

## **CHAPTER 6**

### **DATA ANALYSIS AND INTERPRETATION**

#### **6.1 Introduction**

This chapter reports on the results of the empirical investigation conducted to determine the problems facing new principals, as well as the views of the respondents with regard to critical skills needed by beginning principals. The quantitative and qualitative data collected through the investigation are summarised and discussed.

#### **6.2 Review of the subjects**

Of the total subjects (500) 404 (80.8%) respondents returned the questionnaires. 10 of the questionnaires were returned uncompleted. That is, only 394 (78.8%) questionnaires were usable (cf. 5.6).

Though the response rate was good (cf. 5.6) it is important to reflect on what emerged from the unusable questionnaires and the records of appointments of school principals. Both data suggest mobility of school principals, or early turnover within a short period after the appointment.

For example, two principals may be appointed in one school within a period of less than three years as revealed by records of appointments of the Department of Education Bophuthatswana. This threatens the stability of the schools. In some cases principal were even transferred during the investigation, and some schools could run for some weeks without a principal.

#### **6.3 Biographical data of the respondents**

Table 6.1 was drawn to gain a picture of the demographic characteristics of the respondents. Such information helps us to know who beginning principals are.

The information on both new and veteran principal is provided to highlight similarities and difference between the two group. A brief summary of the information provided in Table 6.1 is discussed below.

### 6.3.1 *Age of the respondents*

The subjects reported their age by selecting one of the six age groups. From Table 6.1 it is noted that 191 (45,5%) of the respondents were between 36-45 years old, and only 10 (2,5%) were below 30 years.

3.4% (8) of the new principals were below the age of 30, 29,4% (60) were in the age group 36-40. 7.8% of the new principal were 51 years and over, compared to 29,5% of the veterans. The implication is that within a decade around 30% of the veteran principals will have retired, while most of the beginning principals will still be in the field for the next two decades.

### 6.3.2 *Sex of the respondents*

One case in this variable was missing. Of the total respondents 64,7% (255) were male and only 138 (35,0%) were females. These data support the problem of female under-representation in key managerial positions as highlighted by Greyvenstein (1989) in her study on the development of women for management position in education.

For the implementation of the induction programme this stresses the problem of female mentors in a situation where the beginner school principal would prefer to be mentored by someone from the same sex. From the current debate about the position of women in key positions both in South Africa and the U.S.A., it appears that efforts are being made to increase the proportion of women in key positions. Though the data provided in this study suggest a situation where discrimination by sex could have been practiced, not in the far distant future a greater proportion of women will be occupying key positions in organisations like a school.

TABLE 6.1: DESCRIPTION OF BIOGRAPHICAL DATA OF BOTH NEW AND EXPERIENCED PRINCIPALS

AGE (Question A-1)	0-3 YEARS		4 YEARS AND OVER		TOTAL	
	f	%	f	%	f	%
No response	0	0	0	0	0	0
1.1 below 30	8	3,9	2	1,0	10	2,5
1.2 31 - 35	50	24,5	12	6,3	62	15,7
1.3 36 - 40	60	29,4	40	21,1	100	25,4
1.4 41 - 45	43	21,1	48	25,3	91	23,1
1.5 46 -50	27	13,2	32	16,8	59	15,0
1.6 51 and over	16	7,8	56	29,5	72	18,3
TOTAL	204	100	190	100	394	100
<b>SEX (Question A-2)</b>						
No response	0	0	1	0,5	1	0,3
2.1 MALE	131	64,2	124	65,3	255	64,7
2.2 FEMALE	73	35,8	65	34,2	138	35,0
TOTAL	204	100	190	100	394	100
<b>MARITAL STATUS (Question A-3)</b>						
No response	1	0,5	0	0	1	0,3
3.1 Unmarried	17	8,3	17	8,9	34	8,6
3.2 Married	174	85,3	164	86,3	338	85,8
3.3 Widow	5	2,5	6	3,2	11	2,8
3.4 Separated	7	3,0	3	1,6	10	2,5
TOTAL	204	100	190	100	394	100
<b>YEARS AS SCHOOL PRINCIPAL (Q.A-4)</b>						
No response						
4.1 0 - 3	204	100	-	-	204	51,8
4.2 4 and over	-	-	190	100	190	48,2
TOTAL	204	100	190	100	394	100

Table 6.1 (continues)

PRIOR POSITION (QA-5)	0-3 YEARS		4 YEARS AND OVER		TOTAL	
	f	%	f	%	f	%
No response	1	0,5	2	1,1	3	0,8
Assistant teacher	43	21,1	85	44,7	128	32,5
HOD	110	53,9	70	36,8	180	45,7
Teacher Councillor	3	1,5	1	0,5	4	1,0
Deputy	15	7,4	14	7,4	29	7,4
Acting Principal	30	14,7	15	7,9	45	11,4
Other	2	1,0	3	1,6	5	1,2
<b>TOTAL</b>	<b>204</b>	<b>100</b>	<b>190</b>	<b>100</b>	<b>394</b>	<b>100</b>
<b>ACADEMIC QUALIFICATIONS (QA-6)</b>						
No response	1	0,5	0	0	1	0,3
Below Std 10	9	4,4	32	16,9	41	10,4
Std 10	120	58,8	109	57,4	229	58,1
Std 10 plus 4 degree courses	11	5,4	9	4,7	20	5,1
Std 10 plus 8 degree courses	7	3,4	4	2,1	11	2,8
A degree e.g. B.A.	36	17,6	20	10,5	56	14,2
Honours or B.Ed.	14	6,9	12	6,3	26	6,6
Masters degree	1	0,5	1	0,5	2	0,5
Doctorate	0	0	0	0	0	0
Others	5	2,5	3	1,6	8	2
<b>TOTAL</b>	<b>240</b>	<b>100</b>	<b>190</b>	<b>100</b>	<b>394</b>	<b>100</b>
<b>PROFESSIONAL QUALIFICATIONS (QA-7)</b>						
No response	2	1,0	4	2,1	6	1,5
LPTC	12	5,9	17	9,0	29	7,4
PTC/HPTC	116	56,9	129	67,9	245	62,2
JSTC	23	11,2	15	7,9	38	9,6
STC	2	1,0	4	2,1	6	1,5
UDE (Dip Ed.)	14	6,9	5	2,6	19	4,8
OTHERS	35	17,1	16	8,4	51	13,0
<b>TOTAL</b>	<b>204</b>	<b>100</b>	<b>190</b>	<b>100</b>	<b>394</b>	<b>100</b>

TABLE 6.1 continues

TIME/S APPOINTED PRINCIPAL (QA-8)	0-3 YEARS		4 AND OVER		TOTAL	
	f	%	f	%	f	%
No response	3	1,5	5	2,6	8	2,0
First time	184	90,2	129	67,9	313	79,4
Second time	16	7,8	41	21,6	57	14,5
Third time	1	0,5	15	7,9	16	4,1
TOTAL	204	100	190	100	394	100

### 6.3.3 *Marital status*

One case was missing in this variable. 85,8% (338) of the respondents were married, and only 8,6% (34) were unmarried. 85,3% of the new principals were married. For the designer of induction programmes this implies that important family issues like suitable accommodation for the family and perhaps a job for the new principal's partner need attention (cf. 3.2.).

### 6.3.4 *Years as a school principal*

Table 6.1 shows that of the total respondents 204 (51,8%) were new school principals with 0-3 years' experience, and 190 (48,2%) were veteran principals with 4+ years as school principals.

### 6.3.5 *Prior position*

In this variable one case was missing. Table 6.1 shows that 32,5% the respondents had not held managerial positions before being appointed to principalships. 21,1% of the new principals were appointed without any experience in management positions. Of the veteran principals in the study 44,7% (85) were promoted without any experience in a management position, while over 75% (76%) of the new principals held a management position before they were appointed to a principalship. This is an interesting observation to note. This finding suggests that the present trend is that candidates for principalships should have had practical experience of being in a management position - unlike in the past. Grooming candidates for principalship by exposing them to the managerial role of a school principal in a practical reality is a good induction strategy.

### 6.3.6 *Highest academic qualifications*

The highest academic qualification of the respondents has a bearing on management development of school principals, like training and selection of mentors. The subjects were to report their highest academic qualifications. Table 6.1 shows that 10,4% (41) of the respondents had academic qualifications below Standard Ten. Most of the respondents (58,1%) had Standard Ten as the highest academic qualification. Only

21.3% (84) had university degrees. 60,7% of the respondents with university degree qualifications were beginning principals.

### 6.3.7 *Professional qualifications*

Table 6.1 shows that 69,6% (274) (LPTC = Lower Primary Teachers' Certificate, and PTC/HPTC = Primary Teachers' Certificate) of the respondents trained as primary school teachers. Because of current changes in the professional upgrading of teachers, in the not too distant future these principals could be regarded as professionally underqualified. In that scenario the question to be explored is the best strategy for upgrading school principals for effective management of schools. That is, more attention should be paid to the management development of school principals, because principals are key ingredients to success (cf. 3.8).

Furthermore, it is more profitable to train principals or people who have practical experience in management as it obtains in the Commonwealth countries in Africa (cf. 4.4.1). The study also suggests that most of the beginning principals will remain in the field for the next twenty years - a fact which justifies such an investment. Similarly, more attention is paid to management development of school principals in Commonwealth countries in Africa to improve the managerial capabilities of school in some of the African countries (4.4.1).

### 6.3.8 *Prior appointment as school principal*

Subjects were asked to indicate whether they had been appointed to principalship before. This would help designers of induction programmes to consider strategies for helping principals who are appointed for the second or third time. Table 6.1 shows that 79,4% (313) of the respondents were appointed for the first time in their positions.

In summary the biographic data of the respondents provided above help one to figure out who are beginning principals and veteran principals in Bophuthatswana. This information serves as an important indicator of what designers of induction programmes should observe, like the entrance age of the new principal, his academic qualifications and sex. These variables have a bearing on number of issues or areas in the induction of

school principals like selection and training of mentors, who should do what and to what extent.

#### **6.4 Demographic data of the respondents**

In this section the demographic characteristics of the sample population are discussed. Table 6.2 provides a picture of the demographic characteristics of the respondents. A brief discussion of the data provided by Table 6.2 is given below.

##### *6.4.1 Rural and urban respondents*

Respondents were asked to indicate whether they were rural or urban principals. Three cases were missing in this variable. Table 6.2 shows that 85.8% (338) of the respondents were rural principals and only 13.4% (153) were urban principals. 86.8% of the new principals were rural principals and 84.7% of the veteran principals were also rural principals.

TABLE 6.2: DEMOGRAPHIC ASPECTS

SCHOOL SETTLEMENT TYPE (B-9)	0-3 YEARS		4 YEARS AND OVER		TOTAL	
	f	%	f	%	f	%
No response	1	0,5	2	1,1	3	0,8
Rural	177	86,8	161	84,7	338	85,8
Urban	26	12,7	27	14,2	53	13,4
TOTAL	204	100	190	100	394	100
<b>SCHOOL TYPE (B-10)</b>						
No response	0	0	0	0	0	0
Community	184	90,2	181	95,3	365	92,6
State	17	8,3	7	3,7	24	6,1
OTHERS	3	1,5	2	1,0	5	1,3
TOTAL	204	100	190	100	394	100
<b>SCHOOL CATEGORY (B-11)</b>						
No response	1	0,5	0	0	1	0,3
Primary	115	56,4	120	63,1	235	59,6
Middle	49	24,0	56	29,5	105	26,6
High	39	19,1	14	7,4	53	13,5
TOTAL	204	100	190	100	394	100
<b>DO YOU HAVE HOSTELS (B-12)</b>						
No response	1	0,5	0	0	1	0,3
Yes	3	1,5	3	1,6	6	1,5
No	200	98	187	98,4	387	98,2
TOTAL	204	100	190	100	394	100

As reflected in the 1992 Annual Report of the Department of Education in Bophuthatswana (Bophuthatswana, 1992) most of the schools (80%) are rural schools. The finding that most of the principals are rural principals in the study increases the generalisability of the findings. Thus, designers of the induction programme should note that they are dealing with people working under a number of constraints (as reflected in chapter 3 - 3.9).

#### 6.4.2 *School type*

It is interesting to note the distribution of the new principals by school type in designing the induction programme. Table 6.2 indicates that 92,6% (365) of the total respondents were community school principals. 90,2% (184) of the new principals were community school principals as compared to 95,3% (181) of the veteran principals. Community schools are not highly subsidised by the government as compared to states school as indicated in chapter 3 (cf. 3.9.4). For example, as indicated in chapter 3 (cf. 3.9.4), community schools are erected by the local community, with only minimum support from the government.

#### 6.4.3 *School category*

Table 6.2 shows that of the total respondents 59,6% (235) were primary school principals, 26,6% (105) were middle school principals and 13,5% (53) were high school principals. 115 were new primary principals as compared to 120 veteran primary school principals. In the high school phase a larger number of the respondents were new principals, 39 as compared to 14. The important finding for the designers of the induction programme is that most (56,4%) of the new principals are primary school principals. This could suggest that most of the new schools are primary or most of the retiring principals are primary school principals.

#### 6.4.4 *Schools with hostels attached*

Hostels in this context refer to dormitories built for students whose homes are far. Of the total respondents only 6 (1.5%) had hostels attached to their schools, hence, a very high nil response was observed in this item. In summary the demographic characteristics of the respondents as discussed above are also important in gaining a picture of the

characteristics of the beginning principal. Independent variables like the category of the school, the type of the school, and the settlement type of the school are some of the important variables that could help in gaining an understanding of the problems facing beginning principals in the design of the induction programme. The study reveals that most of the new principals are primary school principals appointed in rural community schools. This implies that the designers of the induction programme should also bear in mind the problems of rural community schools.

## **6.5 Problems facing beginning principals**

The purpose of the study was also to determine empirically the problems facing newly appointed principals in Bophuthatswana. This section gives a brief summary of the problems facing beginning principals as revealed by the empirical investigation. In order to gain a picture of the problems facing the new principals both the veteran and beginning principals were asked to indicate their views on the intensity of each problem on a four point scale. Problems identified from the literature studies were categorised into the following:

- \* Problems experienced at the personal level (cf.3.3).
- \* Administrative problems (cf.3.2.5, 3.4).
- \* Problems with senior management staff (cf.3.3.1).
- \* Problems with instructional staff (cf.3.3.2).
- \* Internal relations problems (cf.3.3.3).
- \* Student problems (cf.3.5).
- \* Problems with management of external relations (cf. 3.6).
- \* Typical problems for new principals in developing countries (cf.3.9).
- \* Other problems listed by the respondents (cf. 6.5.9).

### *6.5.1 Problems experienced at the personal level*

Problems experienced at the personal level include (cf. 3.2) stress and tension, difficulties caused by the previous principal's influence, exercising authority, making major final decisions, professional isolation, housing accommodation for the family, giving enough attention to the family and locating schools for the beginning principal's children.

Table 6.3 provides a picture of the intensity of these problems, and a brief summary of the findings based on this table is given below.

#### Item 1.1 Stress and tension

Table 6.3 shows that 60.9% of the respondents felt that stress and tension are a minor problem or not a problem, and only 36,1% of the repondents felt this to be serious or a problem to beginning principals. Though the majority of the respondents indicated that stress and tension are a minor problem or not a problem, other studies conducted in different cultural settings indicate that stress and tension are a serious problem to beginners (cf. 3.2.1). From this study it appears that very few new principals experience stress and tension.

TABLE 6.3 PROBLEMS EXPERIENCED AT THE PERSONAL LEVEL

C-1 Nature of the problem	No Response		Intensity of the problem							
			1		2		3		4	
	f	%	f	%	f	%	f	%	f	%
1.1 Experience stress and tension.	12	3,0	95	24,1	145	36,8	96	24,4	46	11,7
1.2 Difficulties caused by previous heads influence	8	2,0	164	41,6	101	25,6	71	18,0	50	12,8
1.3 Exercising authority	17	4,3	204	51,8	106	26,9	51	12,9	16	4,1
1.4 Making major final decisions.	10	2,5	193	49,0	103	26,1	72	18,3	16	4,1
1.5 Professional isolation	18	4,6	209	53,0	95	24,1	57	14,5	15	3,8
1.6 Housing accommodation for your family.	7	1,8	201	51,0	38	9,6	61	15,5	87	22,1
1.7 To give sufficient attention to your family	6	1,5	141	35,8	101	25,6	96	24,4	50	12,7
1.8 Locating school for your children.	13	3,3	224	56,8	67	17,0	63	16,0	27	6,9

Key: 1 Not a problem; 2 A minor problem; 3 A problem; 4 Serious problem

67,2% of the respondents felt that beginning principals do not experience problems caused by the previous principals' influence. Only 30,8% of the respondents indicated that the previous principals' influence may cause some problems to the beginning principal. A possible explanation for this finding could be found in a situation in which most of the principals are promoted from within, and had been members of the senior management team. Though the study did not focus on this issue, it was observed during the data collection that most of the principals were promoted from within and had been members of the management team prior to their appointment to the principalship.

#### Items 1.3 & 1.4: Exercising authority, and making final decisions

The majority of the respondents (78,7%) felt that exercising authority is a minor problem or not a problem to new principals. Only 17% felt it to be a serious problem or a problem to beginning principals. Similarly, the majority of the respondents (75,2%) felt that making final decisions is a minor problem or not a problem. A possible explanation for these results could be ascribed to the cultural setting, where to challenge or ask questions about the directives from the top is not very common, and acceptance of authority is always seen as a major factor when one is being considered for promotion. Conformity to the rules is over-emphasised in such a situation.

#### Item 1.5: Professional isolation

Over three-quarters of the respondents (77,1%) did not see professional isolation as a problem to beginning principals. Very few respondents (18,3%) saw it as a problem or a serious problem. This is not supported by the literature on beginning principals, that reveals that it is lonely at the top (cf. 3.2.2). This finding could be ascribed to social ties that are to some extent brought by unique problems facing principals in developing countries, like sharing the same mailbox, collecting the mail from the circuit office in turns.

### Item 1.6: Housing accommodation for your family

Though over half (60,6%) of the respondents indicated that locating housing accommodation is a minor problem or not a problem for beginning principals, 37,6% felt that it is a serious problem or a problem. It is difficult to justify this finding. The only explanation for this finding could be traced from the system where principals are promoted from within and are sons of the soil and not willing to take new principalships in places away from the home village or town, as observed during the fieldwork (cf. 2.4.2).

### Item 1.7: To give sufficient attention to your family

Only 37,1% of the respondents felt that giving sufficient attention to one's family is a serious problem or a problem to new principals. 61,4% felt that it is a minor or not a problem to new principals. This view could be ascribed to the cultural ties where members of the extended family would also provide support to the family of beginning principal.

### Item 1.8: Locating schools for your children

A majority of the (73,8%) of the respondents felt that locating a school for children is a minor problem or not a problem. Locating a school for children might not be a problem because the principals to a large extent control the admission of pupils, and to ask a favour from the principal of the next school could not always be a problem, as reflected by strong cultural ties.

In summary it appears that most of the new principals do not experience serious problems at the personal level - as revealed by this study. The findings are ascribed to the cultural setting and strong social ties among the villagers. The number of constraints facing principals in developing countries, like the lack of telephones, might also intensify the supportive co-operation they enjoy from other principals.

A highly formalised and centralised school system also helps to explain the situation whereby only a few people in the ministry can take major decisions. So, problems encountered at school level could be passed over

to the ministry to address (that is, passing the buck), because wrong decisions taken by a new principal could put him in a bad light and he could possibly be demoted (cf. 3.3.2). The findings also indicate that problems of new principals in developed countries are not necessarily the same as problems for beginning principals in developing countries. Furthermore, it highlights the importance of conducting an empirical investigation to verify the induction needs of the beginning principals.

### 6.5.2 *Administrative problems*

Table 6.4 illustrates the intensity of the administrative problems facing new principals. Both veteran and new principals were asked to indicate their views on the intensity of the administrative problems facing beginning principals. Such views could make the designers of the induction programme aware of the administrative problems that need attention in helping the beginner principals to run the school as effectively and efficiently as possible.

Table 6.4 gives a brief overview of the views of the respondents on administrative problems facing the new principals. Important issues that emerge from this table are discussed below.

#### Items 2.1 & 2.2: Budgeting and controlling school finance

Table 6.4 shows that more than half (59,2%) of the respondents felt that budgeting school finance is a minor problem or not a problem to new principals. Only 39,8% felt that it is a serious problem or a problem to beginning principals. Furthermore, 72,6% felt that controlling school finance is a minor problem or not a problem while only 26,6% felt that it is a serious problem or a problem to newly appointed school principals.

TABLE 6.4 ADMINISTRATIVE PROBLEMS

Nature of the problem	No Response		Intensity of the problem							
			1		2		3		4	
	f	%	f	%	f	%	f	%	f	%
2.1 Budgeting school finance	4	1,0	133	33,8	100	25,4	105	26,6	52	13,2
2.2 Controlling school finance	3	0,8	171	43,4	115	29,2	77	19,5	28	7,1
2.3 Compiling composite time-table	5	1,3	261	66,2	87	22,1	32	8,1	9	2,3
2.4 Controlling hostel finances	255	64,8	96	24,4	12	3,0	19	4,8	12	3,0
2.5 Ordering equipments and furnitures	9	2,3	170	43,2	97	24,6	77	19,5	41	10,4
2.6 Handling legal issues	42	10,6	54	39,1	86	21,9	82	20,8	30	7,6
2.7 Managing one's own time	7	1,8	151	38,3	127	32,2	89	22,6	20	5,1
2.8 Lack of sufficient time	6	1,6	86	21,8	119	30,2	138	35,0	45	11,4
2.9 Too much administrative	2	0,5	65	16,5	104	26,4	153	38,8	70	17,8

KEY

1 Not a problem; 2 A minor problem; 3 A problem; 4 A serious problem

What emerges from Table 6.4 is that while the literature studies show that budgeting and controlling school finance are a problem to most of the beginning principals (cf. 3.2.5, 3.4), this study shows that it is not a problem to few beginning principals. As discussed in chapter 3 ( cf. 3.9.6) the problem of controlling finances might differ from one school to the other because schools get funds mainly from school fees paid by pupils. Budgeting and controlling limited funds of around five thousand rand (R5000.00) may not pose problems as compared to larger funds allocated to a school in other systems.

A further explanation could be found in the nature of the budgets submitted by schools to circuit office for approval, as such budgets in most instances do not specify the purpose of the budget and are highly questionable.

#### Item 2.3: Compiling composite time-tables

More than 88,3% of the respondents indicated that compiling a composite time-table is a minor problem or not a problem to beginning principals. This could be attributed to the situation where most of the schools have very few teachers and most of the teachers are assigned to a class to teach. In such a situation compiling a composite time-table may not pose a problem.

#### Item 2.4: Controlling hostel finances

Of the total respondents (64,8%) did not respond to this item. The main cause of the big nil return could be ascribed to the fact that only 6 (1,3%) of the schools had hostels attached (cf. 6.4.4). The issue of controlling hostel finance is not clearly illustrated in this table because only six schools in the study had hostels attached. A clear picture could be gained by asking only schools with hostel facilities to give their considered opinion on this issue.

#### Item 2.5: Ordering equipment and furniture

67,8% of the respondents felt that ordering equipment and furniture is a minor problem or not a problem to new principals. 29,9% of the respondents reported that ordering equipment and furniture could be a

serious problem or a problem to beginning principals. The literature (cf. 3.2.5) consulted shows that new principals may have problems in such issues as ordering equipment (cf. 3.2.5).

#### Item 2.6: Handling legal issues

It is noted that over half (61%) of the respondents felt that handling legal issues could be a minor problem or not a problem to beginning principals. Only 28,4% of the respondents saw it as serious or a problem to new principals. The literature consulted indicated that beginning principals may have problems in handling legal issues (cf. 3.2.5).

The findings on this item could be attributed to a situation where most of the legal issues are referred to the Ministry to address, and principals play a minor role of only providing information. Furthermore, some staff, students and parents may be ignorant of their legal rights with respect to educational issues (cf. 3.9). What the principal considers to be right may not be challenged by parents and students in the court of law. For designers of induction programmes, education law should be given attention to make new principals aware of the legal rights of the pupils, staff, and parents.

#### Item 2.7: Managing one's own time

Around 70,5% of the respondents felt that managing one's own time could be a minor problem or not a problem to beginning principals. The findings could be ascribed to the limited knowledge of the respondents about the management of one's own time (cf. 3.2.6). The concept of time management may not be considered important as weighted against another social activities that demand a greater share of the principal's time, like to arrange for social gatherings like funerals, tribal meetings for the erection of a school, and attending to the chief's requests.

#### Item 2.8: Lack of sufficient time

Though more than half (52,1%) of the respondents felt that lack of sufficient time could be a minor problem or not a problem to new principals, 46,4% felt that it is a serious problem or a problem to

beginning principals. The literature (cf. 3.2.6) also suggests that beginning principals encounter a problem of lack of sufficient time.

#### Item 2.9: Too much administrative work

Over half (56.6%) of the respondents felt that too much administrative work is a serious or a problem to beginning principals. The literature consulted also reveals the same findings of the research conducted somewhere else (cf. 3.2.6). This finding could be attributed to a situation in which most of the principals do the administrative work alone because of the absence of formally appointed heads of departments and/or deputies.

Therefore, designers of induction programmes should ensure that this felt need is attended to by providing new principals with opportunities that will help them to carry out their administrative work with greater efficiency and effectiveness.

In summary, Table 6.4 shows that the majority of beginning principals may not have administrative problems. It is clear that other social issues may demand too much of principals' attention to an extent that administrative problems are buried unattended. The issue of wrong administrative records that are not always corrected or up to date may help to explain this view. The nature of the administrative problems could also be ascribed to the school settings where pupils are the only sources of funds through the payment of school fees, which implies that if the pupils do not pay, in practice the principal need not control the financial records or try to develop a comprehensive budget.

Designers of the induction programme should be able to figure out the actual administrative problems in developing countries, like proper completion of records such as annual returns. Social and health issues that compete for the attention of the school principal should be minimised. How to prioritize administrative work, and minimize outside interference should receive attention in designing an induction programme.

In the not too distant future, with the introduction of free or universal primary education in the "new South Africa", schools will receive

financial grants from the government, and such funds should be managed efficiently and effectively. So, principles of sound financial management should be provided to the inductees (cf. 3.8.2.1).

### 6.5.3 *Problems with senior management*

The literature study reveals that beginning principals may encounter problems with senior management staff (cf. 3.3.2).

In order to get a picture of the problems that new principals may encounter with senior management, the respondents were asked to indicate their views on the intensity of each problem. Table 6.5 gives summaries of the respondents' views on the problems facing new principals in dealing with senior management team.

Item 3.1: Working with unco-operative member(s) of senior management staff

Of the total respondents, 66% felt that new principals may encounter minor or no problems when dealing with members of the senior management team. Only 32,5% of the respondents felt that dealing with unco-operative members of the senior management team could be serious or a problem to new principals. Though it is difficult to give reasons for this finding, the situation whereby most of the schools do not have a maximum of two heads of department in primary and middle schools may help to explain this view.

TABLE 6.5 PROBLEMS WITH SENIOR MANAGEMENT STAFF

Nature of the problem	No Response		Intensity of the problem							
			1		2		3		4	
	f	%	f	%	f	%	f	%	f	%
3.1 Working with uncooperative member(s) of senior management staff	6	1,5	148	37,6	112	28,4	82	20,8	46	11,7
3.2 Problems with selection of deputies and heads of departments for appointments	19	4,8	149	37,8	83	21,1	101	25,6	42	10,7
3.3 Dealing with incompetent member of the management team	13	3,3	110	27,9	122	31,0	112	28,4	37	9,4
3.4 Conducting management meetings	9	2,3	222	56,3	108	27,4	43	11,0	12	3,0
3.5 Problems with members who competed for the same principalship position	13	3,3	224	56,8	59	15,0	53	13,5	45	11,4

KEY

1 Not a problem; 2 A minor problem; 3 A problem; 4 A serious problem

Most schools, especially primary schools, have on average only one departmental head, worse still, most of the new schools in particular do not enjoy that privilege of having a departmental head (cf. 3.9). The unwritten policy is that schools are only graded after three years of establishment. This implies that a school may have a departmental head only after three years.

#### Item 3.2: Problems with selection of deputies and heads of departments for appointment

Table 6.5 shows that 36.3% of the total respondents were of opinion that selection of deputies and heads of departments for appointment could be a serious or a problem to beginning principals as revealed by the literature consulted in chapter 3 (cf. 3.3.1). Over half of the respondents (58,9%) felt it to be a minor problem or not a problem. This means that very few new principals encounter a problem of selection of heads of department for appointment.

#### Item 3.3: Dealing with incompetent members of the management team

37,8% of the respondents felt that dealing with incompetent members of the management team could be a serious problem or a problem to the new principal, 58.9% felt that it may be a minor problem or not a problem.

Though a member of the management team could be incompetent, the conditions under which they work may not clearly show that he is incompetent, because of lack of clear, properly spelled-out job descriptions. This situation even allows some principals not to have a clear job description for his heads of department or deputies, which makes it difficult for him to state clearly that a member of his management team is incompetent. Furthermore, if most of the schools do not have management teams it is difficult to have a clear picture of the intensity of the problem.

#### Item 3.4: Conducting management meetings

About 83,7% of the respondents were of the opinion that conducting management meetings may be a minor problem or not a problem to

principals in their first years. This view is contrary to what emerge from the literature consulted in chapter 3 (cf. 3.3.1).

Item 3.5: Problems with members who competed for the same principalship

71,8% of the respondents felt that new principals may have a minor problem or no problem with candidates who competed for the same principalship position. 24,9% were of opinion that it could be a serious or a problem to new principals. This view could be ascribed to a situation where most of the internal candidates are less qualified in terms of academic qualifications as compared to the new principal. In most cases candidates are promoted from within to avoid unnecessary complains and open sabotage (Legotlo, 1992).

In sum, from Table 6.5, it is clear that the majority of the respondents felt that problems encountered with senior management by new principals are very low in intensity. Most of the new principals may not encounter problems when dealing with senior management staff, because of the limited size of the management teams. Furthermore, it appears that most of the schools do not have heads of departments and deputies. However, providers of the induction programme should bear in mind the potential problems of dealing with members of the management team.

#### 6.5.4 *Problems with instructional staff*

The views of the respondents on the problems facing new principals when dealing with the instructional staff are outlined in Table 6.6. These views are discussed below.

Item 4.1: Obtaining information about the strengths and weaknesses of the staff

About 70,8% of the respondents felt that obtaining information about the strengths and weaknesses of the instructional staff may be a minor problem or not a problem to new principals, as only 26,4% saw it as a serious problem or a problem. Again this could be ascribed to a situation where principals are promoted from within, they might have a picture of

the strengths and weaknesses of the staff before the formal appointment to the principalship.

TABLE 6.6 PROBLEMS WITH INSTRUCTIONAL STAFF

Nature of the problem	No Response		Intensity of the problem							
			1		2		3		4	
	f	%	f	%	f	%	f	%	f	%
4.1 Obtaining information about the strengths and weaknesses of the staff	11	2,8	124	31,5	155	39,3	86	21,8	18	4,6
4.2 Evaluating staff effectively.	11	2,8	142	36,0	143	36,3	83	21,1	15	3,8
4.3 Conducting effective classroom visits	4	1,0	144	36,5	103	26,1	112	28,5	31	7,9
4.4 Dismissal of incompetent teacher	24	6,1	89	22,6	54	13,7	96	24,4	131	33,2
4.5 Handling staff absenteeism	8	2,0	160	40,6	102	25,9	83	21,1	41	10,4

KEY

1 Not a problem; 2 A minor problem; 3 A problem; 4 A serious problem

#### Item 4.2 & 4.3: Evaluating staff effectively and conducting effective classroom visits

Opinions of the respondents on these items, as outlined in Table 6.6, show that the majority of the respondents felt that evaluating staff effectively (72,3%) and conducting effective classroom visits (62,6%) could pose minor or no problems to new principals.

These findings could be ascribed to a situation where new principals had been heads of departments and were exposed to what may be seen as classroom visits. If classroom visits are seen as part of staff evaluation, principals may argue that they have an idea of classroom visits just like most people claim that they know what is good effective teaching because they were taught at one stage or the other. Furthermore, this could be ascribed to a position where little is known about effective classroom visits and staff evaluation (cf. 3.3.2.1).

Furthermore, classroom visits could be seen as a matter of routine to complete forms needed by the ministry, but not as an effective way of improving teaching and learning, as well as a strategy of enhancing the professional development of teachers. That is the teacher and the students may not benefit from such unplanned *ad hoc* visits (cf. 3.3.2.1).

So, opportunities should be made available to expose the new principal to the effective strategies of classroom visits and staff evaluation.

#### Item 4.4: Dismissal of incompetent teachers

6.1% cases were missing in this item. This high percentage of refusal to give opinions on this issues might suggest that principals do not see it as their duty to dismiss incompetent teachers.

Over half of the respondents (57,6%) felt that dismissing an incompetent teacher could be a serious problem or a problem to new principals. This finding supports what emerges in the literature study in chapter 3 (cf. 3.3.3.2). The problem of dismissing an incompetent teacher lies in the criteria to be used to justify that the teacher is really incompetent as well

as the skill in building up a case against the incompetent teacher (cf. 3.3.3.2).

#### Item 4.5: Handling staff absenteeism

31,5% of the respondents felt that handling staff absenteeism could be a serious problem or a problem to new principals.

66.5% were of the opinion that handling staff absenteeism is a minor or no problem. This could be ascribed to the situation where principals do not see it as part of their responsibility to ensure that the teachers attend school on a regular basis, and justify that the teachers have the right to take leave of absence when they feel so inclined. Such arguments are seen in situations where the *laissez-faire* approach is adopted, and the principal's main duty is to give teachers the leave forms to complete and may be reluctant to recommend leave without pay for fear of challenges from teachers organisations.

In sum the study brings to the surface some problems that a new principal may encounter when dealing with the instructional staff, such as dismissing an incompetent teacher, and evaluating staff. These findings support what emerges from the literature consulted (cf. 3.2.2). So, induction workshops should focus more attention on procedures to be followed to help the incompetent staff member to improve.

#### *6.5.5 Internal relations problems*

Views of the respondents on the internal relation problems facing new principals are outlined in Table 6.7. A summary of responses provided by this table is provided below.

#### Item 5.1: How to win the staff's trust and confidence

77,7% of the respondents felt that winning the staff's trust and confidence could be a minor or no problem to beginning principals, as only 21.8% saw it as a serious or a problem. This finding could be ascribed to a situation where the policy of promoting principals within is adopted. In such a situation the principal might have long won the trust and confidence

of the staff as a departmental head or a member of the management team. Furthermore, teachers want to be seen in a better light, for it enhances their chances for promotion (cf. 3.3.1), as such they might be willing horses or provide a false honeymoon period to the new principal.

TABLE 6.7 INTERNAL RELATIONS PROBLEM

Nature of the problem	No Response		Intensity of the problem							
			1		2		3		4	
	f	%	f	%	f	%	f	%	f	%
5.1 How to win the staff's trust and confidence	2	0,5	167	42,4	139	35,3	70	17,7	16	4,1
5.2 How to win the loyalty and co-operation of senior management team	10	2,5	151	38,3	133	33,7	88	22,3	12	3,0
5.3 How to motivate staff	6	1,5	201	51,0	121	30,7	54	13,8	12	3,0
5.4 Dealing with poor staff morale	5	1,3	90	22,8	132	33,5	111	28,2	56	14,2
5.5 Issues arising from previous heads' management style	13	3,3	135	34,3	90	22,8	118	29,9	38	9,7
5.6 Managing tension and conflict between staff members	5	1,3	130	33,0	133	33,8	86	21,8	40	10,1

KEY

1 Not a problem; 2 A minor problem; 3 A problem; 4 A serious problem

**Item 5.2: How to win the loyalty and co-operation of the senior management team**

25,3% of the respondents felt that winning the loyalty of and co-operation of senior management team could be a serious problem or a problem to new principals, 72% saw it as a minor or no problem. Similarly, this finding could be ascribed to a limited number of deputies and heads of department in the school system as indicated earlier (cf. 6.5.4)

**Item 5.3: How to motivate staff**

81,7% of the respondents felt that how to motivate staff is a minor or no problem to new principals, only 16,8% saw it as a serious or a problem. This finding could be ascribed to a situation where the principal acknowledges the problems of staff members, that is, always puts the blame for poor teaching on conditions under which they work.

**Item: 5.4: Dealing with poor staff morale**

56,3% of respondents felt that dealing with poor staff morale could be a minor problem or not a problem to new principals, 42,4% saw it as a serious problem or a problem to new principals. Poor staff morale could be ascribed to unprofessional behaviour of some teachers. Fall in staff morale could also be attributed to the present uncertain political scenarios, and unsatisfactory conditions of service. Poor esteem in which teachers are held by the public also contributes to poor staff morale. If the principal's morale is also low, they may not see poor staff morale as a problem.

**Item 5.5: Issues arising from the previous heads' management style**

57.1% of respondents felt that issues arising from the previous head's management style may be minor or not a problem to new principal. Almost 40% (39,6%) felt that issues arising from the previous principals' management style could cause problems to new principals.

The literature also suggests that issues from the previous head's influence may cause problems to a beginning principal (cf. 3.3.3). Beginning

principals inherit problems in the new positions, and may find it difficult to change the operation of their schools. However, principals appointed in newly registered schools may not encounter that problems. During the data collection it was observed that some of the new principals were appointed in newly-registered schools.

#### Item 5.6: Managing tension and conflict between staff members

Of the total respondents 66.8% felt that managing tension and conflict between staff members could be a minor problem or not a problem to new principals, 31.9% felt it could be a serious problem or a problem. The limited number of staff members in most primary school could be attributable to this circumstances. Furthermore, in schools with strong social ties, tension and conflict between staff members may be experienced at a low level.

In sum, some new principals encounter problems of internal relations like how to deal with staff morale and conflict management. So, induction programmes should provide the opportunity for new principals to be exposed to different strategies of dealing with internal relations problems.

#### 6.5.6 *Student problems*

Respondents were asked to indicate their responses with regard to issues and problems facing new principals when dealing with students. Table 6.8 outlines the opinions of the respondents in student personnel issues. Clearly there are few problems facing new principal in pupil supervision.

#### Item 6.1: Dealing with student disciplinary problems

Most of the respondents (82.5%) felt that dealing with students' problems is a minor problem or not a problem for beginning principals. This could be ascribed to the fact that teachers in developing countries are seen as fathers and mothers, as disciplinarians taking care of pupils even after school, more especially in primary schools.

TABLE 6.8 STUDENT PROBLEMS

Nature of the problem	No Response		Intensity of the problem							
			1		2		3		4	
	f	%	f	%	f	%	f	%	f	%
6.1 Dealing with student discipline	6	1,5	238	60,4	87	22,1	55	14,0	8	2,0
6.2 Conducting students conferences	36	9,1	192	48,8	103	26,1	55	14,0	8	2,0
6.3 Dealing with students who are unwilling to learn	12	3,0	95	24,1	134	34,1	97	24,6	56	14,2
6.4 Dealing with students dissatisfaction with hostel issues	222	56,3	95	24,1	11	2,9	41	10,4	25	6,3

KEY

1 Not a problem; 2 A minor problem; 3 A problem; 4 A serious problem

Furthermore, it could be ascribed to the conditions under which the school serves the community. Teachers may communicate their dissatisfaction with pupils progress in other social gatherings like funerals.

#### Item 6.2: Conducting conferences with students

The majority of the respondents (74,9%) felt that conferencing students could be a minor problem or not a problem to beginning principals.

#### Item 6.3: Dealing with students who are unwilling to learn

38,8% felt that dealing with students who are unwilling to learn may be a serious problem or a problem to new principals. 58,2% felt that it may be a minor or a problem. Learning problems may be referred to teachers in most cases, and students who are not motivated to learn may not pose a problem, because repeating a class or standard is common, and such students could repeat a standard for the third time, and the principal might not take all the necessary steps to motivate the child to learn. On the other hand, a high number of out of school pupils may also be an influencing factor. Students may be unwilling to learn because their parents are illiterates and quite a number of their friends are allowed to leave the school and roam in the streets. Furthermore, it could be difficult to persuade students to learn in situation where writing boards, and even books are not available. At home parents may not afford to buy fuel for the lamp, so that pupils could learn (cf. 3.9).

#### Item 6.4: Dealing with students dissatisfaction with hostel issues

Table 6.8 does not give a clear picture of the situation with regard to dealing with hostel issues. 56,3% (222) cases were missing in this item. The respondents could have ignored this item because only six schools had hostel attached in the study. A valid opinion could only be gained from schools with hostels attached. Principals with practical experience in handling student dissatisfaction with hostel issues could be employed to get the dynamics of dealing with hostel issues.

### 6.5.7 *Problems with management of external relations*

Respondents were asked to give their views on problems facing new principals in the management of external relations. Table 6.9 outlines the respondents' views.

TABLE 6.9 PROBLEMS WITH MANAGEMENT OF EXTERNAL RELATIONS

Nature of the problem	No Response		Intensity of the problem							
			1		2		3		4	
	f	%	f	%	f	%	f	%	f	%
7.1 Developing good working relations with the Circuit Education Office	1	0,2	282	71,6	59	15,0	41	10,4	11	2,8
7.2 Developing good working relations with other circuit education officials	13	3,3	260	66,0	63	16,0	47	11,9	11	4,3
7.3 Developing good working relations with members of the school council	4	1,0	265	67,3	62	15,7	46	11,7	17	4,3
7.4 Dealing with parents problems	1	0,3	165	41,9	123	31,2	69	17,5	36	9,1
7.5 Creating better public image	8	2,0	194	49,2	122	31,0	58	14,7	12	3,0
7.6 Getting information about areas of responsibilities of circuit officials	17	4,3	177	45,9	114	28,9	73	18,5	13	3,3
7.7 Getting the support of parents	17	4,3	154	39,1	108	27,4	88	22,3	27	6,9
7.8 Getting accepted by the community	9	2,3	220	55,8	97	24,6	57	14,5	11	2,8

KEY

1 Not a problem; 2 A minor problem; 3 A problem; 4 A serious problem

From Table 6.9 it is clear that the majority of the respondents felt that management of external relations may not pose a challenge to new principals. The new principals encounter minor or no problems in the following areas:

Item 7.4: Dealing with parents problems (73,1%).

Item 7.6: Getting information about the areas of responsibilities of the circuit officials (74,8%).

Item 7.7: Getting support of parents (66,5%).

Furthermore, a rural community school principal can not survive if he does not enjoy the support of the community, for he needs these people for erection of classrooms, and to provide accommodation for the teachers (cf. 3.9). Again, if the relation between the chief and the principal is not very good, the chief may recommend that the principal be removed or transferred from his village. So, establishing a good relationship with the tribal authority is a norm to be respected.

#### *6.5.8 General problems facing new principals in developing countries*

Respondents were asked to rate typical problems facing new principals in developing countries. Table 6.11 displays the views of the respondents on problems facing new principals in developing countries.

Item 8.1: How to handle party politics

5,8% cases were missing in this item. The respondents might have refused to give their views because teachers in particular are not expected to participate actively in politics, and party politics may not be well understood by the respondents.

TABLE 6.10 GENERAL PROBLEMS FACING NEW PRINCIPALS

Nature of the problem	No Response		Intensity of the problem							
			1		2		3		4	
	f	%	f	%	f	%	f	%	f	%
8.1 How to handle party politics	23	5,8	132	33,5	70	17,8	77	19,5	92	23,4
8.2 Dealing with staff accommodation problems	6	1,5	84	21,3	66	16,8	108	27,4	130	33,0
8.3 Shortage of physical facilities	4	1,0	22	5,7	45	11,4	144	36,5	179	45,4
8.4 Water supply problems	3	0,8	144	28,9	67	17,0	79	20,1	131	33,2
8.5 Installing telephones	5	1,3	72	18,3	22	5,6	74	18,8	221	56,0
8.6 Dealing with overage children in schools	2	0,5	124	31,5	116	29,4	100	25,4	52	13,2
8.7 Dealing with pupil/student transport	10	2,6	155	39,3	88	22,3	65	16,5	76	19,3
8.8 Pupils who cannot buy books	1	0,3	25	6,3	33	8,4	119	30,2	216	54,8
8.9 Pupils who cannot pay fees	5	1,3	21	5,3	58	14,7	149	37,8	161	40,9
8.10 Pupils travelling long distances	6	1,5	94	23,9	77	19,5	96	24,4	121	30,7
8.11 Pupils without proper residential accommodation	10	2,5	128	32,5	74	18,8	84	21,3	98	24,9
8.12 Shortage of teaching grants/posts	5	1,3	72	18,3	61	15,5	120	30,4	136	34,5
8.13 How to handle political unrest	19	4,8	108	27,5	75	19,0	77	19,5	115	29,2

KEY

1 Not a problem; 2 A minor problem; 3 A problem; 4 A serious problem

51,3% of the respondents felt that party politics may not pose a challenge to new principals, 42.9% felt that it might be a serious or a problem to new principals. From this table it is clear that party politics may pose challenges to some principals, depending on the area where he is working.

#### Item 8.2: Staff accommodation.

60.4% of the respondents felt that staff accommodation could be a serious problem or a problem to new principals. The literature consulted also reveals that staff accommodation could be a problem to teachers (cf. 3.9.6). It is the responsibility of the principal to recruit qualified staff for the school, and this exercise might be difficult to carry out more efficiently in remote rural areas, where staff accommodation is a problem. It is observed that qualified teachers are not always attracted to teach in remote rural areas because of the push factors such as unsuitable accommodation.

#### Item 8.3: Shortage of physical facilities

The majority of the respondents 81.9% felt that shortage of physical facilities could be a serious problem or a problem to beginning principals. This finding is supported by the literature consulted in chapter 3 (cf. 3.9.6). Though the problem of physical facilities faces both beginning and new principal who for the first time is experience problems of mobilising the communities to erect the school might experience stress and frustrations when communities do not rise to his expectations.

#### Item 8.4: Water supply problem.

Almost half of the respondents (53.3%) felt that new principals might be challenged by the problem of water supply. Very few schools have an adequate water supply. Principals might also be expected to raise funds for water boreholes (cf. 3.9). Situations where the school share the water-pump or a windmill with tribal community is not uncommon.

#### Item 8.5: Installing telephones.

74.8% of the respondents felt that installing telephones might be a serious problem or a problem to beginning principals. Most of the schools in developing countries are without telephones. The new principal is expected to raise funds and apply for the installation of a telephones.

Telephones are needed to ensure effective communication with other agencies. The literature consulted in chapter 3 (cf. 3.9.4) reveals that school in developing countries have problems of telephones.

#### Item 8.6: Dealing with over-age children in schools.

The majority of the respondents (60.9%) felt that dealing with over-age children may not pose a problem to beginning principals. Problems of over-age children in schools can not be wished away. However, dealing with such children particularly in rural areas may not pose a problem, because such children are in some cases also responsible for bringing money to the family by working during the school holidays and over the weekends. Good discipline needed at work might help to inculcate a sense of responsibility in such children. It was observed during the fieldwork that such children are elected as class leaders and help to keep the discipline in the school.

#### Item 8.7: Dealing with pupil/student transport.

61,6% of the respondents felt that dealing with pupil transport may not be a problem to beginning principals, only 35,8% saw it as a serious problem or a problem. This situation could be ascribed to a feeling whereby principals do not see it as their responsibility to arrange transport for children, though they might be walking long distances to reach the school.

#### Items 8.8 & 8.9: Pupils who cannot buy books and pay fees.

The majority of the respondents felt that new principals may have serious problems or a problem with pupils who cannot buy books (85%) and pay school fees (78,9%). The literature consulted in chapter 3 (cf. 3.9.6) also reveals that in developing countries pupil from poor families are expected

to pay fees, and on the other hand parents are requested to collect monies for erection of classrooms.

#### Item 8.10: Pupils travelling long distances

From Table 6.10 it appears that 55,1% of the respondents felt that pupils travelling long distances to school could be a serious problem or a problem to new school principals. It is not uncommon to see pupils travelling long distances to reach the nearest school. Some schools are not within reasonable walking distance, so late-coming and other associated problems like dropping-out (cf. 3.9.7) are the order of the day. These represent a challenge to a new principal who is expected to improve the quality of teaching and learning in the school.

#### Item 8.11: Pupils without proper residential accommodation.

Of the total respondents 46,2% felt that pupils without proper residential accommodation may pose a serious problem or a problem to the new principal, 51,3% were of opinion that it might be a minor or no problem. This finding indicates that fewer pupils will be without a proper residential accommodation and may not cause serious problems to the new principal. However, it was observed during the fieldwork that some pupils take rented accommodation in some villages.

#### Item 8.12: Shortage of teaching grants/posts.

64,9% of the total respondents felt that a shortage of teaching posts could pose a serious problem or a problem to new principals.

The literature consulted underlined the shortage of qualified teachers and shortage of teaching grants (cf. 3.9.5). This implies that the government or the ministry of education is not creating enough posts to meet the requirements. However, this does not in any way rule out the shortage of classroom accommodation. That is in developing countries like Bophuthatswana there is still a hidden shortage of qualified teachers and, classroom accommodation.

So, new principals could be frustrated by a shortage of teaching posts. This implies that there are situations where classes are without teachers.

#### Item 8.13: Handling of political unrest

Almost half (48,7%) felt that handling political unrest may be a problem to new principals. The new political challenges in Southern Africa can not be wished away within a fortnight. The designers of the induction programmes in Southern Africa need to take note of the new political changes in Southern Africa, and help new principals to adjust to the changing environment.

In sum, it appears that principals in Bophuthatswana are more concerned about the problems facing the system as a whole. However, their concern is justified because as principals they are expected to address the systems problems like erection of classrooms, and attracting qualified teachers to the most remote rural areas.

Such problems highlight the induction needs of the new principals in developing countries like Bophuthatswana which need to be addressed during the induction.

#### 6.5.9 Principals' views on other problems facing new principals

The respondents were asked to mention other problems that might challenge the beginning principals in an open space provided in the questionnaire. The responses of the respondents are summarised below in Table 6.11.

**TABLE 6.11: PRINCIPALS' VIEWS ON THE PROBLEMS FACING NEW PRINCIPALS IN RANK ORDER**

RANK	ITEM	f	%
1.	Shortage of classrooms	90	30,0
2.	Shortage of administrative blocks	54	18,0
3.	Pupil overcrowding in classes	30	10,0
4.	Shortage of qualified teachers	30	10,0
5.	Pupil absenteeism and irregular class attendance	24	8,0
6.	Poor relations between teachers and students	22	7,3
7.	Poor staff discipline	18	6,2
8.	Parents not willing to attend parents meetings	17	5,5
9.	Winning the public image	9	3,0
10.	Unco-operative experienced teachers who refuse to accept changes	6	2,0.
	TOTAL	300	100,0

From Table 6.11 it is clear that principals are more concerned about the provision of classrooms and administrative blocks. A shortage of classrooms puts new principals in a really difficult position when they have to turn pupils away, and at the same time ask parents, including parents of pupils who were turned away, to contribute some monies towards the erection of classrooms and administrative blocks (cf. 3.9.5). This in a way increases the principals' frustrations.

Unprofessional poor relations between students and teachers contribute to poor morale in schools, and represent a challenge to a new principals who want to be seen in a better light by the teachers, students, community and the circuit office. The issue is complicated by the unwillingness of the staff to accept changes (cf. 3.3.5).

## **6.6 Critical skills for new principals**

Designers of induction programmes are also guided by essential skills that new principals need in order to be effective in their new jobs, as illustrated (cf. 2.4.3, 3.8). Essential skills identified by literature show that new principals need a set of specialised training activities. The question raised is what the "survival skills" for new principals in Bophuthatswana are. The critical skills needed by beginners as identified in chapters 2, 3, 4 include:

- \* technical skills (cf. 3.8.2.1);
- \* socialisation skills (cf. 3.8.2.2);
- \* self-awareness skills (cf. 3.8.2.3).

This section gives a brief summary of skills identified by the respondents. The respondents were asked to give their views on 24 items on a five-point scale. For each item the respondents rated the importance of each skill for new principal to survive (1 = irrelevant, 2 = somewhat important, 3 = fairly important, 4 = somewhat critical and 5 = extremely critical).

### 6.6.1 *Respondents' ratings of critical skills for new principals*

Table 6.12 outlines the ratings of the respondents in each item. The results reflect the percentages of each responses to each question. To get a better picture of the ratings, the five-point scale was collapsed into a three-point scale, percentages for irrelevant and somewhat unimportant were added together, and the percentages for somewhat critical and extremely critical were added together in the examination of the respondents' ratings.

TABLE 6.12 CRITICAL SKILLS NEEDED BY NEW SCHOOL PRINCIPALS

Nature of the skill needed	No Response		Intensity of need									
			1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%	f	%
1. How to evaluate the staff (i.e., procedures for the task and also the substance: (what do standards really mean?	6	1,5	5	1,3	8	2,0	134	34,0	77	19,5	164	41,7
2. How to facilitate/conduct group meetings	9	2,3	9	2,3	17	4,3	139	35,3	104	26,9	114	28,9
3. How to design and implement a data-based improvement process and goal-setting and evaluation.	5	1,3	12	3,1	15	3,8	117	29,7	101	25,6	144	36,5
4. How to develop and monitor a school financial budget.	6	1,5	12	3,0	18	4,6	80	20,3	61	15,5	217	55,1
5. How to organise and conduct parent-teacher-student conference.	12	3,0	13	3,3	4	3,6	133	33,7	107	27,2	155	29,2
6. How to establish a scheduling program for students and staff.	12	3,0	11	2,8	17	4,3	135	34,3	113	28,7	106	26,9
7. Awareness of issues related to local school law	16	4,0	11	2,8	18	4,6	111	28,2	106	26,9	132	33,5
8. How to manage food services, custodial and secretarial staff.	41	10,4	45	11,4	134	8,7	114	28,9	74	18,8	86	21,8
9. Establishing a positive and cooperative relationship with other circuit officers.	7	1,8	20	5,0	17	4,3	115	29,2	85	21,6	150	38,1
10. How to determine who is what in the school setting.	7	1,8	24	6,1	16	4,0	119	30,2	102	25,9	126	32,0
11. Knowing how to relate to school council members and central office personnel.	3	0,8	13	3,3	9	2,3	133	33,8	72	18,2	164	41,6

TABLE 6.12 (continues)

Nature of the skill needed	No Response		Intensity of need									
			1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%	f	%
12. Knowing where the limits exist within the circuit or school, and balancing that knowledge with one's own professional values.	9	2,3	13	3,3	11	2,8	135	34,2	98	24,9	128	32,5
13. Understanding how the principalship changes family and other personal relationships.	6	1,5	35	8,9	43	10,9	127	32,2	105	26,7	78	19,8
14. Developing interpersonal networking skills that may be used with individuals inside and outside of the system.	6	1,5	17	4,3	23	5,9	141	35,8	114	28,9	93	23,6
15. Ability to encourage involvement by all parties in the educational community.	5	1,3	17	4,3	18	4,6	129	32,7	94	23,9	131	33,2
16. How to develop positive relationships with other organisations and agencies located in the school' surrounding community.	4	1,0	19	4,8	30	7,8	140	35,5	98	24,8	103	26,1
17. Demonstrating an awareness of what it means to possess organizational power and authority.	7	1,8	25	6,3	29	7,4	118	29,9	87	22,1	128	32,5
18. Demonstrating an awareness of why one was selected for a leadership position in the first place.	5	1,3	31	7,9	15	3,8	121	30,7	84	21,3	138	35,0
19. Portraying a sense of self-confidence on the job.	8	2,0	11	2,8	18	4,6	124	31,5	87	22,1	146	37,0
20. Having a vision along with an understanding needed to achieve relevant goals.	9	2,3	13	3,3	8	2,0	113	28,7	97	24,6	154	39,1
21. Demonstrating a desire to make a significant difference in the live of students.	14	3,6	13	3,3	10	2,5	131	33,2	88	22,4	138	35,0
22. Being aware of one's biases, strengths and weaknesses.	16	4,1	17	4,3	16	4,1	98	24,9	108	27,4	139	35,2
23. Understanding and seeing that change is ongoing, and that it results in continually changing vision of the principalship.	t		5	1,3	19	4,8	15	3,8	113	28,7	98	24,9
24. How to assess job responsibilities in terms of the " real role" of the principalship.	7	1,8	10	2,5	7	1,8	115	29,2	91	23,1	164	41,6

**5 = EXTREMELY CRITICAL SKILL (Not being able to do this would make it highly unlikely that a person could continue in the principalship).**

**4 = SOMEWHAT CRITICAL.**

**3 = FAIRLY IMPORTANT, BUT NOT ABSOLUTELY ESSENTIAL.**

**2 = SOMEWHAT UNIMPORTANT.**

**1 = IRRELEVANT SKILL FOR THE EFFECTIVE PERFORMANCE OF THE JOB OF THE SCHOOL PRINCIPAL.**

**(Not being able to do this would have no impact on a person's a ability to serve as a principal.**

Furthermore, items were clustered together according to the skills they described. Accordingly three clusters were identified (Daresh & Playko, 1992c) (cf. 3.8.2).

- Technical skills, described by items 1-8;
- socialisation skills, described by items 9-16;
- self-awareness skills described by items 17-24. A brief summary of the responses on each cluster is provided below.

### 6.6.2 *Critical skills*

#### 6.6.2.1 *Technical skills (items 1-8)*

From Table 6.12 it is clear that most of the items in the cluster were rated by more than 50% of the respondents as extremely or somewhat critical. In this cluster the first three items with the highest ratings are:

Item D-4: How to develop and monitor a school financial budget (70,6%).

Item D-1: How to evaluate the staff (i.e., procedures for the task and also the substance: (what do standards really mean?) (61,1%).

Item D-3: How to design and implement a data-based improvement process and goal-setting and evaluation (62,1%).

The skills needed to develop and monitor school financial budgets appear to be the most important for beginning principals according to this study. A principal in a developing country is, among others, responsible for mobilising the communities to erect a school, and to suggest, where possible, how to collect fees for classroom construction (cf. 3.9). The principal also has to help with the monitoring of collection of funds. Therefore, new principals in such settings need essential skills on developing and monitoring financial budgets.

Evaluating staff was rated the second most important skill. The principal has to demonstrate a clear knowledge of what he is doing or what it really means to evaluate staff with the main purpose of helping them to grow professionally.

The lowest-rated item by the respondents is:

Item D-8: How to manage food services, custodial and secretarial staff (40,6%).

This could be ascribed to the fact that most of the primary and middle schools do not have secretarial staff, and no formal arrangements are required for principals to monitor food services. In actual fact schools in Bophuthatswana do not have any formal food services with the exception of high schools with boarding facilities.

#### *6.6.2.2 Socialisation skills cluster*

Socialisation skills are the second cluster. Items in 9-16 identify the social awareness skills that might be needed by new principals. Table 6.13 suggests that almost all items in this cluster were seen to be important for new principals.

The first three items with highest-rating as most critical skills are:

Item D-11: Knowing how to relate to school council members and central office personnel (59,8%).

Item D-9: Establishing a positive and co-operative relationship with other circuit officers (59,7%).

Item D-15: The ability to encourage involvement by all parties in the educational community (57.1%).

From Table 6.12 it appears that the most important social skill that new principals should demonstrate is how to relate to school council members and central office. The principal's tasks as a liaison person, a human relation facilitator, is to ensure effective communication between the internal and external environments. This implies that a new principal should have better interpersonal and communication skills. More importantly, he should observe the approved communication channels, and be aware of the more effective ways that are used in practical reality.

In developing countries personal communication is more effective and is seen to be more important than just writing a letter. In some cases some members of the school council could be illiterates, but would command more power in the community as headmen (cf. 3.9). Headmen expect a certain amount of respect and observation of valued norms and values in the tribal authority. How to dress and talk to members of the school council is very important.

A healthy relationship with the circuit office is also important for acceptance by the circuit. Principals who do not have good relations with the circuit may not get the necessary support. Systematic feedback from the circuit office to the new principals is essential to enable new principal to look at themselves and where they want to take the school.

The new principal in a rural community should demonstrate his knowledge of the influential people in the community. He needs their support for erection of schools, and needs to ensure that all stakeholders participate fruitfully in community projects like the erection of classrooms. That is, the principal also plays an important role in his own socialisation to the community as illustrated in chapters 2 and 4 (cf. 2.8, 4.5.3).

The least rated item in the social skills cluster is:

Item D-13: Understanding how principalship changes family and other personal relationships (46,5%).

As stated earlier, family relations are strong in the traditional societies. The ties are always ensured by extended families, and there is mostly a situation whereby most of the people in the village are related through the ward and kinship system. Principalship may not change these relations but rather reinforce it, by the respect accorded to the new principal, more especially if he is the son of the soil.

### *6.6.2.3 Self-awareness skills cluster*

In this cluster, the first three highly-rated as most important skills are:

Item D-24: How to assess job responsibilities in terms of the "real role" of principalship (64,7%).

Item D-20: Having a vision along with an understanding needed to achieve relevant goals (63,7%).

Item D-22: Being aware of one's biases, strengths and weaknesses (62,7%).

As illustrated in chapter 3 (cf. 3.2.4, 3.8.2.3) conceptualisation of the role of principal is more important for new principals. Balancing authority and power is essential for the new principal. He is responsible for everything that happens in the school, but does he have the personal power to ensure that everything happens according to his wishes in line with the stated mission of the school. He has the legal authority (cf. 3.2.4) but may remain powerless and resort to positional power to coerce people and increase the intensity of his frustration. One step out of line may take him fifty steps backward.

The importance of vision is well-illustrated in the school effectiveness literature as stated in chapter 3 (cf. 3.8.4). Outstanding leaders have a vision and conceptualise the school as a whole. Principals dream, but how to put the dream in reality, how to communicate their vision to the whole school community, remains a problem. Vision should be communicated in such a way that all members of the organisation are committed and feel empowered. In this way chances of succeeding are greatly increased.

A school principal should also be aware of his biases, strengths and weaknesses. A critical self-introspection is most important, critical reflection on what he is doing and what he ought to be doing is more important for his professional growth.

#### *6.6.2.4 Principals' views on other essential skills*

Respondents were asked to identify other essential skills for new principals. The following skills were identified by the respondents:

- communication skills;
- conflict-management skills;
- skills for managing change; and
- coaching skills.

In sum, the study has illustrated that both veteran and new principals are aware that the new principal should possess certain essential knowledge and skills for effective performance of his role.

The three-skills approach adopted in the analysis of the data directs the attention of the designers of the induction programmes on how to structure the contents of the induction programme. What the important skills for new principals are is clearly highlighted. The separation of skills was more important for the analysis, but in practice these skills are more related. As the principal conceptualises the mission of the school, he needs better human relation skills and technical skills to communicate his vision to the members of the organisation.

### **6.7 Mean score and ratings of each item of the problems facing new principals for both new and veteran principals**

An attempt was made to get a picture of the mean score ratings of new and veteran principals. Initially attention was given to the mean scores and ratings of the new principals on problems facing new principals and later the mean scores and ratings of the veteran principals were given attention.

#### **6.7.1 *New principals' mean score ratings of problems facing beginning principals***

Table 6.13 displays the mean scores and ratings of the new principals.

A high mean score means that the intensity of the problem to new principals is high. That is, the higher the mean score (4,0 maximum mean score) the higher the intensity of the problem. The items with the mean score of 2,5 and above are listed and briefly discussed. Items with a mean score of above 2,5 are seen as posing a serious problem or a problem to new principals.

The first items with the highest mean scores (2.5 above) in the category of general problems facing new principals in developing countries are:

- \* Item C-8.8: Pupils who cannot buy books (3,28)
- \* Item C-8.5: Installing telephones (3,21)
- \* Item C-8.3: Shortage of physical facilities (3,20)
- \* Item C-8.9: Pupils who cannot pay fees (3,05)
- \* Item C-8.2: Dealing with staff accommodation problem (2.65)
- \* Item C-8.12: Shortage of teaching grants/posts (2,56)
- \* Item C-8.4: Water supply problem (2.55)
- \* Item C-8.10: Pupils travelling long distances (2.5)

These findings support what is suggested by the literature consulted in chapter 3. The literature consulted in chapter 3 (cf. 3.9) revealed that new principals in developing countries are confronted with a number of problems that could be ascribed to the system's failure to provide enough resources for the ever-increasing school population. The developing countries are characterised by A high population growth rate and A high dependence ratio (cf. 3.9).

**TABLE 6.13: NEW PRINCIPALS' MEAN SCORES IN RANK ORDER ON PROBLEMS FACING BEGINNING PRINCIPALS**

ITEM NO	ITEM	MEAN SCORE	RANK ORDER
C8.8	Pupils who can not buy books	3,28	1
C8.5	Installing telephones	3,21	2
C8.3	Shortage of physical facilities	3,20	3
C8.9	Pupils who can not pay fees	3,05	4
C8.12	Shortage of teaching grants	2,85	5
C4.4	Dismissal of incompetent teacher	2,69	6
C8.2	Staff accomodation problem	2,65	7
C8.4	Water supply problem	2,55	8
C2.9	Too much administrative work	2,53	9
C8.10	Pupils travelling long distance	2,51	10
C8.13	Handle political unrest	2,42	11
C8.11	Pupils accommodation problem	2,34	12
C2.8	Lack of sufficient time	2,32	13
C5.4	Poor staff morale	2,28	14
C8.1	Handling party politics	2,27	15
C6.3	Student who - unwilling to learn	2,25	16
C8.6	Overage children	2,17	17
C5.5	Issues from previous head's management style	2,16	18
C2.1	Budgeting school finance	2,14	19
C1.7	Giving attention to your family	2,13	20
C1.1	Experience tress and tension	2,11	21
C3.3	Dealing with incompetent member of management	2,10	22
C8.7	Dealing with pupil transport	2,07	23
C4.3	Conducting effective classroom visits	2,05	24
C5.6	Manging tension and conflict	2,03	25
C3.2	Selection of deputies	2,03	26
C3.1	Uncooperative member of senior management	2,02	27

TABLE 6.13 (continues)

ITEM NO	ITEM	MEAN SCORE	RANK
C1.2	Previous head's influence	2,02	28
C7.7	Getting support of parents	2,01	29
C2.5	Ordering equipment	1,97	30
C7.4	Parents problems	1,96	31
C4.1	Obtaining information about staff strengths and weaknesses	1,91	32
C2.6	Handling legal issues	1,89	33
C5.2	Winning loyalty of senior management	1,89	34
C4.5	Handling staff absenteeism	1,88	35
C1.6	Accommodation for family	1,88	36
C2.7	Managing own time	1,87	37
C4.2	Evaluating staff effectively	1,86	38
C2.2	Controlling school finances	1,83	39
C5.1	Win staff's trust and confidence	1,81	40
C6.4	Student dissatisfaction with hostel issues	1,78	41
C1.4	Making final decisions	1,70	42
C7.5	Creating better public image	1,68	43
C1.3	Exercising authority	1,67	44
C7.6	Getting information on areas of responsibility	1,67	45
C5.3	How to motivate staff	1,66	46
C3.5	Members who competed for principalship	1,66	47
C1.5	Professional isolation	1,64	48
C7.8	Getting accepted by community	1,64	49
C1.8	Locating school for children	1,61	50
C6.2	Conducting student conferency	1,59	51

TABLE 6.13 (continues)

ITEM NO	ITEM	MEAN SCORE	RANK
C2.4	Controlling hostel finances	1,57	52
C6.1	Dealing with student problems	1,54	53
C7.3	Good relations with members of the school council	1,54	54
C3.4	Conducting management meeting	1,53	55
C7.2	Developing good working relations with circuit	1,43	56
C7.1	Good relation with circuit officer	1,38	57
C2.3	Compiling composite time-table	1,38	58

The socio-economic background of the pupils, as indicated by problems such as pupils who cannot afford to buy books and pay fees, reveals that most pupils are drawn from poor families (cf. 3.9.2). New principals in this setting thus need to have effective strategies for dealing with pupils drawn from poor socio-economic backgrounds.

Problems of physical facilities such classrooms are documented in the literature on problems facing education systems in developing countries (cf. 3.9.1). As stated earlier (cf. 6.5.9) these problems could be seen as systems problems; however, new principals are expected to address such problems.

This suggests that the new principal is faced with problems of erecting classrooms, and problems of turning pupils away because of the shortage of classroom accommodation as revealed by the literature consulted (cf. 3.9.1, 3.9.5).

Other problems rated as causing a concern for beginning principals not in the area of problems related to the system's problems are:

- \* Item 4.4: Dismissal of incompetent teachers (2,69).
- \* Item 2.9: Too much administrative work (2,53).

Literature consulted in chapter 3 underlines the problems of new principals in dismissing an incompetent teacher (cf. 3.3.2.2), and too much administrative work (cf. 3.2.6).

These findings suggest that new principals need help in dealing with an incompetent teacher, and about what procedures need to be followed in dismissing an incompetent teacher. The criteria that need to be used to conclude that one is incompetent should also be known (cf. 3.3.2.2). The study shows that all these concerns of new principals need to be addressed in helping new principals to be effective in their roles.

As revealed by the literature consulted, lack of competence is difficult to prove (cf.3.3.2.2). The new principal can only make a recommendation for the dismissal of an incompetent teacher after he has made honest efforts to help the teacher to improve (cf. 3.3.2.2).

New principals need strategies to cope with ever-demanding multitude of the administrative work (cf. 3.2.1, 3.2.6). They need help to cope with too much administrative work.

New principals' lowest mean score items on problems facing beginning principals are listed below. Items with mean scores of less than 1,6 are listed and discussed (cf. Table 6.13):

- \* Item 6.2: Conducting student conferences (1,59).
- \* Item 2.4: Controlling hostel finances (1,57).
- \* Item 6.1: Dealing with student discipline (1,54).
- \* Item 7.3: Developing good working relations with members of the school council (1,54).
- \* Item 3.4: Conducting management meetings (1,53).
- \* Item 7.2: Developing good working relations with other circuit education officials (1,43).
- \* Item 7.1: Developing good working relations with the circuit education officer (1,38).
- \* Item 2.3: Compiling composite time-tables (1,38).

Low ratings given to these items relating to students (items 6.1 & 6.2) could be explained against the background of the principal's and students' relations (cf. 3.5). If principals saw students as fuller members in the school they could give them some platforms for participating in decision making on matters pertaining to students and in such a situation the principal may not have problems of dealing with students (cf. 3.5)

On the contrary, a principal who does not allow students to participate in decision-making may not find it difficult to give directions to students, and students may not question the directives given by the principal (cf. 3.5).

As stated earlier (cf. 6.3.4) the issues attached to hostels are not clearly reflected in this study because only six school had hostels attached.

The question of relations between the principal and the external environment in this study shows that the principals in developing countries do not have major problems of communicating with the circuit office and

the parents. Problems encountered in the system may encourage everybody involved to work closely with the principal. As illustrated in chapter 3 (3.9) the principal is also responsible for the erection of classrooms. Meetings held by the principal and the circuit office as well as parents allow the principal to have an opportunity to gain support from the circuit office and parents.

Management meetings could be a very rare commodity in a situation where there are no heads of departments or deputies. Most schools do not enjoy the privilege of being well-staffed, as revealed in the literature review in chapter 3, (cf. 3.9) so the problem of management meetings and compiling a composite table may not be important in two-teacher or five-teacher schools.

#### 6.7.2 *Mean score ratings of the veteran principals on problems facing beginning principals*

Table 6.14 displays the mean score ratings of problems facing new principals by veteran principals. Items with the mean score of above 2,5 are listed and discussed. The first problems rated as the most serious problems for new principals are:

- \* Item 8.8: Pupils who cannot buy books (3,40).
- \* Item 8.9: Pupils who cannot pay fees (3,28).

**TABLE 6.14: VETERAN PRINCIPALS' MEAN SCORE RATING OF PROBLEMS FACING NEW PRINCIPALS IN RANK ORDER**

ITEM NO	ITEM	MEAN SCORE	RANK
C8.8	Pupils who cannot pay books	3,40	1
C8.9	Pupils who cannot pay fees	3,28	2
C8.3	Shortage of physical facilities	3,26	3
C8.5	Installing telephones	3,06	4
C8.2	Staff accommodation	2,83	5
C8.12	Shortage of teaching grants	2,79	6
C4.4	Dismissal of incompetent teachers	2,76	7
C8.10	Pupils travelling long distances	2,76	8
C8.13	Handle political unrest	2,65	9
C2.9	Too much administrative work	2,64	10
C8.4	Water supply problem	2,61	11
C8.11	Pupils - accommodation problem	2,46	12
C8.1	Handle party politics	2,43	13
C2.8	Lack of sufficient time	2,42	14
C5.4	Poor staff morale	2,40	15
C1.1	Experience stress & tension	2,38	16
C6.3	Students unwilling to learn	2,36	17
C1.6	Accommodation for family	2,32	18
C3.3	Dealing with incompetent member of management	2,31	19
C2.1	Budgeting school finances	2,25	20
C8.6	Dealing with overage children	2,25	21
C8.7	Dealing with pupil transport	2,27	22
C6.4	Student's dissatisfaction with hostel issues	2,17	23
C3.2	Selection of deputies	2,17	24
C4.5	Handling staff absenteeism	2,16	25

TABLE 6.14 (continues)

ITEM NO	ITEM	MEAN SCORE	RANK
C5.6	Managing tension & conflict	2,16	26
C1.7	Giving attention to your family	2,15	27
C5.5	Issues from previous head's management style	2,13	28
C3.1	Uncooperative member of senior management staff	2,12	29
C4.3	Conducting effective classroom visits	2,11	30
C4.1	Obtaining information about staff strengths & weaknesses	2,04	31
C2.6	Handling legal issues	2,04	32
C1.2	Previous head's influence	2,02	33
C2.7	Managing one's own time	2,02	34
C4.2	Evaluating staff effectively	1,99	35
C2.2	Controlling school finances	1,98	36
C2.5	Ordering equipment	1,97	37
C7.6	Getting information on areas of responsibilities of circuit office	1,93	38
C7.7	Getting support of parents	1,92	39
C7.4	Parents problems	1,92	40
C5.2	Win loyalty of senior management members	1,91	41
C5.1	Win staff's trust and confidence	1,86	42
C1.4	Making final decisions	1,84	43
C1.8	Locating school for children	1,83	44

Table 6.14 (continues)

ITEM NO	ITEM	MEAN SCORE	RANK
C3.5	Members who competed for principalship	1,80	45
C5.3	How to motivate staff	1,71	46
C1.5	Professional isolation	1,71	47
C7.5	Creating better pulic image	1,74	48
C6.2	Conducting student conferences	1,74	49
C1.3	Exercising authority	1,69	50
C3.4	Conducting management meetings	1,67	51
C2.4	Controlling hostel finances	1,66	52
C7.8	Getting accepted by community	1,63	53
C6.1	Dealing with student problems	1,60	54
C7.2	Developing good working relations with circuit	1,60	55
C2.3	Compiling composite time-table	1,54	56
C7.1	Good relations with circuit officer	1,51	57
C7.3	Good relations with members of shool council	1,51	58

- \* Item 8.3: Shortage of physical facilities (3,26).
- \* Item 8.5: Installing telephones (3,06).
- \* Item 8.2: Dealing with staff accommodation problems (2,83).
- \* Item 8.12 Shortage of teaching grants/posts (2,79).
- \* Item 8.10 Pupils travelling longer distances (2, 76).
- \* Item 8.13 How to handle political unrest (2.65).

As discussed earlier (cf. 6.7.1) these problems are more inclined to be systems problems, however, principals are expected by the system to ensure that pupils buy books and pay the school fees or even requested by the tribal authority to collect building fees. Because principals are seen as the key persons to ensure that such facilities are provided at schools, these are real problems to new principals in developing countries.

Other items rated as causing concern by veteran principals that may not be ascribed to the system's problems are:

- \* Item 4.4: Dismissal of incompetent teachers (2,76).
- \* Item 2.9: Too much administrative work (2,64).

The literature study conducted in chapter 3 underlined that new principals could encounter these problems. However, it is noted that the intensity of these problems is not experienced as being high, thus they could be viewed as minor problems.

Least scored items by veteran principals, items with a mean score of less than 1,6, are listed below.

Item C2.3: Compiling a composite time-table (1,54).

Item C7.1: Developing good working relations with the Circuit Education Officer (1,5)

Item 7.3: Developing good working relations with members of the school council(1,5)

Items 7.1 & 7.3 indicate that new principals may not have problems of establishing good relations with their immediate seniors and members of the school council, and do not encounter problems in compiling composite time-tables.

In sum it is observed that both new and veteran principals give the highest rating to problems that could be ascribed to the system's failure to provide adequate resources to improve the quality of education offered in schools.

One of the important observations made on examining the mean scores from both groups is that (cf. Table 6.13 & 6.14) veteran principals rate the problems more highly than new principals in the study. This difference could be ascribed to the experience of the veteran principals in principalships.

### **6.8 Means score and ratings for each item on the critical skills for new principals according to new principals and veteran principals**

A question could be asked about the ratings of the critical skills by both new principals and veteran principals. To gain a picture of how the two groups view the critical skills for new principals, the mean scores of both new and veteran principals were ranked in two separate tables (Table 6.15 & 6.16). Items with mean scores of above 3 are regarded as essential/critical skills for new principals. The higher the mean score the more critical is the skill.

#### *6.8.1 New principals' mean score ratings on essential skills for beginning principals*

Table 6.15 displays an overview of the mean scores and ratings of new principals. Major issues that arise from this table are discussed below.

Because all items in Table 6.15 are rated above 3,00, only the first eight items in rank order and the last two items are listed and briefly discussed.

For new principals the first two items rated highly were:

Item D-4: How to develop and monitor a school financial budget (4,18).

Item D-1: How to evaluate the staff ( i.e. procedures for the task and also the substance of what standards really mean (4,08).

Both items are in the technical skills cluster. This again indicates the importance of technical skills for new principals (cf.3.2, 3.8.2.1).

The next highly-rated skills within the first eight items as displayed by Table 6.15 are:

Item D-24: How to assess job responsibility in terms of the real role of the principal (4.04).

**TABLE 6.15: NEW PRINCIPALS' MEAN SCORE RATINGS ON CRITICAL SKILLS IN RANK ORDER**

ITEM NO	ITEM	MEAN SCORE	RANK
D-4	Develop & monitor school financial budget	4,18	1
D-1	Evaluate staff	4,08	2
D-24	Assess job responsibilities	4,04	3
D-11	Relating to school council members and central office personnel	4,02	4
D-20	Having vision & understanding	3,99	5
D-9	Establish good relations with circuit office	3,97	6
D-19	Portaying sense of self confidence	3,95	7
D-23	Understanding change	3,90	8
D-3	Design data based improvement	3,89	9
D-22	Aware of one's strengths & weaknesses	3,88	10
D-5	Conduct parent-teacher student conference	3,85	11
D-7	Issues related to school law	3,85	12
D-12	Knowing the limits within the circuit	3,85	13
D-21	Desire to make difference in student's life	3,82	14
D-2	Facilitate group meetings	3,81	15
D-18	Demonstrate why one was selected	3,80	16
D-15	Encourage all parties involved	3,78	17
D-6	Schedule programme for staff & students	3,76	18
D-10	Knowing who is what in school settings	3,75	19
D-14	Interpersonal working relation	3,72	20
D-17	Awareness of possessing organisational power	3,70	21
D-16	Establish positive relations with others	3,70	22
D-13	Knowing how principalship change life	3,42	23
D-8	Managing food services	3,21	24

\* For details of items see Appendix A.

Item D-20: Having a vision along with understanding needed to achieve goals (3,99).

Item D-19: Portraying a sense of self-confidence on the job (3,95).

Item D-23: Understanding and seeing that change is on-going, and that it results in continually changing visions of principalship (3,90).

All four these items are in the category of self awareness cluster. These findings clearly illustrate the importance of conceptual skills in executive positions as illustrated in chapter 3 (cf. 3.8.). This suggests that new principals should be in position to conceptualise their role clearly, and understand what it really means to be a principal. These findings supported what emerged from the literature study about the essential skills for new principals chapter 3 (cf. 3.2.4, 3.8.2).

Within the first eight highly rated skills there are two items of the social skills cluster:

Item D-11: Knowing how to relate to the school council members and the central office personnel (4,02).

Item D-9: Establishing a positive and cooperative relationship with other circuit officers (3,97).

These two items, as stated earlier (cf. 3.8), reflect the importance of establishing good human relations. That is the importance of management of the external relations is once more brought to the surface. New principals need skills in how to establish healthy positive relations with circuit office officials and members of the school council.

The least rated skills with mean scores below 3,5 by new principals are (Table 6.15):

Item D-13: Understanding how principalship changes family and other personal relationships (3,42).

Item D-8: How to manage food services, custodial and secretarial staff (3,21).

As stated earlier primary and middle schools in Bophuthatswana do not have secretarial staff, and food services are not formally provided by the

school. So, the low ratings in this case could be ascribed to the absences of the services mentioned.

When a principal is promoted from within the school or circuit office he may not feel far stretched and removed from his family. Strong social ties between members of the families, kinship and ward systems could be a better explanation for low rating on understanding how principalship changes the family and other personal relations.

### 6.8.2 *Mean score ratings of critical skills items by veteran principals*

Table 6.16 gives a brief summary of the mean score ratings of the veteran principals on critical skills for new principals.

For veteran principals the first highly rated critical skill is;

- \* Item D-4: How to develop and monitor a school financial budget (4,16). This rating is in the technical skills category.

The next highly-rated skills are:

- \* Item D-24: How to assess job responsibilities in terms of the "real role" of the principal (3,98).
- \* Item D-20: Having a vision along with understanding needed to achieve relevant goals (3,94).

Both items are in the self-awareness skills cluster, and as in the case of new principals, are given a higher ranking

**TABLE 6.16: VETERAN PRINCIPALS' MEAN SCORE RATINGS OF CRITICAL SKILLS IN RANK ORDER**

ITEM NO	ITEM	MEAN SCORE	RANK
D-4	Develop & monitor school financial budget	4,16	1
D-24	Assess job responsibilities	3,98	2
D-20	Having vision and understanding	3,94	3
D-3	Design data based improvement	3,92	4
D-21	Desire to make difference in student's life	3,91	5
D-1	Evaluate staff	3,90	6
D-22	Awareness of one's strengths and weaknesses	3,90	7
D-7	Issues related to school law	3,90	8
D-11	Relating to school council members and central office personnel	3,84	9
D-23	Understanding change	3,81	10
D-19	Portraying sense of self-confidence	3,80	11
D-12	Knowing limits within the circuit	3,80	12
D-15	Encouraging all parties involved	3,78	13
D-10	Knowing who is what in school setting	3,75	14
D-2	Facilitate group meetings	3,74	15
D-6	Schedule programme for staff and students	3,74	16
D-9	Establish good relations with circuit office	3,72	17
D-5	Conduct parent-teacher student conference	3,69	18
D-17	Awareness of possessing organisational power	3,66	19
D-18	Demonstrating why one was selected	3,65	20
D-16	Establish positive relations with others	3,62	21
D-14	Interpersonal working relations	3,52	22
D-8	Managing food services	3,43	23
D-13	Knowing how principalship change life	3,35	24

\* For details of items see Appendix A.

The other items rated higher within the first eight important skills;

- \* Item D-3: How to design and implement a data-based improvement process and goal setting and evaluation (3.92).
- \* Item D-21: Demonstrating a desire to make a significant difference in the lives of students (3,91)
- \* Item D-1: How to evaluate the staff (i.e., procedures the task and also the substance (what do standards really mean)? (3,90)
- \* Item D-22: Being aware of one's biases, strengths, and weaknesses (3,90).
- \* Item D-7 Awareness of issues related to local school law (3,90).

The veterans reflecting on their experiences indicate the importance of a more systematic approach in diagnosing the instructional problem as well as in goal-setting. The importance of systematically evaluating the present position with a particular purpose of identifying the needs and directing staff development plans or programmes (Oldroyd & Hall, 1992:62-90) by new principals is stressed by the experienced principals (cf. 3.8).

More importantly, the veterans indicate the new principals should pay more attention at improving student learning. According to Parkay *et al.* (1992) beginning principals at the beginning of the year are more concerned about the survival needs. Similarly, views are document about the teachers during the first year teaching (Huberman, 1992:122-138).

In sum, although both groups agree on the low-rated skills, the importance of the self-awareness, technical, and social skills, as revealed by the study, supports similar findings of studies conducted somewhere else (cf. 3.8). There are significant differences in ratings between new and veteran principals. For example, veteran principals are more aware of the importance of using personal power than position power to facilitate participatory decision-making. The veterans are more concerned about improving student learning, which is not highly rated by the new principals.

Furthermore, the veterans highlight the importance of possessing skills for self-evaluation (cf. 3.8). The new principals should rediscover themselves, and see whether what they are actually doing is really what they think they

are doing. By utilising strategies like the Johari Window they might surface the dilemma, the discrepancies between what they are doing and what they think they are doing. What they are doing is influenced to some degree by their own educational platforms and the environments in which they work. In this way introspection or a revisit to their own educational platforms could help them to use an assortment of lenses in viewing their strengths, weaknesses, induction needs, and overall planning for improvement and professional growth.

The critical skills survey help designer of the induction programmes and the pre-service programmes to revisit their course contents and see how far they address the needs of new principals. Such revisiting which eventually leads to reforms or reconstruction of the current programmes, enhances the social rate of return and the profitability of investing in such programmes.

## **6.9 Interpretation of differences in response between new principals and veteran principals**

To gain a picture of the difference in response of the new and veteran principals in each item of the survey the one sample z-test and the effect size were computed. Table 6.17 displays a comparison in response to each item of the survey.

### *6.9.1 The one sample z-test*

The one sample z-test is used to determine the level of statistical significance between sample means (Borg & Gall, 1989:351). In this study the one sample z-test was computed to determine the level of statistical significance between the views of the new and the veteran principals.

### *6.9.2 The effect size*

In this study the effect size is the quantitative way of describing how well the average new principal views the problems of beginning principals relative to the average veteran principal (Borg & Gall, 1989:6). The effect

size gives the picture of the practical significant difference between two groups.

For this study, in order to compare the views of beginning principals and veteran principals, the effect size was computed by subtracting the mean score of the veteran principals from the new principals' mean and dividing it by the veteran principals' standard deviation (Borg & Gall, 1989:172).

The formula used in computing the effect size (Treece & Treece, 1986:443; Cohen, 1988:553).

$$d = \frac{\bar{X}_1 - X_2}{SD}$$

Where:

$\bar{X}_1$  is the mean for new principals

$\bar{X}_2$  is the mean for veteran principals

SD is the standard deviation for the veteran principals

d is the effect size

The following guidelines were used in the interpretation of the value of the effect size (Cohen, 1988).

d = 0.15 (small effect)

d = 0.35 (medium effect)

d = 0.60 (large effect)

### 6.9.3 *A comparison of the views of new and veteran principals on problems facing beginning principals*

Table 6.17 gives a comparison of the response of the two groups. In examining the computed one sample z-test and the effect size it is clear that there is a statistically significant difference and practically significant difference in the views of the two groups in some of the items.

Item 6.4 is not included in the analysis because of the poor response rate (cf. 6.4.4). Only six respondents responded to this question.

TABLE 6.17: DIFFERENCES IN RESPONSE BETWEEN NEW PRINCIPALS AND VETERAN PRINCIPALS ON PROBLEMS FACING NEW PRINCIPALS

Item	New Principal	Veteran Principal	SD	z	d
	Mean score $\bar{X}_1$	Mean score $\bar{X}_2$			
C1.1	2,111	2,383	1,004	3,725*	0,270 <sup>■</sup>
C1.2	2,048	2,021	1,065	0,345	
C1.3	1,673	1,685	0,885	0,179	
C1.4	1,703	1,837	0,941	1,975	
C1.5	1,644	1,708	0,927	0,951	
C1.6	1,875	2,315	1,300	4,658*	0,338 <sup>■</sup>
C1.7	2,130	2,153	1,078	0,289	
C1.8	1,613	1,828	1,012	0,801	0,212 <sup>■</sup>
C2.1	2,143	2,250	1,087	1,350	
C2.2	1,826	1,984	0,964	1,246	0,163 <sup>■</sup>
C2.3	1,380	1,539	0,815	2,687*	0,195 <sup>■</sup>
C2.4	1,569	1,662	1,024	1,240	
C2.5	1,969	1,973	1,049	0,041	
C2.6	1,895	2,040	1,036	1,915	
C2.7	1,868	2,021	0,892	2,356*	0,171 <sup>■</sup>
C2.8	2,320	2,414	0,958	1,350	
C2.9	2,532	2,634	0,944	1,488	

■ small effect

\*  $z > 1,96, p < 0,05$

TABLE 6.17 (Continues)

Item	New Principal	Veteran Principal			
	Mean score $\bar{X}_1$	Mean score $\bar{X}_2$	SD	z	d
C3.1	2,020	2,117	1,053	1,267	
C3.2	2,031	2,164	1,043	1,763	
C3.3	2,095	2,311	0,941	3,155*	0,229 <sup>■</sup>
C3.4	1,529	1,672	0,859	2,259*	0,164 <sup>■</sup>
C3.5	1,661	1,800	1,151	1,667	
C4.1	1,945	2,049	0,833	1,708	
C4.2	1,862	1,989	0,869	2,011*	
C4.3	2,049	2,105	0,972	0,785	
C4.4	2,691	2,763	1,177	8,405	
C4.5	1,875	2,162	1,162	3,665*	0,266 <sup>■</sup>
C5.1	1,813	1,856	0,948	0,620	
C5.2	1,885	1,912	1,866	0,427	
C5.3	1,660	1,708	0,834	0,785	
C5.4	2,283	2,404	1,006	1,653	
C5.5	2,156	2,134	1,007	0,289	
C5.6	2,034	2,156	0,984	1,694	

■ small effect

\*  $z > 1,96$ ,  $p < 0,05$

TABLE 6.17 (continues)

Item	New Principal	Veteran Principal	SD	z	d
	Mean score $\bar{X}_1$	Mean score $\bar{X}_2$			
C6.1	1,542	1,597	0,867	0,868	
C6.2	1,587	1,738	0,841	2,466*	0,179 <sup>■</sup>
C6.3	2,244	2,354	1,025	1,474	
C7.1	1,382	1,507	0,835	2,053*	
C7.2	1,430	1,569	0,874	2,191*	0,159 <sup>■</sup>
C7.3	1,541	1,508	0,844	0,537	
C7.4	1,995	1,920	0,994	0,482	
C7.5	1,681	1,740	0,851	0,950	
C7.6	1,670	1,932	0,939	3,844*	0,279 <sup>■</sup>
C7.8	1,641	1,625	0,835	0,261*	
C8.1	2,269	2,432	1,252	1,791	
C8.2	2,645	2,827	1,109	2,259*	0,164 <sup>■</sup>
C8.3	3,202	3,260	0,853	0,923	
C8.4	2,553	2,609	1,214	0,633	
C8.5	3,216	3,059	1,186	1,846	
C8.6	2,166	2,244	1,048	1,019	
C8.7	2,064	2,267	1,157	2,411*	0,175 <sup>■</sup>
C8.8	3,279	3,402	0,867	1,942	
C8.9	3,044	3,276	0,772	4,134*	0,300 <sup>■</sup>
C8.10	2,509	2,758	1,134	3,031*	0,220 <sup>■</sup>
C8.11	2,355	2,459	1,214	1,171	
C8.12	2,855	2,787	1,126	0,826	
C8.13	2,434	2,648	1,228	2,397*	0,174 <sup>■</sup>

■ small effect

\*  $z > 1,96$ ,  $p < 0,05$

\* In the following items there is a *statistically significant difference* in response between the two group, but only a small *practically significant difference*.

Item C-1.1: Experience stress and tension ( $z = 3,72$   $p < 0,05$   $d = 0.27$ ).

Item C-1.6: Housing accommodation ( $z = 4,66$   $p < 0,05$   $d = 0.338$ ).

Item C-2.2: Controlling school finance ( $z = 2.92$   $p < 0,05$   $d = 0.163$ ).

Item C-2.3: Compiling composite timetable ( $z = 2,69$   $p < 0,05$   $d = 0.195$ ).

Items C-3.3: Dealing with incompetent member of the management team ( $z = 3,16$   $p < 0,05$   $d = 0.229$ ).

Item C-3.4: Conducting management meetings ( $z = 2,26$   $p < 0,05$   $d = 0.164$ ).

Item C-4.5: Handling staff absenteeism ( $z = 3,75$   $p < 0,05$   $d = 0.266$ ).

Item C-6.2: Conducting student conferences ( $z = 2,47$   $p < 0,05$   $d = 0.179$ ).

Item C-7.2: Developing good working relation with other circuit education officials ( $z = 2,19$   $p < 0,05$   $d = 0.159$ ).

Item C-7.6: Getting information about the areas of responsibilities of circuit officials ( $z = 3.84$   $p < 0,05$   $d = 0.279$ ).

Item C-8.2: Dealing with staff accommodation problem ( $z = 2,25$   $p < 0,05$   $d = 0.164$ ).

Item C-8.7: Dealing with student/ pupil transport ( $z = 2,42$   $p < 0,05$   $d = 0.175$ ).

Item C-8.9: Pupils who can not pay fees ( $z = 4,13$   $p < 0,05$   $d = 0.300$ ).

Item 8.13: How to handle political unrest ( $z = 2,40$   $p < 0,05$   $d = 0.174$ ).

In sum, there is a difference in response to some items on problems facing new principals as illustrated by Table 6.17. It appears that the veterans are more concerned about stress and tension, controlling school finances and handling staff absenteeism. This illustrates the importance of gathering views from veterans about the problems facing new principals. The new principals may not be aware of some problems because of the "culture shock." In the such situations experienced principals could provide a clearer picture based on their experiences.

#### 6.9.4 *Difference in response on the critical skills items*

The one sample z-test and effect size were also computed to gain a picture of the difference in ratings between the new and veteran principals on critical skills for beginning principals.

Table 6.18 displays the *statistically significant difference* and *practically significant difference* in the views of the new and veteran principals on critical skills for beginning principals.

\* The items in which there is a statistically significant difference and a small practically significant difference are listed below:

Item D-1: How to evaluate the staff (i.e., the procedures for the task and also the substance; what do standard really mean? ( $z = 2,44$   $d = 0.177$   $p < 0,05$ ).

TABLE 6.18: DIFFERENCES IN RESPONSE BETWEEN THE NEW AND VETERAN PRINCIPALS ON CRITICAL SKILLS FOR NEW PRINCIPALS

Item score	New Principal	Veteran Principal	SD	z	d
	Mean score $\bar{X}_1$	Mean $\bar{X}_2$			
D-1	4,085	3,904	1,019	2,439*	0,177 <sup>■</sup>
D-2	3,812	3,739	0,981	0,947	
D-3	3,885	3,914	1,066	0,372	
D-4	4,175	4,159	1,135	0,192	
D-5	3,854	3,693	1,029	2,149*	0,156 <sup>■</sup>
D-6	3,757	3,739	1,022	0,234	
D-7	3,852	3,895	1,056	0,551	
D-8	3,271	3,426	1,270	1,681	
D-9	3,965	3,721	1,199	2,787*	0,203 <sup>■</sup>
D-10	3,753	3,744	1,166	0,096	
D-11	4,019	3,840	1,097	2,246*	0,163 <sup>■</sup>
D-12	3,846	3,797	1,015	0,661	
D-13	3,415	3,345	1,166	0,096	
D-14	3,721	3,524	1,028	2,631*	0,191 <sup>■</sup>
D-15	3,782	3,780	1,067	0,013	
D-16	3,592	3,619	1,117	0,330	
D-17	3,699	3,663	1,162	0,413	
D-18	3,798	3,650	1,204	1,681	
D-19	3,945	3,805	1,070	1,791	
D-20	3,989	3,935	1,093	0,675	
D-21	3,823	3,935	1,093	0,675	
D-22	3,882	3,896	1,086	0,165	
D-23	3,896	3,812	1,151	0,992	
D-24	4,044	3,978	1,031	0,881	

■ small effect

\*  $z > 1,96, p < 0,05$

Item D-5: How to develop and monitor a school financial budget. ( $z = 2,15$   $p < 0,05$   $d = 0.156$ ).

Item D-9: Establishing a positive and co-operative relationship with other circuit officers ( $z = 2.80$   $p < 0,05$   $d = 0.203$ ).

Item D-14: Developing networking skills that may be used by the individuals inside and outside the system ( $z = 2.63$   $p < 0,05$   $d = 0.191$ ).

In sum, new principals are more concerned about the critical skills needed for effective performance of their roles as principals. In some cases the new principals gave higher ratings to critical skills items than veteran principals (cf. Table 6.18) as discussed. Such a difference to some extent illustrates the immediate needs of the new principals.

## 6.10 SUMMARY

This chapter outlined the findings of the empirical investigation conducted to determine the major induction needs of the beginning principals in developing countries like Bophuthatswana. Major findings of this investigation revealed that problems identified in different cultural settings may not necessarily be problems in other cultural settings.

Problems identified by Daresh and Playko (1992b) and Anderson (1991) in the U.S.A. help us to understand problems in developed cultures - not necessarily in developing cultures like in Bophuthatswana. For example, the problem of professional isolation experienced by principals in the U.K. and the U.S.A., as revealed in chapter 3 (cf. 3.2.2), appear not to be a problem for principals in developing countries like Bophuthatswana. However, it is noted that principals in developing countries are also concerned about the critical skills needed by the beginning principals

The more pronounced problems for respondents in this study are problems that could be ascribed to the failure of the system to address certain educational problems like shortage of classrooms and shortage of trained teachers. However, the principals in Bophuthatswana are expected to

address such issues as a shortage of classrooms by mobilising the community to put up classrooms.

From the analysis of data presented in this chapter the following problems need more attention in the development of the induction programme:

- how to deal with pupils from low socio-economic backgrounds;
- how to address systems problems like shortage of classrooms;
- how to deal with an incompetent teacher;
- better strategies for doing the administrative jobs;
- better time management strategies;
- how to evaluate the staff;
- how to deal with poor staff morale;
- stress management.

The three critical skills approach could be employed in designing induction courses. According to this study the ranking of skills clusters in order of importance are:

- self-awareness skills;
- technical skills;
- social skills.