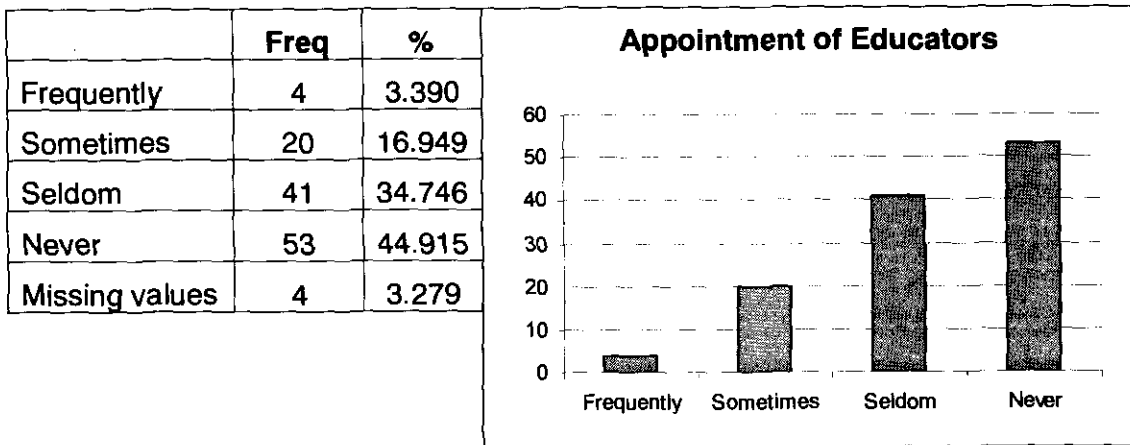
Table and graph 5.21 Recruitment of Educators



The table indicates that principals can recruit staff members without experiencing problems.

5.4.2 Appointments

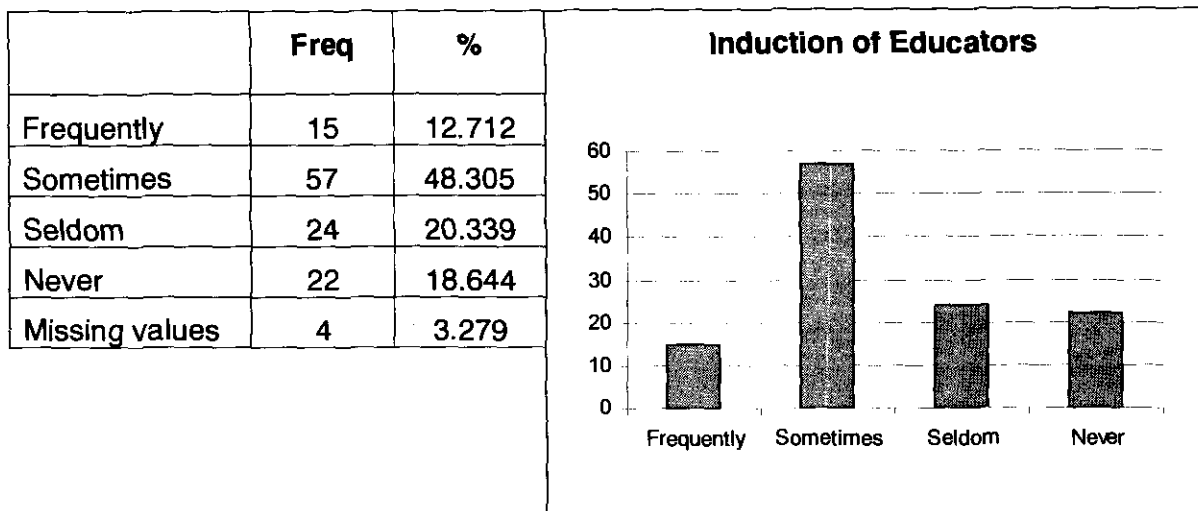
Table and graph 5.22 Appointment of educators



This table indicates that principals are familiar with the criteria used to appoint personnel.

5.4.3 Induction of educators

Table and graph 5.23 Induction of educators

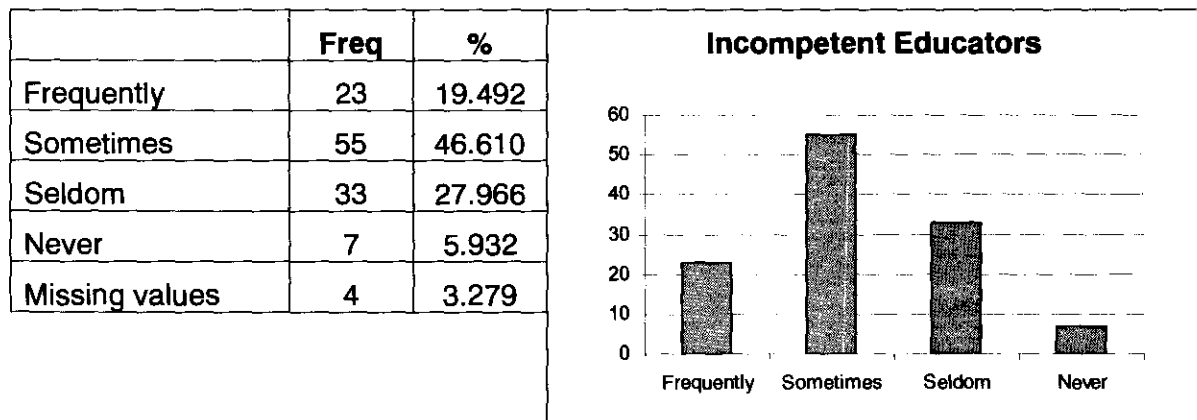


It is clear from the graph that most of the principals reveal that induction of educators poses a problem. One cannot be surprised by this, because even the District Office has failed to ensure quality teaching and learning since it does not conduct the induction of principals.

Newly appointed educators need to undergo proper induction so as to ensure that they will perform as expected. Poor performance by educators will affect quality teaching and learning. It is imperative for principals and vice-principals to be of assistance to educators to ensure that quality work is done.

5.4.4 Incompetent educators

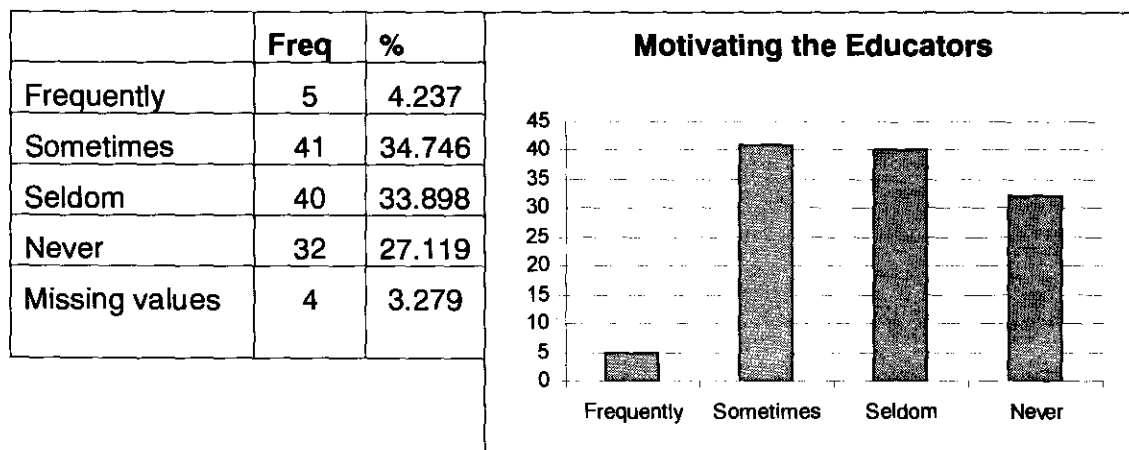
Table and graph 5.24 Incompetent Educators



According to this table, most respondents (47%) indicate that they sometimes have difficulties in dealing with incompetent educators. This might be a sign that principals are struggling on their own without help from the District Office.

5.4.5 Motivating educators

Table and graph 5.25: Motivating the educators



This table reveals that some principals have problems in motivating their staff. It is impossible for demotivated staff to deliver quality teaching. Principals and vice-principals should devise strategies to deal with demotivated staff. This is an indication that principals need to undergo regular in-service training in order to deal with such problems. If staff members are well motivated, they will be able to teach effectively.

It is the duty of each principal and vice-principal to motivate their staff members in order to ensure quality teaching and learning.

5.5 SUMMARY

This chapter paid attention to the data analysis and interpretation, of this research study.

In the first place the general information of respondents (SECTION A) was discussed. In the second place the important needs of education leaders (SECTION B) were looked at. In the last place the focus of the discussion turned to the extent of problem areas in school management (SECTION C).

The final chapter will focus on the summary, recommendations and conclusion.

CHAPTER 6

SUMMARY, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

This chapter presents a summary of the chapters, the findings of the research and the recommendations that are made to establish the task of the school principal in ensuring quality teaching and learning.

6.2 SUMMARY

In chapter 1 the background and problem statement concerning quality teaching and learning were given. The aims and method of research in terms of both the literature study and empirical research were discussed. The investigative procedure to be followed, the instrument to be used, the population targeted and the manner of drawing a sample was set out. The division of the chapters was also outlined.

In chapter 2 a literature survey concerning quality teaching and learning was given, as well as the definition of concepts like quality teaching, teaching media and quality learning. Types of learning were also discussed and the cultivation of a culture of teaching and learning was outlined.

In chapter 3 the current duties of principals, as well as broader views of principals' duties, which do not appear in the Employment of Educators Act 76 of 1998, were discussed. This was followed up by a discussion of leadership for managing change. Next followed the establishment of an effective learning environment, parental involvement as a task of the principal, guidelines for principals that use teamwork as strategic planning processes and the concept regarding schools as barriers to parents. Lastly, job dissatisfaction among principals was discussed.

In chapter 4 the empirical research design was outlined, including the research method, the development of the research instrument, procedures

and administrative procedures, population and sampling procedures. The purpose of the empirical research was to gather information concerning the role of principals with regard to quality teaching and learning. For this, a questionnaire was constructed and distributed among principals and vice-principals within District 7 and 8 of the Gauteng Province.

In chapter 5 data were analysed and interpreted by the Statistical Consultancy Service of the North-West University (Vanderbijlpark). The focus was on the role played by principals and vice-principals in ensuring quality teaching and learning.

6.3 FINDINGS

6.3.1 Findings with regard to the first aim of research: To determine what quality teaching and learning comprise of

The following findings with regard to what quality teaching and learning comprise of were reached:

- Quality teaching and learning comprise of the sharing of responsibilities by educators and learners (2.2.7).
- Quality teaching and learning are determined by a positive school climate (2.4.1).
- Quality teaching and learning comprise of the cultivation of a culture of teaching and learning by school principals (2.4).

6.3.2 Findings with regard to the second aim of research: To determine the school duties of principals

- Current legal duties of school principals are outlined (3.2.1).
- Job descriptions for principals and vice-principals are not well structured hence there are more fields of operation than the ones in the Educators Employment Act No.76 of 1998 (3.3).
- The principal has a duty as agent of change (3.4).

- Principals should establish an effective learning environment for all learners (3.4.1).
- Principals should be facilitative leaders (3.4.2).

6.3.3 Findings with regard to the third aim of the research: To determine whether the current job description for principals is being controlled and implemented in the Gauteng Department of Education

- The empirical research revealed that District Officials do not play a meaningful role in supporting principals and vice-principals to ensure that quality teaching and learning take place at schools (3.3).
- The empirical study revealed the lack of proper induction for the newly appointed principals and vice-principals (3.2.2).
- Principals and vice-principals are not satisfied with the support they receive from District Officials (5.4).

6.4 RECOMMENDATIONS

The aim of this research was to investigate the most appropriate ways in which principals and vice-principals could be supported to ensure that quality teaching and learning take place in their schools. In order to realize this, a literature study was undertaken which served as the foundation on which the empirical research could be based.

It was revealed through empirical research that the District Office does not support principals and vice-principals in their endeavour to promote quality teaching and learning in schools.

It is also clear that principals' work is not effectively controlled by I.D.S.Os and this leads to poor quality of work.

In the light of the literature and empirical study the following recommendations are made:

Recommendation 1

It is important that every newly appointed principal and vice-principal should be properly inducted by the District Officials, particularly by the I.D.S.Os.

Recommendation 2

The District Officials should regularly monitor principals' work in order to ensure that quality teaching and learning are not compromised

Recommendation 3

The Department of Education should review the outlined job description as indicated in the Employment of Educators Act No.76 of 1996, because principals and vice-principals perform more duties than those listed.

Recommendation 4

The Department of Education should provide each principal with a clear job description. This should be coupled with the signing of a performance agreement as a way of encouraging principals to perform to the maximum of their ability.

Recommendation 5

District Offices should have a programme that will ensure that all principals and vice-principals attend in-service training on annual basis, because we are living in a dynamic and transformational type of education.

6.5 SUGGESTIONS FOR FURTHER RESEARCH

The following topics might be considered for further research:

- The role of the Gauteng Department of Education with regard to ensuring quality teaching and learning in schools.
- District Officials' roles in maintaining quality teaching and learning at schools.

6.6 CONCLUSION

What emerged from this study was that the District Office must ensure that principals and vice-principals are inducted as soon as they assume their positions. It is clear that principals need assistance from their District Office in order for them to ensure quality teaching and learning at their institutions.

Considering the responses from both the principals and vice-principals, it is clear that quality teaching and learning comprise of total commitment from senior personnel (District Officials), principals, vice-principals, and educators in a school climate conducive to productive education. Regular control by I.D.S.Os will help principals and vice-principals to stay focused.

Principals and vice-principals should then, in their turn, be able to perform effectively concerning:

- the motivation of staff members;
- the induction of staff members;
- financial management; and quality control of educators' work.

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ANNEXURES

ANNEXURE A

QUESTIONNAIRE AIMED AT ENSURING QUALITY TEACHING AND LEARNING AS A TASK OF THE SCHOOL PRINCIPAL

SECTION A: GENERAL INFORMATION

1. DIRECTIONS FOR COMPLETING THE QUESTIONNAIRE

- * The instructions on how to complete the questionnaire are given at the beginning of each section.
- * Please answer the questions frankly.
- * Do not write your name.
- * Make a cross (X) in the appropriate box

2.1. Your gender

MALE	<input type="checkbox"/>
------	--------------------------

FEMALE	<input type="checkbox"/>
--------	--------------------------

2.2. Your age in years

20 - 29	<input type="checkbox"/>
30 - 39	<input type="checkbox"/>
40 - 49	<input type="checkbox"/>
50 - 59	<input type="checkbox"/>

2.3. Your present position

PRINCIPAL	<input type="checkbox"/>
-----------	--------------------------

VICE	<input type="checkbox"/>
------	--------------------------

2.4. Your highest academic qualification

Grade 12	<input type="checkbox"/>
----------	--------------------------

B.degree	<input type="checkbox"/>
----------	--------------------------

B.Ed./Honours	<input type="checkbox"/>
---------------	--------------------------

M.degree	<input type="checkbox"/>
----------	--------------------------

Ph.D.	<input type="checkbox"/>
-------	--------------------------

2.5. Year of experience as Principal/Vice-Principal

0 - 3	<input type="checkbox"/>
-------	--------------------------

4 - 8	<input type="checkbox"/>
-------	--------------------------

9 - 11	<input type="checkbox"/>
--------	--------------------------

12 - 20	<input type="checkbox"/>
---------	--------------------------

20+	<input type="checkbox"/>
-----	--------------------------

2.6. Type of school

Primary	<input type="checkbox"/>
---------	--------------------------

Secondary	<input type="checkbox"/>
-----------	--------------------------

SECTION B: IMPORTANT NEEDS OF EDUCATION LEADERS

The following questions are based on needs of education leaders.

Please priorities them according to your own experience.

Make a cross (X) in the appropriate box.

Key/Scale. 1 = Definitely, 2 = Perhaps

3 = Sometimes, 4 = Not at all

1. Do you need financial management training?

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

2. Do you need training in conflict management?

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

3. Do you need training concerning your communication skills?

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

4. Do newly appointed principals/vice-principals need induction?

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

5. Will the lack of induction have a negative impact on management styles

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

6. Do you think induction would have made you a better principal/vice-principal?

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

7. Did you have support from the District Officer when you were appointed?

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

8. Do officials control principals' work regularly?

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

9. Do you think that regular control of principals' work can lead to quality teaching and learning?

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

10. Do you think newly appointed principals/vice-principals and benefit from regular visits by District Officials.

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

11. Would you have performed better if you had received training in management before you became principal/vice-principal?

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

12. Would you say experience improved your management performance?

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

13. Do you think that District Officials are helping the principals/vice-principals to cope with their work?

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

14. Do you think that all schools can perform alike if principals are evaluated regularly?

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

Thank you very much for your cooperation.

SECTION C: PROBLEM AREAS IN SCHOOL MANAGEMENT

Please indicate to what extent each of the following aspects has been a problem for you as a principal / vice-principal.

Make a cross (x) in the appropriate box.

KEY/SCALE:

1. Frequently a problem
2. Sometimes a problem
3. Seldom a problem
4. Never a problem

15. Recruitment of educators

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

16. Appointment of educators

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

17. Induction of educators

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

18. Dealing with incompetent educators

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

19. Handling educators' absenteeism

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

20. Discipline of educators

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

21. Dealing with strikes

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

22. Motivating the educators

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

23. Dealing with the School Governing Body

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

24. Managing conflict

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

25. Managing change

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

Thank you very much for your co-operation.

You have helped South African education take a step towards ensuring quality teaching and learning at schools.

A handwritten signature in black ink, appearing to read 'L.J. Moeketsi', written in a cursive style.

L.J. Moeketsi



ANNEXURE B

UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

FAX COVER SHEET

To: Moeketsi L.J

Fax No: (016) 451 3927 (016) 430 9368

Date and time sent: 12 August 2003

If the fax is unclear or incomplete,
please contact: Jeany Chirimumimba

Telephone: (011) 355 0495

Number of pages, including the cover: 03

From: Nomvula Ubisi

Telephone: (011) 355 0488

Message

Please find attached approval letter.



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Date:	12 August 2003
Name of Researcher:	Moeketsi L.J.
Address of Researcher:	26 Kwartslet Street
	Waldrift
	1908
Telephone Number:	(016) 4513927
Fax Number:	(016) 4513927
Research Topic:	Ensuring quality teaching and learning as a task of the school principal
Number and type of schools:	267 Primary and secondary schools
District/s	Sedibeng East and West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

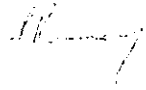
Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Senior Manager concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards,



Sally Rowney: Senior Manager

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	

N.B. Kindly sign and fax copy to Ntombi Maswanganyi @ 011 355 0512



ANNEXURE C

L Mnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

ENQ : Mr V Mkhize
DATE : 18 September 2003

MEMORANDUM 464/2003

TO : ALL PRINCIPALS OF PRIMARY AND
SECONDARY SCHOOLS


FROM : MR V S MKHIZE
DISTRICT SENIOR MANAGER
SEDIBENG WEST DISTRICT (D8)

RE: APPROVAL IN RESPECT OF REQUEST TO CONDUCT RESEARCH

This letter serves to indicate that approval is hereby granted to L J Moeketsi (researcher) to proceed with research, the research topic is: Ensuring Quality teaching and learning as a task of the school principal.

However it should be ensured that proceedings do not interfere with culture of teaching and learning.

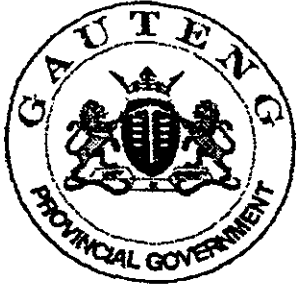
Yours in Tirisano


MR V S MKHIZE
DISTRICT SENIOR MANAGER
SEDIBENG WEST DISTRICT (D8)

**OFFICE OF THE SENIOR MANAGER
SEDIBENG WEST DISTRICT (D8)**

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UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

**TO : THE PRINCIPAL & SGB
ALL SECONDARY AND PRIMARY SCHOOLS**
FROM : L.W.C. HENDERSON
DATE : 17 SEPTEMBER 2003
**SUBJECT : RESEARCH ON ENSURING QUALITY TEACHING AND
LEARNING**

Dear Principal

Please read the attached approval in respect of request to conduct research and cooperate as best you can.

With kind regards



**L.W.C. HENDERSON
DISTRICT SENIOR MANAGER**

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