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**PERSONNEL MANAGEMENT: A CASE STUDY OF  
SELECTED SCHOOLS IN MPUMALANGA  
PROVINCE**

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## **DEDICATION**

This dissertation is dedicated to **MY PARENTS**, my wife, **NTOMBIZODWA SELINA**, my fellow brother in the Lord, **BOY MASHILOANE**, my sons **GLADSTONE** and **EBENHEZER**, and my daughters, **SIBONGILE** and **SINDISIWE**.

May this dissertation be a source of inspiration to my in-laws, my family and all the members of the Church to improve their quality of life as well by further study.

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# **PERSONNEL MANAGEMENT: A CASE STUDY OF SELECTED SCHOOLS IN MPUMALANGA PROVINCE**

## **SUMMARY**

This study was undertaken to assess whether well-managed personnel could assist in resolving problems in secondary schools. Attention was focused on the increasingly unmanageable task regarding personnel management in secondary schools. The complexities and challenges of educational management make it impossible for secondary schools to function effectively if they are not properly managed.

Secondary school principals have to involve the entire personnel in the management of a school. The involvement of deputy principals, heads of departments, subject heads and senior teachers should be of invaluable assistance.

There are a number of factors that contribute to the effective management of school personnel, namely: effective leadership; open communication channels; sound human relations; a healthy atmosphere in the school; motivation; organisation; control; authority and shared decision-making.

It was concluded that universal management concepts, namely, personnel management, motivation, involvement, decision-making and educational models should be considered in personnel management.

with prayers, patience and understanding in order to pursue this academic enterprise.

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SIYABUSWA

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# **CHAPTER ONE**

## **THEMATOLOGICAL AND METHODOLOGICAL JUSTIFICATION AND PROBLEM FORMULATION**

### **1.1 INTRODUCTION**

The school hierarchy makes allowance for leaders (managers) at different levels within the school milieu. There are principals, deputy principals as well as heads of departments whose function, according to De Witt (1986:1) is to manage the school system. Any institution needs proper management in order to run productively. No educational institution can conduct its activities successfully and satisfactorily with teachers, heads of departments, deputy principals and principals who have not acquired the necessary managerial skills.

Following on the above statement it may be expected that educational personnel managers must have the knowledge of their discipline to be able to guide those under their control efficiently and effectively. They must be able to devise working methods and strategies that would maximise teaching and learning practices within the area under their control.

Personnel management as a facet of educational management plays an important role in the education of the child because, without it, education would lose direction. In order to function fruitfully personnel must not only possess adequate subject knowledge, they must also be properly managed

and must also be encouraged to act responsibly and independently (De Witt, 1986:2).

According to Roethlisberger (1946:37), personnel management must be seen as the facet of educational management science that concerns itself specifically with problems of human interaction and human relations. The problem is how to obtain optimal co-operation and effective performance of persons in organisations to achieve the aims and objectives of the school. Principals should also keep in mind that choosing a style of leadership will, in the long run, influence the success or failure of the school, the educational institution, as well as their staffs' performance and contentment in their work.

Paisey (1981:3) observes that educational management is the particular process of relating resources to objectives required in organisations that exist explicitly to provide education. He recommends that school authorities must conscientise the whole staff in this regard. Also expressing the ideas later put forward by Paisey, Drucker (1973:10) stated that today's developed society depends on managers of its institutions, their knowledge, vision and responsibility. Managers exercise authority and leadership over other personnel and hence the success or failure of any enterprise depends on them (Flippo, 1973:5). It is important to note that educational management is a comprehensive, multifaceted and complex phenomenon without which formal and organised educative teaching is hardly possible. The aim of educational management is basically to bring pupils, teachers and school authorities together under those conditions which will most successfully promote the aims of education.

## 1.2 STATEMENT OF THE PROBLEM

In some of the educational departments in Mpumalanga province, issues such as personnel supply and personnel management training need immediate and serious attention because some teachers find it difficult to perform their tasks satisfactorily because of their inadequate training academically and professionally. The above-mentioned issues are particularly valid in the Department of Education in Mpumalanga province because it is alleged by authorities, such as inspectors of education and subject advisors, that teachers should continue studying after completing their studies at colleges of education. Many teachers are teaching and at the same time upgrading their qualifications, not only because they want to improve their performance as teachers, but mainly because they would like to increase their earning capacity, which should unfortunately not be their main consideration when enrolling for further training.

According to Haasbroek (1965:20) there are factors that negatively influence teaching as a career. Amongst others he mentions salary controversies involving teachers, conditions of service, lack of teaching facilities, overcrowding of pupils in classrooms and limited opportunities for upward mobility in the profession. This author also points out that these factors undermine the status of the teaching profession. This is the major problem that faces the Department of Education in Mpumalanga province in as far as personnel supply is concerned. Added to these problems teachers can also be seen going on strike and laying down conditions and demands to their employers. Owing to their membership of teachers' unions, many teachers are beginning to know a good deal about their profession and their rights as

workers. This state of affairs brings about conflict between teachers and principals and the latter's ability to manage these conflicts is of paramount importance.

To manage their personnel, principals must have profound knowledge of human needs and how they are satisfied. Such knowledge will not only make them more sympathetic as human beings, but it will also allow them to understand how personnel should be managed. What is more, they will be able to motivate their staff and maintain their high morale because people must be motivated when doing their work. The essence of the principals' motivation depends on their ability to stimulate staff to achieve aims that are not necessarily compatible with their own often short-sighted and egocentric attitudes. To manage and motivate personnel effectively without offending, principals must strive to interact with their staff unconditionally (Gannon, 1977:225).

In his research, Spies (1965:95) found that the selection of trainee teachers was conducted highly unsystematically and unscientifically. By means of questionnaires, he established what norms and procedures should be adopted and followed in the selection of managers throughout the country. The problem is that in most colleges selection criteria focus on physical fitness, personality traits, intellectual ability and interest in sport. Interest in and suitability for the profession are seldom considered. As a result most teachers do not achieve well as teachers and they end up leaving the teaching profession for other areas of employment.

“People are the chief source of a manager: they are the primary raw material with which he works” (Newman and Summer, 1963:137). In the daily execution of their task the school principals are constantly interacting with people and their effectiveness will depend primarily on their success in this regard, therefore, on how well they relate to their chief sources of concern, namely, the teachers under their management.

The development of the personnel is the responsibility of the senior officials and the principal. In addition to senior officials in the hierarchy, with whom principals have to deal, they are continually interacting with parents, pupils, members of the community and occasional visitors to the school. The importance of sound human relations for effective principalship need not be belaboured, but it is remarkable how little structured preparation principals have always received in this regard. De Witt (1986:3) points out that a function of a principal is to create an educational environment that will *inspire* teachers to teach well and *enable* pupils to learn effectively.

There is a growing awareness among recent administrators that man really does not live by bread alone, man may learn to live by and with agape, and without conflict. Agape, or brotherly love, is a desirable *ingredient* in the administrative process generally and especially in educational administration (Bradfield, 1970:8). Jacobson, (1973:135) rightly remarks that “... training in human relations has been one of the weakest areas of the teacher training programs”. The problem also faces the schools and officials in the Mpumalanga province.

Ryan (1970:168) believes that much of the dissatisfaction of the teaching recruits with their training courses derives from their inability to convert skills and proficiencies which they have learnt during training to a “survival kit” for that first difficult year of teaching. According to McLaren (1968:211-212) the unfortunate but incontrovertible fact is that there is little correlation between successful formal training and real life success in the classroom. He claims that for the new teacher the true test of success for the first year is not the qualifications that the novice brings to the job but what he does with those qualifications in the classroom. In this respect the assistance of an effective manager as guide can do much to overcome the teacher’s problems.

Another problem is that training in managerial skills for heads of departments, deputy principals and principals is a recent phenomenon. Many of the people who now occupy managerial positions have never received training in management and in understanding human relationships. The lack of management and in-service training in this region has also negatively affected the schools in the region. Another problem is that management training in education has just begun and when it was about to take root, disruptions of schools brought about confusion and disorder that led to the decline of efficient management in schools in general. Many of the managers also postponed attending such courses. Cawood and Gibson (1985:15) claim that in-service training aims at promoting the professional growth of teachers so that they may teach more effectively and be exposed and respond to educational change and innovation. Such training, in conjunction with adequate guidance by education managers, can be seen as an attempt to improve the competencies of teachers through such means as

the presentation of courses, workshops, conferences, congresses, study groups, inter-school visits, and on the part of the managers, lectures and staff-development programmes.

According to Gorton (1976:208), a principal remains responsible for the administration and smooth running of the school and must, therefore, continue to exercise supervision and control. Once a principal is ignorant of some of the administrative duties - and this is common in the Department of Education in Mpumalanga province - a problem arises and this affects the education of the children under this education department.

In-service training covers a vast spectrum - from a single activity located in a practitioner's own school to a structured course leading to a higher diploma or degree - for any teacher at any stage in their professional life, and to meet a variety of needs, including those of the system, the employer, the school and the individual (Gough, 1985:35-38). In-service training for people in managerial positions would be valuable for improving management skills.

According to Fourie (1977:1) communication is a form of behaviour and the system of communication by objective starts from the premise that all communication is *motivated* and directed at the satisfaction of a need or more than one need. The word "need" refers to multitudinous reasons why people communicate and includes their expectations, wishes, plans for the future, creative desires, ideals, as well as all the psychological and physiological needs that may lead to communicative behaviour.

Communication between managers and those under their control is one of the most important features of management skills.

One of the major problems hampering the effective administrative functioning of principals is the lack of communicative skills. Lack of effective communication greatly impairs the functioning of an institution's general organisation. That is why two-way communication is considered to be the heart of an organisation. According to Bernard (1981:150), good, cordial human relations are an integral part of sound communication. In his research he also observed that individuals stop communicating when they are unfairly treated and when they face chronic animosity rather than fellowship and friendliness. In the school setting serious problems arise when the principals' decisions are inconsistent, when they prove themselves unreliable and untrue to their word and when they fail to listen to a colleague's point of view. Educational managers who recognise their staff's professionalism and human dignity, show themselves to be consistently helpful and they establish open channels of communication and have the greatest chance of averting a crisis situation in their schools. The problem managers are facing in the Department of Education in the Mpumalanga schools is that, because of the lack of communication, they experience personal rejection by their subordinates.

Herbert (1976:179) emphasises the importance of effective communication even more strongly: simply because an organisation is composed of the intangible relationships and interactions among individuals, communication is a constant critical factor. Newell (1978:45) sums up the problem of communication succinctly when he avers that:

“Communication is the sine qua non of human *relationships*. Without communication, meaningful relationships would not be possible; and without relationships among people, communication would not be *needed*”.

The need is not merely to increase the flow of ideas upward; equally important is the need to share ideas sideways and downward. On the other hand, a communication system can be tied up in administrative red tape when the channels are crowded with routine paper flows, then not only will there be less time for innovation, but creative ideas will be drowned in the seas of programmed trivia (Guetzkow, 1965:45).

Taking and implementing decisions is very important in the school situation. Everard and Morris (1985:46) maintain that consultative decision making imposes behavioural obligations on both the decision taker and those who are invited to participate. According to Dekker *et al.* (1986:69) this method of participant-decision is based on the group's total consensus on what has to be done.

On the aspect of participant-decision making most of our principals still feel that unionism is evil and must be eliminated. This is indicative of the fact that personnel management and managerial skills are still lacking in this region. Principals, deputy principals and heads of departments are not aware of the fact that one of their first priorities is the job satisfaction of the personnel entrusted to their care and that these are individuals in a sensitive educational inter-relationship, irrespective of their position in the school hierarchy. Principals must be aware that some of their members of staff are affiliated to unions, teachers' councils and associations and that they

must handle them with care in order to bring about order, stability, reconciliation and peace at their institutions.

The observation of these problems has necessitated the author to undertake the investigation for this research project.

### **1.3 DELIMITATION**

This study will concentrate on training and development of personnel in secondary schools. Furthermore it will focus on the training of headmasters and staff members in personnel management, that is, managerial training for principals, deputy principals and department heads. Teachers need to learn how to manage the classes for which they accept responsibility and this applies to those who teach in both primary and secondary schools. Then there is also the need for management of the school as a whole and that includes the teachers and other personnel of the school. There can be no doubt that there is a serious misdirection of expertise and even lack of expertise in this respect and this is one of the clearest indication of the lack of efficient and effective managerial skills among those in charge of the administration in this region.

This investigation will also concentrate on teachers who are members and those who are not members of unions and other teachers' organisations and associations. The question of professionalism, teachers' rights as workers, communication skills and the importance of sound human relations will also be looked into.

Schools will be randomly selected for interviews with teachers and those in management positions. The target population will thus consist of teachers, heads of departments, deputy principals and principals.

#### **1.4 OBJECTIVES OF THIS STUDY**

The aim of this study is to gather and analyse data that would enquire into personnel management and managerial tasks of the whole personnel at school level in the Department of Education in Mpumalanga province. More specifically the purpose of this study will be to:

- interpret the data collected and if possible explain various phenomena in education and offer certain recommendations for the improvement of interpersonal relationships among personnel at school level (Mataboge, 1993:100);
- determine categorically personnel responsibility and service as required by the communities and the education department;
- guide personnel during this period of a non-sexist and non-racial democratic South Africa because this is the period when attitudes of the past could ruin the careers of many school managers;
- consider and evaluate some of the factors such as: interpersonal relationships, communication skills, personnel supply, development and personnel training and, effective personnel

management;

- interpret the data collected and give a possible explanation for the various phenomena and offer recommendations for the improvement of personnel management (Mataboge, 1993:101); and
- find out whether disorder and vandalism, which is prevalent in the schools in this province, are caused by a lack of effective management of personnel and discipline among the staff and pupils.

## **1.5 RESEARCH METHODOLOGY**

Initially a study of the literature pertaining to personnel management will be undertaken. A study of the relevant literature concerning personnel management and the theoretical background knowledge of managerial skills will also be undertaken. It is hoped that this literature review will provide facts that will direct chapters two, three four and five respectively.

The data collected and used in this research programme will be obtained from the above-mentioned literature study as well as from personally conducted interviews with officials of the Department of Education in Mpumalanga province. Interviews will also be conducted with area managers, circuit inspectors, subject advisors, the rector and lecturing staff of the Ndebele college, some principals of both primary and post-primary schools and students.

admission of new pupils, but transfer to another school is almost always done by the principal.

### 1.6.3 HEAD OF DEPARTMENT

A head of department is a faculty member who in addition to or instead of teaching, has some responsibility to administer the affairs of the department. Such persons are above all planners, organisers, controllers and givers of guidance to their subordinates (Ramdass, 1987:8-10).

### 1.6.4 MANAGEMENT

Management is a systematic way of doing things. Management is a process because all managers, regardless of their particular attitudes or skills, engage in certain interrelated activities in order to achieve their desired goals. Management is the process of planning organising, leading and controlling the efforts of an organisation's members and of using all other organisational resources to achieve stated organisational goals (Stoner and Wankel, 1986:4).

### 1.6.5 PERSONNEL MANAGEMENT

Personnel management may be regarded as the provision, maintenance and development of personnel with the aim of achieving the primary goals of the undertaking concerned (Van der Westhuizen, 1991:239).

Cloete (1980:124) distinguishes the following aspects with regard to personnel matters:

- the determination of personnel policy;
- organising the execution of personnel functions;
- setting up posts;
- drawing up directives and the development and training of new and other personnel;
- determining merit and promotion of personnel;
- setting up conditions of service such as salary levels and scales, fringe benefits; and
- regulations for retiring from service.

Personnel management concerns all levels and every section of management and intimately affects the manager. The ideal managers can only obtain effective results through sound co-operation with others, for on their own, they can achieve very little. This axiom led the economist Kenneth Boulding (quoted in: Reynders, 1971:88) to conclude that:

“The boss should neither be a brat  
nor yet a father-substitute  
But should remember if he can  
That the employee is also Man”.

Personnel management also entails two distinguishable, yet inseparably interwoven, processes, namely, personnel supply and personnel utilisation. It is chiefly a matter of “... developing the potentialities of employees so that they will get maximum satisfaction out of their work and give their best

efforts to the organisation” (Pigoras & Meyers, 1956:12). Personnel management is thus not distinct from other sections of departments in an enterprise, nor from the overall process of management.

#### 1.6.6 PRINCIPAL

A school principal is a professional leader and, as a leader of the school, is fully responsible for all planning and implementation and the constant promotion of the school’s image, both internally and externally. The principal is also responsible for the implementation of all relevant articles of Act 33 of 1967 and of educational ordinances, regulations and departmental policies transmitted by means of official documents. According to Cawood and Gibson (1985:3) “...a leader, who is a genuine leader, wins the confidence and the co-operation of those he leads”. This influence on the followers can be described as power with people. As shown by earlier leadership studies, however, no single style of management seems appropriate for schools. For example, reviews of the literature of successful schools intimate that principals must find the style and the structure most suited to their own local situation (Gough, 1985:38).

#### 1.6.7 SCHOOL

Duminy and Söhnge (1981:5-6) describe the school as “... a relatively autonomous and independent social institution”. Schools are established to supply systematic, educative teaching and learning under the guidance of academically and professionally trained teachers. Educative teaching in

schools is achieved by means of norms and ideals for the sake of responsible adulthood in the community.

#### 1.6.8 CASE STUDY

A case study is an intensive, in-depth, largely qualitative investigation of an *individual*. This is not a casual observation but requires planning, attention to detail and execution as does any other scientific technique. It is a comprehensive method of collecting and summarising information about individuals and aims at presenting a cumulative picture of individuals and their relationship in their cultural setting. All available information is collected from records, questionnaires, tests, interviews and so on. It supplies supporting documentation, interpretations, recommendations and suggested follow-up procedures (Van den Aardweg and Van den Aardweg, 1988:38).

#### 1.7 HYPOTHESIS

It is hypothesised that personnel management can only become effective at secondary schools by involving the under mentioned concepts.

- appraisal
- staff-development
- communication
- motivation
- evaluation
- selection
- control (through personnel management)

- management of skills and
- healthy relations between the principal and the entire staff at school

Without these aspects the personnel manager is likely to have major unresolved problems at school level.

## **1.8 SUMMARY OF CHAPTER ONE**

The introductory chapter deals with the statement of the problem, objectives of the study, delimitation and method of investigation. The objective being to attempt an assessment of whether effective personnel management would help in resolving the problems that occur in schools from day-to-day. This study is undertaken to assess whether well motivated, developed and trained personnel would help in resolving prevalent problems especially in secondary schools in the Mpumalanga province.. Attention is focused on the principals, deputy principals, heads of departments and teachers at school level. Reference has been made to problems that personnel management at school level needs to look at and corrective measures to be applied to correct the situation concerning personnel at schools.

It has also been indicated that the methodology to be applied will utilise questionnaires, interviews and that samples will be selected randomly. The demarcation of the field of research will encompass primary and secondary schools in the Department of Education of Mpumalanga province. Some of the terminology to be used throughout this study has also been clarified.

## **1.9 FURTHER PLANNING FOR FOLLOWING CHAPTERS**

### **Chapter 2:**

A theoretical background will be supplied by means of a literature study. Among others the following aspects are to be considered:

Personnel management with respect to supply, training, development and utilisation and research findings concerning these aspects.

### **Chapter 3:**

In chapter 3 the author will attempt to use models to clarify certain issues in educational personnel management programmes.

### **Chapter 4:**

This chapter will be devoted to an empirical investigation. The responses to the questionnaires will be analysed, summarised, tabulated and interpreted.

### **Chapter 5:**

A summary of the most important findings will be set out at the conclusion of this investigation and recommendations for possible further research will be given.

## **CHAPTER TWO**

### **A REVIEW OF THE DEVELOPMENT AND IMPROVEMENT OF PERSONNEL MANAGEMENT, WITH THE EMPHASIS ON MANAGEMENT**

#### **2.1 INTRODUCTION**

Every organisation has personnel functioning in specific positions. Therefore, effective personnel management is of cardinal importance in the planning, organisation and delegation functions of any manager's task. Moreover, every organisation must hire, train, motivate, maintain and ultimately allow employees to leave, and all this will take place if a specialised personnel manager is managing the organisation effectively (Flippo, 1984:7-9).

Personnel management concerns all levels and every section of management and ultimately also affects the general effectiveness of the manager. The ideal manager can obtain effective results only through sound strategies and with the co-operation of others, for "... on his own he can achieve very little" (Reynders, 1977:88).

Personnel management is also manifested in educational management. The need for managerial expertise and skills, to be able to lead staff, ranging from illiterates to highly trained professionals is very real in education. There are few services which are as labour-intensive and as dependent on

skills and knowledge as the educational field. Well-trained and motivated staff is still the most valuable asset of education (Van der Westhuizen (ed), 1991:343-344).

The management process assigns personnel management a cardinal place in modern educational management, at macro, meso and micro levels. It must also not be forgotten that personnel management is confronted with problems of human interaction and harmonious human relationships. Personnel management covers, among others, key principles such as job description and analysis, recruitment of personnel, selection of personnel, personnel development and utilisation, appraisal and training, communication and also includes motivation of personnel (Van der Westhuizen (ed), 1991:344).

According to Flippo (1983:43) personnel management is one of the most complex and challenging fields of endeavour. Personnel management must be chiefly concerned with the expertise and expectations of the employees, the employer and society in general. It is also imperative that personnel management should focus specifically on topics such as job analysis, selection, recruitment, staff-development, utilisation, training, motivation, communication and appraisal.

Personnel management also deals with categories of functions, both managerial and operative. A manager is someone who exercises authority and leadership over the rest of the personnel. An operative, is someone who has authority over others, but has been given a specific task of duty to perform under managerial supervision, thus, the personnel manager is a

manager and in this capacity must perform the basic functions of management (Flippo, 1983:44).

Personnel management is also concerned with leadership in educational management. In this respect reference is made to the connection between channelling and managing the activities of everyone involved in teaching and education, so as to achieve a specific pre-determined aim and objective. The organisation is kept on its toes by dynamic leadership, which is therefore also required from educational managers. The implication is that they should be fully conversant with the educational organisation and their leadership role within it (Flippo, 1983:44).

Personnel management has a direct link with leadership. In this respect reference is made to the head or principal of the school. Irrespective of the style in which educational managers (principals) choose to exercise, their leadership (principalship) is always aimed at both the pupils' progress to adulthood and the welfare of their professional and administrative staff.

Cloete (1980:89) defines *authority* as the right to order someone what to do and how, where and when to do it. Coupled with this is the right to punish that person for insubordination and to hold the person liable for the consequences. All authority and hence also responsibilities in education in a democratic state, ultimately reside with the chosen legislator who may in turn be called to account by the voters.

## 2.2 PERSONNEL MANAGEMENT

### 2.2.1 THE CONCEPT OF PERSONNEL MANAGEMENT

Personnel management implies shared responsibility, based on the line-staff concept. The chief-executive officer is responsible for setting and carrying out personnel policies. From there responsibility filters down the line of managers, that is, the Principal, Deputy principals, Heads of department to the teachers at classroom level. The administrative staff are included as well. Therefore, a reference to personnel management implies managers who will play two roles. They serve as staff experts to advise and guide the chief executive officer and other managers on personnel matters, but also to guide and assist the personnel (Megginson, 1981:33).

According to Gorton (1976:154) and Campbell *et al.* (1977:33), personnel management may be regarded as the provision, maintenance and development of personnel with the aim of achieving the primary goals of the undertaking concerned. Finch and McGough (1982:228) indicate that the following aspects, namely, personnel provision, evaluation, relationships and interpersonal relationships, may be distinguished in personnel management.

Personnel management is mainly the development of the potentialities of employees (in education they will be the teachers), so that they will derive maximum satisfaction from their work and give their best efforts to the organisation (the school). Educational managers can obtain effective results only through sound co-operation with others, for this is not the type

of endeavour that they can hope to achieve successfully without assistance (Pigoras and Meyers, 1956:12).

Personnel management entails two interwoven processes, namely, personnel supply and personnel utilisation. The former implies the planning, organisation and activities needed to obtain suitably qualified employees, while the latter refers to the procedures and activities needed to get the staff members to co-operate, motivate them and to co-ordinate their efforts (De Witt, 1986:37).

This study is investigating personnel management at school level and in this instance the principal is the head of the school. The principal is assisted by the Deputy principal and the Heads of departments, and eventually by the teachers as well. Without the above-mentioned role players in management, education at school level may cease to exist. All these personnel managers are working hand in hand with the Department of education in order to realise the aim of education (De Witt, 1986:38).

### 2.2.2 THE RESPONSIBILITIES OF THE PERSONNEL MANAGER

Amongst others, the personnel manager carries out the following three distinct functions:

□ **A line function**

First of all, the personnel managers, referring here to the principals of school, perform a line function by directing the activities of their subordinates at the school. In other words, the principal exerts line

authority within the personnel department, or, personnel managers are also likely to exert implied authority. This occurs because line managers know that the personnel manager often has access to top management in personnel areas (Gary, 1984:8).

□ **Staff (service) function**

Service to line management is the “bread and butter” of the personnel directors’ job. For example, personnel assist in the hiring, training, evaluation, rewarding, counselling, promoting and firing of employees at all levels. It also has an important role with respect to grievances and labour relations (Frew, 1977, 146).

□ **Co-ordinative function**

Personnel managers also function as co-ordinators of personnel activities, a duty often referred to as control. The personnel directors act as the right arm of the top executives to assure them that personnel objectives, policies and procedures that have been approved and adopted are being carried out by the managers (Gary, 1984:8).

Towards the end of his “Principles for Principals”, Nottingham (1979:239) lists the qualities of the ideal candidates for the post of principal and it is remarkable that almost all of them are based on an above-average ability for harmonious co-operation with other people. Principals must be:

- catalysts in a team of educators in their school - people with such self-confidence and candour that they will inspire confidence in their colleagues;

- creative initiators of new projects in their schools - ones who radiate such enthusiasm and compelling inspiration that their staff will tackle each new project with the same excitement and enthusiasm;
- individuals who periodically display the character of pragmatic futurists so as to find solutions to existing problems;
- honest professionals whose integrity is above suspicion, who not only inspires confidence in everyone, but has managed to create a relationship of trust with his/her staff and handles crises successfully; and
- experimenters who are occasionally prepared to take unorthodox risks in the interests of their pupils' education, well-loved, creative educators who command the respect of the entire school community and of the society at large (Nottingham, 1979:239).

### **2.3 THE SCHOOL PRINCIPAL AS A PERSONNEL MANAGER**

Buckley (1985:27) states that the "... head needs certain basic knowledge and skills, preferably before taking the appointment of head or at an early stage in his or her career as head". It is therefore obvious that there is a general acceptance of the fact that the efficiency of educational management action is a deciding factor in the effectiveness of a school.

The general opinion overseas and in South Africa is that the school principals' task will increase and that the extent of the principals'

management tasks alone should occupy all of their time (Rallis and Highsmith, 1986:300-304).

It is also imperative to take into account that the qualifications, selection and management development of a school principal require further attention in as far as the appointment of principals is concerned. Benevenister (1987:271-289) also investigated this matter and came to the conclusion that through the years various prerequisites have been identified for those who qualify as professionals and practise in the professions. These prerequisites include the following: specialised knowledge, skill and training and continuing in-service training and renewal. As professional managers of schools, these prerequisites will also apply to school principals.

A teacher requires essential training and the acquisition of qualifications before being appointed in a permanent position, but no formal management qualifications or training is required for appointment as a school principal in South Africa. Most other countries are also considered seriously lacking in this regard (Benevenister, 1987:272).

In the United States of America, however, the management certification of a school principal is receiving serious attention. According to Payzant (1987:61), entry standards must be established for teachers and administrators. In America they have now advanced as far as the process of implementation of standards for the certification of school principals.

It is evident that the prerequisite of educational management qualifications for appointment in the position of school principal would not necessarily cause problems, but would actually formalise the present management training practice. In the former homelands and in the now defunct Department of Education and Training (DET), officials were complaining about the principals of schools at the time. The position regarding the principals has not changed and it is felt that something needs to be done in this respect.

## **2.4 THE PRINCIPAL'S MANAGEMENT TASKS**

Along with their primary task of education, school principals are first and foremost also professional leaders. As leaders of their schools they are fully responsible for all planning and implementation and the constant promotion of the school's image, both internally and externally. They are also responsible for the implementation of all the relevant articles of act 39 of 1967 and of educational ordinances, regulations and departmental policies transmitted by official documents. The following paragraphs will be devoted to a discussion of some of the school principal's tasks.

### **2.4.1 PLANNING**

Marx (1981:211) described planning as the management task that comprises deliberate reflection on the goals of an organisation and relevant means and activities and the formulation of the most appropriate plan for the achievement of such goals. The principal as a planner is responsible for a

comprehensive school policy, academic instruction, and liaising with education departments and auxiliary education departments.

#### 2.4.2 ORGANISATION AS THE PRINCIPAL'S TASK

The need for organisation manifests itself the moment two or more people have to join forces to attain a common aim - in other words, as soon as there is division of labour, and as soon as it becomes necessary to divide the tasks in an enterprise such as a school.

Cloete (1980:77) maintains that organisation entails the marshalling and arrangement of people into a particular pattern so that their actions will follow a certain course. The greater the number of people involved in an enterprise, the greater the need for organisation, that is, for a plan and structure for division of labour so that all the potential and available forces in the organisation will be harnessed to guarantee maximum efficiency (Reynders, 1967:132). Organisation can therefore be said to entail determining the hierarchical structure, job allocation, formation of departments, the place and function of the specialist, unity of leadership and authority, the scope of the leadership, the formal execution of command, co-ordination and control and related matters.

Hence it becomes evident that organisation is *the* management task that is needed to regulate planning. It also requires the establishment of relations between the different subdivisions so that the goals may be reached and accomplished effectively.

Marx (1981:235) supplies an even more comprehensive definition of the concept of organisation. He believes that it is the task of the management to organise the activities as resources of an enterprise by allocating duties, responsibilities and authority to persons and sections. Moreover organisation has to determine the relationships between them in order to promote co-ordination so that the aims of the enterprise may be achieved as fully as possible. Allen (1964:52) sees the aim of organisation as the ordering of related task so that more may be achieved by fewer people.

The task and the aim of the school is educative teaching. This task is multi-faceted and contains many specialised areas requiring a large number of professionals, namely, the teachers and administrative staff. In order to be able to achieve that aim, the work of a large number of workers must be organised by creating an organisation. Such an organisation should primarily be an aid to realising the aim which is educative teaching. The principal plays a major role in making an organisation structure for the mutual relations of individuals and groups that determine the formal mutual relations and channels of communication with a view to co-operation.

According to Allen (1964:107-110) the aim of an organisation structure is to avoid any overlapping and duplication of work, to group tasks logically, to employ individuals according to their abilities, to execute particular tasks and to obtain an overall picture of an organisational field. An organisation is thus established purposefully as a planned, calculated and worked-out framework, marshalling and arranging all workers with a view to attaining a goal or an aim. Organisation is one of the more comprehensive aspects of the principal's management tasks.

### 2.4.3 CONTROL AS THE PRINCIPAL'S TASK

De Witt (1989:86) describes control as an all-embracing term which includes all management activities and has as its aim to determine whether the activities of the organisation still coincide with its goal. This means that the educational leader ensures, by means of control, that all the inputs are being used in an optimum fashion to achieve the set objectives and that planning, organising and guiding are correctly implemented.

To ensure that these management tasks will be realised, the educational leader should exercise the necessary control. By exercising control the educational leader is assured that tasks are effectively divided out and that he/she remains the one responsible for the use and execution of delegated authority. Whenever management planning is not adhered to, it may be corrected by management control (De Witt, 1989:87).

Allen (1964:324) defines control as what the "... manager does to assess and regulate work in progress and completed." In other words, control is subsequent to planning and educational leaders should ensure that their planning works (Marx, 1981:284).

From an organisational point of view it is necessary that control be exercised, hence an organisational process must call into being structures that can organise and devise strategies for exercising the necessary control. A few of these structures would be the inspection system, the evaluation system, the auditing of books and reporting (Marx, 1981:285).

## 2.4.4 CONTROL

### 2.4.4.1 Introduction

Organisation without control is incomplete. In view of the principle of public accountability required of education, educational managers have to take the necessary steps to exercise control over the activities of the schools, clinics and administrative bodies. The educational objectives of the people must always be attained and control must therefore be optimally and accountably realised (Van der Westhuizen, 1986:215).

Control as a managerial task is directed at ensuring the attainment of the aims and objectives formulated during planning. The object of control is thus to realise a common aim, namely, education and teaching. Control is an essential management action because the educational manager can never take for granted that everything will run smoothly as planned (Van der Westhuizen (Ed), 1986:216).

### 2.4.4.2 Control as an educational managerial task

The school principals are responsible for the schools' educational programme being direct and efficient and therefore they should draw up a list of the controls which provide for the optimum realisation of school business objectives. The budget, for instance, is the financial planning instrument of the school and it is the nucleus of all financial activities. The financial planning of school finances and its control are interdependent and closely linked (Gorton, 1980:133).

Budgetary control is two-fold. In the first place, quantitative control should be exercised to ensure that the programme of expenditure remains within the budgeted amounts. For this purpose, administrative norms are determined, along with some others which may take the form of monthly status reports. A status report reflects the school's financial position at a certain time (Gorton, 1980:133).

Qualitative control is a second and more complicated feature of budget control. According to Jordan (1969:114) the primary problem in practising financial control is the determination of standards or criteria on the basis of which quality performance can be determined. The results in educational investment are difficult to measure when compared with the results of profit-orientated undertakings.

The measure according to which the quality of financial performance may be judged depends largely on the quantifiable nature of the objectives. These objectives must be monitored by the school principal and this includes checking on the cash-flow, accounting activities, consumer supplies, capital expenditure and purchases.

External auditing involves the final checking process and is undertaken by independent, non-educational firms of auditors. Knezevic (1960:157) points out that internal auditing should be carried out on a continuous basis throughout the year while external auditing is a final control measure. Internal auditing is more effective for the purpose of tracing any disparities and setting them right at an early stage.

The second feature of evaluation involves assessing and interpreting financial data. This implies that cost analyses are carried out to determine if school business objectives can be fulfilled and to what extent the objectives are being realised (Robbins, 1980:399).

With the aid of cost analysis, different alternatives are weighed up against one another and the practicability of each is determined in relation to effective education. Cost analysis does not only involve comparing total expenses with income, but is an in-depth investigation into every individual activity which involves expenditure.

According to Gauerke and Childress (1967:306), cost analysis mainly involves the following steps: the refinement of a technique to determine the validity of an expenditure programme, and the analysis of individual contributions. Lastly, the actual performance should be compared with the planned objectives. Jarvis (1967:129) contends that performance should be interpreted in terms of effective education and it should be determined if the results satisfy the criteria.

#### **2.4.4.3 The span of control**

The span of control is concerned with the number of subordinates who can be directly and effectively led by one person, that is, the number of people one person is able to lead, help, control and instruct, and who have to report to him/her so that the objectives of their particular task in the organisation may be realised (Reynders, 1967:168).

This term generally refers to the number of persons that an educational manager is able to control effectively. Cloete (1980:94) believes that the span of control also refers to the "... limitations of a person's mental and physical abilities which are a factor to be taken into account when making organisational arrangements".

According to Rogers (1975:77), research indicated that the maximum span of control is six persons for someone in a top management position. Lower down the organisational hierarchy it is usually more than six people.

To be efficient educational managers have to expand their span of control. This may be done by drastically reducing the numbers of people over whom they exercise direct control. Instead of attempting to exercise direct control over the entire staff, they ought to confine their control to a few individuals who report directly to them (Robbins, 1980:198-199). In a school situation this means, in effect, that an educational manager should not exercise authority over more than six to eight departmental heads or deputy principals. By the same token, each departmental head and deputy principal should effectively have control over at most six to eight colleagues in his/her own department and for the rest he/she ought to rely on subject heads where possible.

Delegation of authority is the only practical, effective solution, since the greater the number of teachers who come under the direct authority of the head of a school, the more difficult it becomes for him/her to control each one's work personally and still provide proper professional leadership. The

same applies to a departmental head who exercises direct control over too many colleagues (Robbins, 1980:199).

Rogers (1975:82) claims that the span of control is determined partly by the type and complexity of the task. Another factor that has an influence is the distinctive nature of the organisation in which the task is being executed. In the school situation this means that each school has to develop an effective span of control to suit that school as a specialised organisation in its own right.

#### 2.4.5 EVALUATION AS AN EDUCATIONAL MANAGERIAL ADMINISTRATIVE TASK

An analysis of educational expenses is not a goal in itself but has meaning only if it is seen in relation to the efficiency of educative teaching. Although economic practicability should not be the criterion in an analysis of educational expenses, it remains a secondary aim to obtain the maximum advantage from monetary investments in education (Barr, 1960:218).

The first phase in the evaluation of financial activity is to take note of and provide feedback of information. To be able to judge performance, the school principal should be provided with precise information. This feedback takes place by means of standard documents such as status reports, inventories, cash analysis statements, cost analysis statements, bank statements, bank reconciliation statements and auditors' reports.

Auditing is the Central activity in assessing financial performance. According to Barr (1960:220) auditing may be done internally or externally. Internal auditing is carried out by administrative and academic personnel who are seconded for this purpose

## **2.5 INTERPERSONAL SENSITIVITY**

Sensitivity implies perceiving the needs and concerns of others; dealing tactfully with others; working with others in an emotionally stressful situation or in conflict situations; managing conflict; obtaining feedback; recognising multicultural differences and relating to people of various backgrounds.

During the course of their busy days, principals constantly interact with others. These contacts may be positive or negative, productive or non-productive, satisfying or stressful, simple or complex. Understanding and being sensitive to the points of view of others is essential because “ ... more and more we spend our days with others and with the problems created by being with others” (Smith, 1966:3).

To be sensitive to others, one must demonstrate consideration toward their feelings, attitudes, needs and intentions and sense what they feel about themselves and the work. To be an effective leader on an interpersonal level, one must also be able to perceive the behaviour of others accurately.

Although sensitivity is an integral part of leadership, it is often inadequately expressed in practice. To suppose that principals always apply policies or

make decisions that affect others in an even-handed, rational and objective manner, begs reality.

The administration process in education is a highly personal enterprise. Sometimes knowingly, but more often unconsciously, leaders apply their own biases and predictions to daily problems. By ignoring or addressing certain behaviours, by selectively applying rules and regulations, by creatively interpreting certain policies, or by applying policies in an inappropriate fashion, simply to expedite a decision and to appear both knowledgeable and decisive, administrators bring their own values into play (Ashbaugh and Kasten, 1991:2).

In a human relation approach to organisational management, sensitivity is an essential element of many successful interpersonal skills. These skills enable a person "... to communicate his feelings and ideas to others, to receive such communications from others, and to respond to their feelings and ideas in such a fashion as to promote congenial participation in a common task" (Roethlisberger *et al.*, 1954:172).

Leadership style has an effect on group performance. A leader with a *democratic* style is more effective for group performance than the *laissez-faire* or *authoritarian* style leaders who give relatively equal attention to initiating structure and whose consideration tends to be more effective as measured by worker satisfaction and performance (White and Lippitt, 1986:322). Schmuck, *et al.* 1977:12) note that in "...choosing ways to design and improve school organisations, the satisfaction of human needs cannot be disregarded". In addition they mention three interpersonal skills,

namely, processing information, conceiving problems and responding, that are indispensable to the effective functioning of subsystems that lead to organisational growth.

Rogers (1962:466) more than thirty years ago came to the conclusion that "In a wide variety of professional work involving relationships with people - whether as a psychotherapist, teacher, religious worker, guidance counsellor, social worker - it is the quality of the interpersonal encounter with the client which is the most significant element in determining effectiveness".

Following an investigation into the amount of time administrators spend on people problems, McLaughlin (1954:13) reported in *The Nation's Schools* that "Reliable estimates indicate that ninety per cent of time of a forward-looking school administrator is spent in working with people, and only 10 per cent in working with things". Studies of reasons for failure in school administration clearly show that it usually results from the inability of the administrator to work with people and not from incompetence in teaching skills. This is indicative of the fact that the principal is a visible presence in the school who works with individuals and uses a variety of interaction skills to resolve conflicts and help others.

Interpersonal sensitivity, according to Purkey (1970:57), first requires the honest desire to become aware of how others are experiencing things. Principals are often so harried that they do not attempt to describe, explain, or predict what might occur in an interaction. Making this effort is imperative, however, if principals are to predict the behaviour of others and

to understand how attitudes and beliefs influence interaction. By becoming aware of their own personal habits, actions, biases, values and beliefs, they can develop greater sensitivity towards others.

#### 2.5.1 INTERPERSONAL RELATIONSHIPS BETWEEN PRINCIPALS AND THEIR STAFF

When principals respects their staff's professionalism and this is reflected in methods attesting to recognition of their human dignity and their respect for a democratic approach and when they, moreover, actively try to stimulate initiative and creativity among their colleagues, teachers are not only happier in their work, but also more productive and efficient. Such principals work consciously to achieve a stimulating school community - as fully fledged professionals who are given ample opportunity for proper self-actualisation in their work (Likert, 1961:1).

There is time and again the confrontation of crucial significance in the school situation of human relations, the essence of which Wiles (1955:106) described as: "... attitude, respect for the wishes and feelings of others, the will to see that all live and work in harmony, plus skill in working with individuals and groups in such a way that these ends are promoted".

Human relations can be viewed as a way of behaving, of acting or not acting, toward human beings in terms of the ideals and value patterns of a democratic society, a way of responding to social situations and to the individuals and groups which produce these situations, as the unity of

interacting personalities bound together in an organised relationship (Boykin, 1955:59).

There can be no doubting that the importance of human relations is overwhelming in a people-oriented enterprise such as a school. The need for training in human relationship skills should be assessed and appropriate training provided (Nottingham, 1979:238).

Another basic function of the principal, according to Nottingham (1979:238) is creating an educational environment which will inspire teachers to teach well and enable pupils to learn effectively. This is because the educational atmosphere of a school is eventually the outcome of excellent interpersonal relations.

American experts in education management, among others Jordan (in: Bradfield, 1970:3), believe that the best results in this field can be achieved by means of a productive team effort between the staff and the principal existing at a particular school. The attitude on the part of the educational leaders should be indicative of empathy and love. These experts believe that optimum results can be accomplished through sound interpersonal relationships with understanding and empathy. Love in this instance refers to sympathetic understanding, empathic feeling, strong liking, fondness, goodwill, friendliness, brotherhood and compassion (Bradfield, 1970:3).

There is a growing awareness among administrators that man really does not live by bread alone. Man may learn to live by and with agape, without conflict, particularly if his bread and security to enjoy it are provided.

Agape, or brotherly love, is a desirable ingredient in the administration process generally and especially so in educational administration (Bradfield, 1970:8).

#### 2.5.2 THE IMPORTANCE OF A HEALTHY INTERPERSONAL RELATIONSHIP BETWEEN PRINCIPALS AND THEIR SUBORDINATES

A principal can achieve little without a contented, supportive and efficient staff. There is a close and vital connection between a teacher's job-satisfaction and maximum educational effectiveness. Principals and their staff should work towards the importance of healthy interpersonal relationships. Every staff member, whether professional or administrative, has an undeniable share in creating relationships. Every member of every group is an individual and remains unique. The professional expertise of each one will further the principle of good interpersonal relationships (Likert, 1961:1).

Goodwill depends not only on how colleagues treat a person, but just as much on how that person treats them, hence a healthy personnel spirit starts with the individual. Although in his./her own classroom each teacher operates independently, his/her actions indubitably affect the job-satisfaction of his/her colleagues in neighbouring classrooms (Likert, 1961:2).

A contented atmosphere is created by everyone working in a school and since interpersonal friction is always counterproductive, every member of the professional and administrative staff is a factor in the job-satisfaction,

contentment and educational effectiveness of each of his/her colleagues. Viewed thus the harmony in relations between colleagues ultimately influences the efficiency of a school's entire educational programme (De Witt, 1979:185).

Sound interpersonal relations improve the good relationship between the principal and staff as a whole. The atmosphere in the school would be greatly impoverished if there was a lack of co-operation between colleagues. Warmth and fellowship combine to create a dynamic force in establishing a close team spirit. The lack of sound relationships would have a crippling effect and will inevitably negatively influence every facet of the school's educational programme and the pupils will eventually suffer the consequences. A sound interpersonal spirit should be regarded as an extremely valuable asset to be preserved and defended against the damaging effects emanating from thoughtless deeds and actions (De Witt, 1979:186).

For healthy interpersonal relations to occur, the onus for such a spirit must be placed wholly on both principals and their staff. To share the eventual dividends of a healthy staff spirit, every teacher must contribute personally, for staff morale will not develop automatically but has to be cultivated in the interest of everybody's job-satisfaction (De Witt, 1979:188).

### 2.5.3 THE IMPORTANCE OF BUILDING RELATIONSHIPS

It remains the educational manager's task to initiate the building of sound relationships with the professional and administrative staff in the work situation. The principal also has the opportunity of making novice teachers

feel at home among the staff and in the overall school situation by extending the spirit of co-operation to them as well. Principals have the responsibility of guiding and aiding their staff so theory and practice can be effectively correlated. To help build the morale of their staff, principals need to be able to listen to problems and weigh and take the advice of their senior colleagues. They should have insight into the special problems of their subordinates (Reynders, 1971:91).

De Witt (1989:60) contended that it should be remembered that empathy and love of one's fellowman, are necessary components of educational management which should receive as much attention as organisation, supervision, control and all the other facets of educational management and only then will schools, as educational institutions, become truly effective.

Love plays a major role in the building of relationships. Without love, trust, a healthy spirit, care and proper authority with responsibility, the building of sound relationships may be rendered impossible. Newell (1978:5) also stresses the indispensable importance of establishing sound relationships at school saying:

- only people are capable of attaining educational objectives;
- establishing good relationships facilitates healthier interpersonal relationships, and
- people are dependent on each other for their continued existence.

According to Steyn (1988:84) each relationship in which human beings find themselves should be viewed and understood from the viewpoint of their

relationship with God. Man can never be understood outside this relationship and to build a relationship man needs God's help. God wants to have a relationship with man and therefore also allows man to have relationships with his/her fellow human beings.

Both the staff members and the principal must together also build a sound relationship with the authorities. According to Deep (1978:15) these factors form the basis of sound relationship building. Every staff member, including the principal, has a co-responsibility to ensure that sound personal and professional relationships are built and maintained amongst themselves as the staff of a particular school.

## **2.6 STAFF DEVELOPMENT**

### **2.6.1 INTRODUCTION**

Good principals work to strengthen the professional knowledge and skills of their staff because they know that the quality of their schools reflects the quality of their personnel. Developing a highly qualified personnel is pursued through various staff-development activities, including on-site workshops, university classes, professional conferences and performance evaluations. The ultimate goal of these initiatives is to improve the instruction given to pupils in the classroom.

Principals play an active and key role in staff-development programmes. If personal and professional growth is to be maintained, if educational missions are to be enhanced and if shared objectives are to be met, their

direct and consistent involvement is essential. Through this involvement they can make a personal and meaningful difference and create a positive and productive school culture (Cawood, 1973:12).

Most authorities emphasise that improved instruction is the ultimate goal of staff-development (Landon and Shirir, 1986:74). Impressive gains in pupils' achievement and promotion have been linked to well-designed, on-going staff-development programmes that have clearly established implementation plans and adequate resources.

Although the commitment to staff-development at district level has long been accepted as essential (McCleary, 1984:70-94), there are many resources for centring these activities on the school site which would obviate the teachers' absence from the school.

Four requirements are usually cited when staff-development is discussed. First, staff-development programmes must be diverse yet specific to the needs of the school and its staff. The second is that programmes must be incorporated at the school level if they are to be useful. The staff should continually be acquiring new skills and knowledge that must be put into practice. (Showers, *et al*, 1987:77-87).

The third factor is that school culture can influence staff-development and effect positive change (Grossnickle and Layne, 1991:88-93). Schools with productive cultures are, for example, the most successful at creating an environment that supports effective teaching (Sagor, 1991:49-51). The

fourth factor is that skills cannot be implemented without support at school level.

Successful staff-development programmes require sustained district support and follow-through. Programmes must be given adequate technical and financial support, they must accommodate participants' schedules and allow for site specific differences. They should also avoid facile, immediate solutions to problems and they must be compatible with organisational policies, structures and expectations (Sagor, 1991:50).

#### 2.6.2 ASSESSMENTS

To assess the success of staff-development programmes two types of evaluation are needed. The first monitors specific activities as they occur in order to gauge their usefulness to the participants. Checklists, inventories, survey instruments and other techniques are employed to make these determinations (Purvis and Borem, 1991:17-22).

The second type of evaluation assesses the long-term impact of the training on classroom and school practices. It determines the extent to which new skills and knowledge have been incorporated and the changes that may have occurred as a result. This information, which is often referred to as action research, is obtained over time and provides valuable feed-back to groups monitoring staff-development programmes or designing new programmes (McClure, 1991:221-242).

Although various approaches to data collection and analysis can be used, qualitative and quantitative evidence should be collected in order to make an informed evaluation of the success of a programme (Holly, 1991:133-157).

External factors may result in long drawn-out dialogue among parents, community groups, officials and teachers as they strive to reach consensus about the formulation and refining of district and school policies, goals and priorities. There appears to be no top-down process for setting goals (Clune, 1990:256-270).

The goals under discussion in turn affect a school's mission, which alters its operational plans for staff development. These plans require collaborative goals, minimum uncertainty about the mission and direction, a positive attitude among teachers, flexibility in details and the support of the principal.

### 2.6.3 TEACHER INVOLVEMENT IN STAFF-DEVELOPMENT

The principal should take the initiative to work with teachers, parents and pupils in assessing the strengths and needs of the school's instructional programmes. Once these strengths and needs have been defined, they should be translated into written objectives in which the teachers have an investment and, therefore, see a need to accomplish (Rallis and Highsmith, 1986:302). Listed below are some of the objectives a staff of 90 high school teachers helped to formulate.

- Reduce student tardiness by setting a good example, by starting instructional activities promptly, stating instructions clearly, holding pupils accountable consistently, and following up persistent unexcused tardiness with an administrator
- Work to improve staff morale by encouraging open communication among staff-members and working together to prevent and solve problems that hinder good staff morale. Make at least one positive phone call to parents each week and reorganise positive contributions of fellow staff-members.
- Promote an atmosphere for academic learning throughout the school and equip pupils with better skills in note-taking, outlining, test-taking and personal organisation skills.

Another important factor governing the principals' attitude towards personnel involvement is the nature and degree of organisational autonomy granted them by the education authority. A study conducted in Canada by Palmer (1974:77) indicates that the more autonomy principals are permitted in decision making, by their superiors, the more they tend to consult and involve their colleagues in school organisational decision-making. This would appear to indicate that autonomy and independence from superiors in the education hierarchy are pre-requisite for principals' meaningful involvement of their staff in the administrative decision-making of the school.

Bridges (1974:177) found that teachers are most effectively involved in those facets of educational management that, to their minds, significantly

affect their professional lives.

From their approach to educational management it would seem that many principals take it for granted that their colleagues will not feel concerned and wish to have a say in decision-making and this may lead to many inadequate professional relations in the school.

One of the most apt criteria principals can use to determine whether a particular teacher should be involved in the decision-making process is to ask themselves how objective and particularly how knowledgeable the teacher is about the matter in question. Interest in itself is not always enough for someone to be able to make a meaningful contribution to decision-making.

Teachers can also not be included merely because they feel that their task and job satisfaction are at issue. Only when they possess the relevant expertise and experience to make a possible contribution would there be sufficient grounds for including them in the decision-making process (De Witt, 1989:106). Once principals have established that a group or an individual possesses the necessary knowledge and motivation, they have to come to some conclusion regarding at what level of decision-making they are prepared to involve them (Gorton, 1980:243).

#### 2.6.4 PERSONNEL RECRUITMENT

Personnel recruitment is at present a specialised, extensive and on-going process in the Republic of South Africa. Effective recruitment helps to

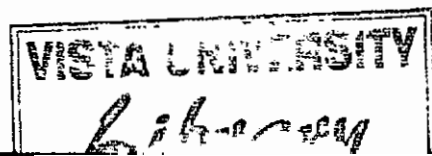
ensure that the standard for personnel is maintained and that sufficient staff is available to continue at the current level of effectivity in educational practice (Rebore, 1982:74).

Personnel recruitment as administrative process, requires the framing of an effective over-all recruitment policy and constant determination of the needs of the profession through statistical surveys and reliable pre-estimates. Recruitment should, however, never be purely a matter of numbers, but pre-eminently of the quality of the candidates since the present body of candidates for the profession will one day be called upon to supply the departmental heads, deputy principals and principals and even the inspectors and directors of education (Rebore, 1982:75).

The entire candidate, his/her personality and character, are considered when recruiting him/her as candidate. These candidates have all the qualifications but they are at present employed as classroom teachers and need to be persuaded of the importance of the task and the job satisfaction that aspiring to promotion to higher posts may offer them (Rebore, 1982:90).

#### **2.6.4.1 Consistency in recruitment**

Concentrating on recruitment raises the question of affirmative action in the schools in South Africa and also of proficiency. Employees who recognise that the department provides them with an opportunity to advance their careers through promotion to positions of greater responsibility, are likely to make a long-term commitment to the schools (Rebore, 1991:74).



Many employees however also need to be made aware of the link between their performance level in their jobs and possible promotion. This implies that placing more responsibilities on the employees also places more responsibility on the administration to develop procedures that ensure promotion opportunities for those who have demonstrated in their work situations, that they are capable and deserving of being promoted. Their capability can be documented according to the quality of their performance (Rebore, 1991:75).

#### **2.6.4.2 The reputation and policies of the school**

A possible constraint on recruiting of candidates for a position emanates from the school being situated within a particular community. Prospective candidates may not be interested in pursuing a job opportunity in a particular school because of the image the school projects in the community. This may be a school that offers an inferior curriculum, that is under-staffed so that support services will find it difficult to attract the best potential candidates to that school (Rebore, 1991:77).

#### **2.6.4.3 The position to be filled**

Another constraint in recruiting for a position revolves around the attractiveness of the position itself. A position that is viewed as anxiety-laden or that lacks potential for promotion may not interest the best candidates. The most common situation that falls within this category is that the candidate is to follow a very successful person and even having to take the place of a person who had been a failure may be difficult. If the person who had previously held the position was exceptionally capable, a successor may find the expectations of the school management council,

parents, pupils and even colleagues to be beyond the capabilities of anyone (Rebore, 1991:77).

#### **2.6.4.4 Salary and fringe benefits**

Those best suited for a job will become candidates only if the financial rewards are in keeping with the responsibilities of the position. Education is a service enterprise and the major priority remains to attract highly qualified employees. A significant difference between schools and the private sector, including the industries, centres on the manner in which salaries and fringe benefits are ascribed to a particular position (Rebore, 1991:77).

#### **2.6.4.5 The method of recruitment**

Experience demonstrates that certain recruitment methods attract the best candidates for a particular vacancy. In initiating the recruitment process, administrators should analyse each vacancy to ascertain what method would be most effective and acceptable

The most common methods in use include the internal search (within the organisation itself), the referred search which demands contacting employment agencies, advertising the vacancies with colleges and university placement services, advertising in the newspapers and in the publications of the professional organisation and also following up on unsolicited applications and contacting community organisations that promote the interests of minority groups (Rebore, 1991:79).

In terms of content and style, the most effective advertisement will include the title of the position, information about the school, information on how to apply and the required qualifications that candidates should possess. By listing subject qualifications it is more effective for the school to indicate only a few vacancies in a given advertisement and when possible, to advertise each position individually.

#### 2.6.5 THE ROLE OF HUMAN RELATIONS IN PERSONNEL DEVELOPMENT

According to Newman and Summer (1963:137) “ ... people are the chief resources of a manager, they are the primary raw material with which he works”. In carrying out their daily task school principals are continually engaged in interactive relationships with people. The measure of success achieved in this complex interaction will, more than anything else, determine their efficiency as educational leaders. It is imperative that they should be sensitive about creating and maintaining good staff relations.

Ideally educational leaders should have the ability to inspire and motivate their staff so that their initiative and creative abilities are developed to the maximum. In an ideal situation, colleagues will not wait for the head to initiate, give instructions or organise. They will approach him/her with innovations, experiments and a variety of exciting projects for approval of their efforts at educational renewal. This type of interaction at school eventually delivers outstanding end-products to society (Van der Westhuizen, 1991:294).

Although an overall interest in harmonious human relations for the good of staff development is essential for successful educational leadership, it is striking that there are very few structures that provide preparation for their task, and particularly so by way of formal or informal in-service training. This lack prompted Jacobson (1973:135) to remark that the constant complaint of principals is that "... their training in human relations has been one of the weakest areas of their training programme".

With a team of satisfied colleagues, a principal helps to build up that important, subtle and, at the same time indefinable store of power - a team spirit which is healthy to the core. Colleagues cannot be neutral in this respect - they either contribute to team building in a positive way or they are breaking down the team structure. While they work at a school they will either help to make the school a better or a worse place especially for the pupils. In addition all staff members, whether intentionally or not, are co-determining factors in the measure of working pleasure which their colleagues experience. It is a continual and unavoidable, reciprocal process

Job satisfaction is part of the attitude of the person who works at a specific place. The attitude of dissatisfied persons will suffer and lead to interpersonal disharmony with their co-workers which is not only counter-productive, but will also affect those around them. These facts emphasise that a component of all staff-development and training programmes should be the value of harmonious staff relations. It is an axiom of life that the calibre of harmony in collegial relations will eventually influence the quality and efficiency of the global educational programme of an entire school (De Witt, 1979:158).

## **2.7 PERSONNEL TRAINING**

### **2.7.1 INTRODUCTION**

Personnel training is very important for all teachers and even more especially during a transitional period such as the transformation of education in South Africa at present. Personnel training must play a leading role in order to bring about a culture of learning, as well as sound interpersonal relationships between the black and white communities.

Educational planning should bear in mind that in-service training would be an attempt to solve the problem over the short-term. At school level, in-service training should be available to teachers, heads of departments, deputy principals and principals. Principals, in consultation with the department of education, should take the initiative in order to get in-service training off the ground at their particular schools.

### **2.7.2 PERSONNEL TRAINING TO HELP TEACHERS**

Many new teachers feel that they have to appear to be as skilled as any member of the faculty to ensure another year of employment. Beginning teachers believe that they are expected to emerge from the university, degree in hand, with all the information and skill necessary to deal with discipline, curriculum issues and also the pupils in their charge. If these beginning teachers are not trained in how to go about teaching, handling situations and how to develop their potential, they become discouraged and distressed to the point of ill-health and a feeling of incompetence and often

they will choose to leave the profession rather than seek help on how to acquire the skills necessary for success (Ryan, 1970:180).

Teachers need continuing opportunities to update their ideology, their practice and instrumental procedures. According to Fuller (1969:11) "The absence of the follow-up after workshops is without doubt the greatest single problem in contemporary professional development". The organisation, in this instance the school, in consultation with the Department of Education in Mpumalanga Province has the responsibility to arrange for meaningful follow-up sessions.

### 2.7.3 TEACHING AS AN ONGOING PROCESS

Teaching, like learning, is an ongoing process in classrooms over a period of time, but, since teaching is essentially an isolated activity, teachers can benefit by sharing their success and failures with their colleagues.

Wise administrators, realising that a one-day workshop is at best only a motivating force, can extend the effects of that one day by assisting teachers in forming small groups within the school. By sharing with each other on a regular basis, teachers pick up where the workshops left off. By discussing what they have learnt they teach themselves and each other and they continue to learn and to grow professionally. Making use of follow-up learning groups for teachers is simple, inexpensive and yet an effective way of extending the benefits of a well-planned one-day in-service programme. The teachers in these learning groups may be the ones to consult in planning and organising the next one-day programme. Such programmes,

though brief in length, can make a discernible difference to the teachers (Dodd, 1987:24-30).

Through training the management corps can ensure that the desired apparatus and programmes are most effectively utilised. It is crucial that the feasibility and effectivity of in-service training should be thoroughly investigated. In this context re-training and training due to personnel changes are also important issues (Van der Westhuizen (ed), 1991:484).

## **2.8 MOTIVATION**

A staff that is motivated and committed to educational excellence is an integral part of any effective school. Principals who understand this know that they fulfil a responsibility in creating work environments that enable staff to do and be their best. Such principals treat their staff professionally and respectfully. They provide them with challenging opportunities and intellectual stimulation. They recognise and reward good performance, encourage participation and innovation, provide feedback and resources and facilitate teamwork and collegiality. They also serve as role models, for it is by practising what they preach that they inspire and motivate others to achieve equally high work standards and to work enthusiastically towards the school's goals.

According to Van der Westhuizen (ed), (1991:194-200) the term "motivation" is derived from the Latin verb *movere* which means "to stand in motion". Steer and Porter (1975:5) define motivation as "... the spark which ignites and influences the course of human action". Marx

(1981:193) holds the view that motivation is all the effects used by a business leader (educational leader) "...to encourage his staff and colleagues to willingly achieve to the best of their abilities". Owens (1981:106) states that to be able to understand motivation, it is necessary to understand the needs which initiate behaviour and actions in people. Motivation revolves largely around the idea of an action and actions of people carrying the stamp of purposefulness and direction.

Motivation takes place when educational leaders, the principals, find themselves in the position where a task must be executed. The principals request, order, direct, motivate and convince their staff towards the fulfilment of their goals. It is particularly important at this point that staff should observe the delegation of authority. Gorton (1976:88) contends that by delegating authority, co-operation is obtained and the possibility is created that allows people to express themselves.

Flippo (1988:355) is of the opinion that motivation is strongest if the *wants*, such as: good working conditions, job security, opportunities to advance, and, competent and fair leadership, are highly valued, furthermore, if a person is capable of performing a specified or allocated task. The educational manager is a staff member and as a team they will be able to handle changes, renewals and progress in the various subject fields. This refers not only to the content component of the subject, but also touches on aspects such as managing, organising, methods and communication (Swart, 1991:41).

### 2.8.1 PSYCHOLOGICAL MOTIVATION

Motivation is a complex subject that involves the unique feelings, thoughts and past experience of all individuals as they share a variety of relationships both within and outside organisations. To expect a single motivational approach to work in every situation is unrealistic. Even theorists and researchers express varying points of view about motivation, yet some basic guidelines that can be useful in improving motivation under some circumstances nevertheless exist (Werther and Keith, 1986:399).

Motivation has often been referred to as an intervening variable. Intervening variables are internal psychological processes that are not directly observable and which account for behaviour, thus: motivation cannot be seen, heard or felt, but can only be inferred from behaviour. It is, therefore, only possible to judge how people are motivated by observing their behaviour. A person cannot measure motivation directly because it is unobservable (Ivancevich and Glueck, 1983:378).

Motivation theories fall within two broad categories, namely, content theories and process theories. Content theories focus on *what* motivates people, while process theories focus on *how* behaviour is initiated, sustained and discontinued. This study will draw on both theories and their contribution to the understanding of how principals can motivate their staff.

Hackman and Oldham (1976:250-279) refer to a content-oriented model and note that there are states that are critical to determine a person's internal motivation, performance and satisfaction. These states are:

experienced responsibility for work outcome, and knowledge of actual results of work activities. According to the content-oriented model, job characteristics influence the degree to which these psychological states are experienced. Motivation can be enhanced by shaping job characteristics and thereby the psychological states of personnel and principals. The model also indicates that the relationship among job dimensions, psychological states and work outcomes is stronger for individuals who have a higher need for continued growth and development.

## 2.8.2 THEORIES OF WORK MOTIVATION

### 2.8.2.1 Maslow's theory

Maslow's theory is based on three assumptions about human behaviour.

- There is always something towards which human beings are striving, either openly or secretly, something they would like to possess, an ideal they want to achieve.
- Once a need has been satisfied it is no longer an essential motivational factor.
- Needs can be arranged in order of priority to form a hierarchy. Maslow's hierarchy of needs starts with physiological needs, followed by security, love, self-esteem and sophisticated "higher" needs (Kohn, 1977:338-340.)

Once a physiological need has been satisfied, other needs at a higher level in the hierarchy emerge. Hence there is a definite order in need satisfaction which influences the individual's motivation. Although the intensity of a need declines with satisfaction, it never disappears altogether. This also applies to needs at a higher level of the hierarchy such as power and status needs. A need does not have to be completely satisfied before another need becomes a driving motivational factor. According to this theory, the striving for acceptance and status will not really gain strong motivational value to place a person in a promotion post if the salary attached to the position does not permit the satisfaction of primary needs (Flippo, 1971:389-390).

#### **2.8.2.2 McGregor's theory X and theory Y**

According to Gellerman (1966:84-92) McGregor's theory largely concurs with that of Maslow, but he points out that managers cannot always control employees' behaviour as if they were pawns in a game of chess. Individuals are more strongly motivated by their personal needs than by pressure from management. McGregor's theory shows that management in commerce and industry is often based on false assumptions that have mistakenly been accepted for many years. His theory highlights a number of false premises of management.

- The average person dislikes work and will avoid it if possible.
- Because of this resistance and antipathy to work, individuals must inevitably be controlled and even forced to perform it. Disciplinary and

punitive measures must be used as a threat to try and achieve organisational goals.

- The average person prefers a prescriptive style of leadership, wants to avoid responsibility and one of the cardinal aspirations is security.

McGregor (in: Gellerman, 1966:84-92) claims that these management approaches are fallacious and unrealistic and can therefore merely cause failure and frustration. He formulated Theory Y, using the premises that follow.

- Control and threats of punishment are not the only ways of motivating workers to do their best to achieve set goals. Most individuals have an innate sense of duty and will exercise some type of inner control when it comes to pursuing objectives with which they are intensely involved and therefore identify closely.
- People are not naturally antipathetic towards work. Fulfilled persons have as much need for work as they have for relaxation. Circumstances and past experience influence people's attitude towards work either negatively or positively.
- Willingness to pursue specific aims relates closely to the reward the employee is to receive. The reward need not necessarily be material but refers specifically to the "higher" needs in the hierarchy, such as acceptance, prestige, self-confidence and self-actualisation.

- Such abilities as creativity, originality and imagination are less rare than is commonly assumed. They are latent in many people, not only in a fortunate few.
- Given sufficient motivation the average person soon learns not just to accept responsibilities imposed on him/her, but to seek out responsibility of his/her own accord.
- Most organisations utilise only a limited proportion of the average person's intellectual powers, expertise and creative potential.

McGregor (in: Gellerman, 1966:90) stresses that leaders should first apply honest self-evaluation to determine their own attitude to work and staff, as this will help them to decide on the method they should utilise.

### **2.8.2.3 Herzberg's motivator and hygiene factor theory**

The Pittsburgh study undertaken by Herzberg (1959:55) was one of the most comprehensive pieces of research into work motivation during the past fifty years. He and his co-workers based their theory on the premise that human needs fall into two main categories. One group, the **hygiene** factor, includes such factors as interpersonal relations, supervision, administration, working conditions, status, security and reward.

In Herzberg's view they serve to counteract dissatisfaction rather than providing positive motivation. If satisfied they can at best lead to a lack of discontent, but this does not necessarily allow employees to experience true job satisfaction and self-actualisation.

The second set of factors is what Herzberg refers to as **motivators**, ranging on a continuum from *no job satisfaction* to *complete job satisfaction*. These factors are associated with the intrinsic nature of the work itself, the measure of recognition accorded by the employer, progress, opportunity to achieve, scope for promotion and potential for self-actualisation.

These factors are directly associated with real job satisfaction and have considerable motivational potential. Similarly, conscientious performance depends largely on them while they continue to ensure job satisfaction, even in the face of some dissatisfaction about factors in Herzberg's **hygiene** category.

The two categories should, however, be seen as integrated since the **motivators** will obviously be directly influenced by the **hygiene** factors. It is thus hardly conceivable that workers will remain satisfied if such matters as wages, administration and interpersonal relations are a constant source of frustration and unhappiness.

#### **2.8.2.4 The Getzels-Guba model**

This model, is described by Lipham and Hoeb (1974:53-56), who contend that in a properly managed organisation there is a written or unwritten job description or policy statement originating from the employer or management for every job to define the formal expectations of the organisation. In addition all employees have unspoken job expectations regarding individuals and groups with whom they come into contact.

The Getzels-Guba model (Lipham and Hoeb, 1974:54) is based on the premise that in any organisational situation one has to allow for interaction between at least two components of the job situation.

- The formal organisational structure which co-determines the role of employees to achieve organisational goals.
- The individual in the organisation, with his specific personality, who is performing his task, cannot dissociate himself from his ideals, emotions and personal needs.

The Getzels-Guba paradigm (Lipham and Hoeb, 1974:55) clearly illustrates all the various aspects principals have to take into account in executing their task. It shows that the institution and the individual, both principals and their subordinates, are influenced by society in their expectations and needs. It also indicates that one source of individual expectations is the person's basic personal needs. Behaviour is governed not only by these needs, but also by other relevant individual and group expectations. The model suggests that the behaviour of the principal and teachers is the outcome of an interaction between their personal needs and their expectations of other people attached to the institution. As long as the principal's needs are compatible with the expectations of the others, conflict will be minimised. Once needs and expectations are at loggerheads, role conflict is unavoidable. The Getzels-Guba theory (Lipham and Hoeb, 1974:56) insist that one has to group the nature and interrelationships of all the above elements in order to understand, predict and control the observable behaviour. There are often individuals with their

personal ideals, emotions and intimate needs and this implies that there is always a possibility of conflict between their needs and the demands of the organisation.

## **2.9 PERSONNEL EVALUATION**

Personnel evaluation is no less important for good educational management than effective motivation. In the final analysis, both components further the overriding cause of effective educative teaching. In educational systems throughout the world where evaluation is applied, two main types of evaluation are observed.

There is firstly the evaluation aimed at efficiency, with emphasis on improved work performance in order to benefit the education of the child. The second type of evaluation is aimed at personal recognition for outstanding service. This may take the form of merit awards, promotion and continued employment.

Evaluation is unavoidable because tasks have to be delegated and there has to be constant monitoring of the performance of such delegated work. In addition, accountability for task-fulfilment and the realisation of goals are important to any organisation. When tasks are delegated, the persons charged with a particular task should be given the necessary authority and responsibility, but at the same time they must be held responsible for the quality of their performance.

Both De Witt (1989:168) and Palucci (1978:2) succinctly defined the concept of evaluation. When one refers to holding a system or person accountable for some pre-determined action, one is in effect speaking of evaluation. School principals very often act as evaluators by virtue of their position. However, their firsthand knowledge of the latest teaching methods, aids, curriculum changes, new approaches to teaching, their actual contact with current classroom practice and even their monitoring of the effectiveness of the learning process, represent a few problem areas which could cast doubt on their personal competence as evaluators. An even more pressing problem concerns the ability of the average school principal to diagnose the situation and take the necessary remedial steps if a staff member should prove to be incompetent (Palucci, 1978:2).

Evaluation is that task, according to Reynders (1977:132) which has as its purpose, the identification of merits and deficiencies and is an integrated part of the control task. The quality and the functionality of the task are measured by means of evaluation. Clearly not everything lends itself to evaluation, but efficiency, quality, exertion and results achieved by the execution of the task, can be evaluated.

Wynn and Guditus (1984:143) contend that it is of the utmost importance that the school's policy should be examined constantly to determine if each aspect thereof is still valid, since the life of a school is constantly changing. A school's policy may be evaluated from various angles. Some possible approaches to evaluation are discussed.

Each aspect of a school's policy may be evaluated separately. In this way evaluators can set norms, formulate criteria for personnel policy, control the policy and so forth. Evaluators can also attempt to determine whether the school policy conforms with or is in contention of macro policy. They could, for instance, ask to what extent the school policy reflects a Christian national character or the characteristics of some other cultures.

According to Torrington and Laura (1987:23) members of any personnel function need to evaluate their activities regularly to ensure that they are achieving what they wish to achieve and are fulfilling expectations that are held of them. Torrington and Chapman (1982:81) aver that this will increase the personnel's store of knowledge for dealing with future trainees.

### 2.9.1 STAFF EVALUATION

Following on the presentation and attendance of workshops, the staff-development steering committee should review written and verbal evaluation material to determine whether the programme achieved its goal. This is an opportunity to judge whether the staff who attended the workshop gained meaningful knowledge and information. Suggestions for future programmes should be compiled and kept for future reference. A brief follow-up report should be sent to all teachers and to the principal.

Participants should be given the opportunity to evaluate the presentation. Evaluation provides for generation of ideas or suggestions for future staff-development topics. Time should be allowed for discussion of the workshop. Summarisation of the rating of questionnaires is provided to

participants. The committee evaluates staff-development activities in relation to stated goals. A follow-up report is sent to all inspectors or administrators to be shared with teachers and also to the teachers of the staff-development programme (Purvis and Borem, 1991:23).

Castetter (1981:235) made a distinction between primary and secondary evaluation goals. He describes the primary goals of personnel evaluation as the improvement in the work achievements of the staff. The secondary goals, he asserts, aim at giving recognition to proven achievements, identifying future educational leaders, determining attitudes concerning work and determining whether a person is ready for promotion.

Peach (1981:23) contends that when goals are analysed further it would appear that evaluation of educational staff can be divided into two main categories, namely, evaluation with efficiency in mind and evaluation of and recognition of excellent service.

## 2.9.2 SUMMATIVE EVALUATION

Summative evaluation is defined by Sergiovanni (1987:73) as "... a judgement, at the conclusion of a particular teaching activity or in reference to a particular time-frame, of the quality of one's teaching". The purpose of summative evaluation is to decide whether the teacher meets the minimal accountability standards. In contrast, formative evaluation is an ongoing process, designed to improve the teaching performance.

Clearly, evaluation for the purpose of accountability is the same thing as summative evaluation, and supervision for the purpose of improvement, is the same thing as formative evaluation. This use of the terms corresponds with the belief that summative evaluation and formative evaluation are opposite but related sides of a process which produces organisational improvement. The terms summative and formative evaluation will be the terms of choice in this dissertation.

According to Sweeney and Munatt (1984:75) the employment of teachers who do not meet minimal accountability standards in summative evaluation, is at a risk of being terminated and they should urgently enter intensive assistance programmes. When they have successfully completed such intensive programmes, they re-enter the cycle at the beginning of the formative side to be able to improve in the area of concern. The employment of teachers who do not improve adequately during intensive assistance programmes is terminated.

Teachers should be given an opportunity to practise new skills and to see these skills work. A properly designed in-service training or staff-development plan combines theory, modelling, practise, feedback and coaching (Joyce and Showers, 1990:75). A programme with these features, designed to assist teachers with similar identified needs, has a better chance of producing real change in their behaviour.

In summative agreements, the teacher agrees to improve and the supervisor agrees to provide resources to help the teacher improve. The responsibility

for improvement rests with the teacher, not with the supervisor nor anyone else who provides assistance.

The summative agreement also addresses the issue of how much time the teacher is to be allowed to improve. It may also be a plan that includes assistance from colleagues, peer coaching, directing from neutral supervisors or a host of other activities that can reasonably be said to be calculated to address the teacher's need (David and Orso, 1991:79).

Cuba and Lincoln (1981:49) also classified the two evaluations according to purpose, saying that "... the aim of formative evaluation is refinement and improvement". They contend that the aim of summative evaluation is "... to determine impact or outcomes". Various researchers hold slightly differing views concerning these two approaches to evaluation.

### 2.9.3 PERSONNEL APPRAISAL

The appraisal of teachers' performance is as old as the education profession itself, however, for the most part, only three stages of historical development in American education during this century were concerned with the formal evaluation of teachers. In 1976 the National Institute of Education, in a request for proposals, called on evaluation for a new approach to the definition of effective teacher training

Because of the integral relationship between all employees and because one employee's performance may effect the performance of other employees, all personnel should be evaluated. This evaluation begins with the

superintendent of schools by the board of education and proceeds down through the chain of command, with each administrator evaluating those employees reporting to him/her (Rebore, 1991:191).

According to Rebore (1991:193) recognising the quality of education for the children and adolescents of schools in a district depends on the level of teachers, administrators and the staff members' performance, but also on the board of education and the superintendent of schools who are responsible for developing and implementing a process for employee appraisal. This process must address as its first priority, the impartial and objective evaluation of individual employees in relation to requirements of their position within the school district. The second priority is to analyse how the people in these positions help to realise and support the instructional goals and objectives of the school management council.

Before a teacher's employment is terminated there is a due process of statutory provisions that must be afforded the teacher. Such legislation, while applying to the professional staff, also provides a model for the board of education in establishing similar procedures for all employees. Although the educational welfare of the pupils is the primary concern of a school, employees also have rights that must be taken into consideration when developing appraisal procedures and dealing with the dismissal of an employee (Rebore, 1991:209).

The same author (1991:208) points out that each employer is responsible for developing personnel objectives that will further the school's objectives, consequently, employee performance is measured against the degree to

which each individual has attained his or her objectives. Feedback data is available to analyse whether the objectives have been reached. The actual appraisal procedures for implementing this process are best developed by involving representatives of the employees who are to be evaluated.

Robbins (1982:315) states that employees are evaluated in relation to their job description, which is the only defensible criterion against which performance should be measured. Although this does not mean that the circumstances of a given position will remain unchanged, it does imply that a revised job description may be needed if a job has undergone considerable modification. While job descriptions are seldom used as a common means of evaluation in education, such use is a necessary pre-requisite to establish an effective appraisal process.

It was pointed out by Grey (1978:23) that the previous two decades had seen a dramatic change in the entire concept of evaluation and appraisal. Parents and taxpayers are demanding more accountability at all performance levels.

Both line managers and personnel specialists play important roles in the appraisal process. Line managers play a central role because supervisors usually do the appraisals. As a result, supervisors have the responsibility to see to it that they are completely familiar with the appraisal techniques to be used, that they understand the problems that can cripple an appraisal system and that they perform the appraisal fairly and objectively (Gary, 1984:363).

Performance appraisal and review, are, in Wendel's (1986:363) opinion, "... the formal, systematic assessment of how well employees are performing their jobs in relation to established standards and communication of that assessment to employees".

How appraisal systems are used and how appraisal results are communicated affect the moral and organisational climate in significant ways. The results of performance appraisal also have significant impact on the human resources processes, such as training and developing, compensation and decisions about promotion.

Wendel (1986:364) also argues that it is highly counterproductive to save up performance appraisal data - especially negative data - and "...dumping such data on the employee desiring performance feedback or information on how well he is doing his job". This feedback should be provided to employees when it is timely and relevant to motivate improvement.

In the appraisal phase, managers are examining their organisations. Although this should be a corporate strategy, each business or subdivision in a large corporation, may have its own strategy (Robert, 1988:91).

Rebore (1991:355) asserts that the primary purpose of teacher appraisal will be the development of staff and the improvement of teaching. The appraisal should be an ongoing programme. It is important for beginning teachers, but equally as important for teachers with experience, as teachers appraise their present performance and will set goals for the future depending on the results. Teacher appraisal allows teachers to gain more

insight and status in their profession. Teacher appraisal involves evaluation of the school's entire personnel.

## **2.10 JOB DESCRIPTION**

Writing a job description is a complicated undertaking. No one format for writing a job description can be universally acclaimed as most effective in each and every circumstance. However, certain elements should be common to most job descriptions. Some of these elements are, the title of the job, duties that must be performed, the authority and responsibilities accompanying the job and specific qualifications necessary to permit successful performance of the job.

Each description needs to start with a summary of the job, outlining the overall responsibilities of the position. This should be followed by a detailed explanation of specific job tasks and the organisational structure of the department. Job descriptions should be updated periodically as working conditions will change with the advance in technology in education. It is essential to perform a job analysis to revise the job description for a specific position each time the post becomes vacant.

### **2.10.1 JOB DESCRIPTION AS A STATEMENT**

A job description is a written statement that explains the duties, working conditions and other aspects of a specific job. Within an institution, all the job descriptions should follow the same format, although this may vary from department to department.

One approach to writing a job description is to write a narrative description in a few paragraphs. Another way is to break down the description into several parts (Werther and Keith, 1986:124).

### 2.10.2 JOB DESCRIPTION AND SPECIFICATIONS

Job descriptions, which are sometimes called position descriptions, are written summaries, usually one or two pages long, defining the basic tasks associated with a particular job. They usually have a label called a Job Title, and they frequently include a section describing the qualifications, known as job specifications, needed to perform the job (French, 1986:189).

According to Gary (1984:98) the job specification takes the job description and answers the question: “What human traits and experience are necessary to do this job well?” It indicates what type of person should be recruited and what qualities that person should have when being considered for the post. The job specification may form a separate section of the description or an entirely separate document. It is often printed on the back of the job description.

### 2.10.3 THE PURPOSE OF JOB DESCRIPTIONS AND SPECIFICATIONS

Job descriptions and specifications are useful for a number of purposes. They are of use throughout the recruiting and selection process. They can be used in compiling advertisements for the vacancy and in writing letters

to people or organisations who are in a position to refer candidates. They provide the recruiter, the selection interviewer and the interviewee with a basic outline of the job for which candidates are being considered. Later they are also useful in orientating and training newly appointed employees (French, 1986:189).

These descriptions can be used in the development of performance standards and provide the basic information needed for job evaluation. Finally they can contribute to the dialogue between the supervisor and the subordinate or in a group discussion when it becomes necessary to clarify mutual expectations (French, 1986:120).

#### 2.10.4 JOB ANALYSIS

Lloyds and Leslie (1979:127) describe job analysis as the "... process of obtaining, usually through observation and study, pertinent information about the nature of a specific job". The job and its requirements are studied in this analysis, rather than the skills and abilities of the person currently holding the job.

### 2.11 SELECTION

The objective of a selection process is to hire individuals who will prove successful in a specific position. Self-evident as this purpose may appear, its implementation requires a rather thorough process. The cost of selecting employees is a major expenditure for most school districts. When the process does not secure effective employees, the cost to the district is often

incalculable because of inadequate performance, the expenses connected with the termination process and because of the expense involved in hiring new employees.

Selecting individuals who will be successful and will remain with the school, (be it a community state school or state-aided school) for a reasonable period of time and thus fulfil the people's mandate, is an extremely important personnel process.

#### 2.11.1 THE NEED FOR EFFECTIVE SELECTION PROCEDURES

In an attempt to improve selection procedures, when selecting candidates for training in teacher training colleges, the various selection agencies have been requested to point out short-comings and weaknesses in the selection procedures currently in use and to suggest ways of overcoming these. Recommendations about selection procedures and methods prior to training, suggest that the entire system should be changed and that the education authorities should provide all selection agencies with a manual on selection. In particular it is recommended, closer links should be forged between schools, school inspectors and teacher training centres, and that selection should be conducted towards the beginning of the pupil's standard ten year (Spies, 1965:96).

It is believed that selection should not be a single process, but that procedures and methods should also be introduced for selection during training. It would be easier to eliminate unsuitable students during training and it was also suggested that a trial period of one term should be

compulsory before a student is finally accepted for training. The selection agencies recommended that the final selection should preferably be made after one year of training and that mandatory selection should be conducted in the course of a teacher's career (Spies, 1965:98).

Concerning the composition of the selection committee, it was recommended that it should include principals and their staff, plus at least three people who are well acquainted with the candidate; that interviews should be conducted by a central committee and that more time should be made available for interviewing in an attempt at arriving at a better appraisal of the candidate's suitability for the profession. The central committee should consist of representatives of the teacher training institutions and a number of experienced principals (Spies, 1965:98).

A fact about selection that should not be underestimated is that a profession that admits candidates too readily, so that over the years a large proportion of its members tend towards mediocrity, will not be seen as a prestigious profession.

The importance of responsible selection does not only affect the status of the profession, but also greatly influences the future generations in the country. The teaching profession should note the truth expressed by the eminent American educationist, Brubacher (1947:493), when he contended that "... there can be no denying the fact that the quality of one's teachers will more often than not be the most important determinant of the height and rate of rise which each generation attains".

The effectiveness of the service that each member of a profession renders to the community directly influences the status of the profession as a whole. Effective service relates to diverse factors, among which two of the most important are undoubtedly inherent and acquired qualities, including personality factors that jointly influence the status a profession acquires over time. Hence, though scientific selection is vital for all professions, it is particularly so for teaching (De Witt, 1968:165).

#### **2.11.1.1 Writing the job description**

The job description is the product of a process known as the job analysis. This process gathers information about a job through observation, interviews, questionnaires, consultation and the diary method. The job description outlines specific details of a position and establishes the minimum qualifications needed to perform the job successfully (Rebore, 1991:100).

#### **2.11.1.2 Establishing the selection criteria**

Criteria are instruments or norms of judgement that delineate those ideal characteristics that, if possessed by an individual to the highest extent possible, will ensure the successful performance of a job. Selection criteria can also be used to qualify the expert opinions of those who will be interviewing candidates (Rebore, 1991:102).

#### **2.11.1.3 Receiving applications at a central office**

Staff members should be assigned to receive all applications for a given vacancy at some central office. As the applications are received, they should be dated and filed in a designated folder. This will provide integrity

the process and will establish a method of monitoring the progress towards filling the vacancy (Rebore, 1991:104).

#### **2.11.1.4 Selecting the candidates to be interviewed**

The application forms should contain a statement requesting applicants to have their placement papers and transcripts of letters of reference sent to the personnel department. The application should provide sufficient information, including all credentials as required by the advertisement (Rebore, 1991:104).

To evaluate each person against the list of selection criteria and against the minimum requirements for the job, a selected group of candidates from a shortlist of candidates is interviewed. This is the most suitable way to ensure that the best candidate is selected.

The unsuccessful candidates are only informed after the chosen candidate has accepted the offer as the need may arise to offer the position to another individual if the candidate selected in the first place refuses the offer (Rebore, 1991:104).

#### **2.11.1.5 The interview**

An interview is essentially a conversation between two individuals that has been arranged to generate information about the person being interviewed or other matters that are familiar to the respondent (Henry, 1976:2).

Uris (1978:2) maintains that an interview displays four characteristics that distinguish it from an ordinary conversation regarding direction and format:

- it has a beginning, middle and conclusion;
- the interview is conducted by an individual who is prepared to move it in the direction dictated by the occasion;
- both parties to the interview understand its purpose which can be accomplished only through co-operation; and
- the nature of the interview is clearly defined and specified.

There are two basic types of interviews, namely, the standardised interview and the open-ended interview. The standardised interview is conducted by asking a set of questions. This type of interview has been established to help ensure that the responses of the various candidates can readily be compared. By contrast, the open-ended interview encourages the candidates to talk freely and at length about topics introduced by the interviewer to suit the occasion. The objectives in both types of interviews are basically the same (Uris, 1978:2).

#### **2.11.1.6 The role of the interviewer**

According to Rebore (1991:107), interviewers have an extremely important responsibility. Not only must they direct the interview by asking questions, they must also record the respondent's answers and present the respondent with a favourable image of the school. The interviewer must evaluate and come to a conclusion about the suitability of each candidate. Interviews are more effective if they are conducted in a pleasant environment. The interviewer must choose a room where the interview can be conducted

without interruptions and the furniture in the room should be arranged so as to allow eye contact with the candidates during the session.

#### **2.11.1.7 Legal implications of interviewing**

Government legislation and court decisions have had a significant impact on the types of questions that may legally be asked in an interview. There are sensitive areas such as arrests and certain health aspects that are best avoided in an interview. The interviewer should concentrate on matters that are pertinent to the post applied for, such as qualifications, experience, leisure time activities and so forth (Rebore, 1991:108).

#### **2.11.1.8 The application form**

An application form should in the first place contain various identifying details about the person, for example, his/her name, sex, date of birth, identity number, marital status, religion, address and telephone number. Secondly, details such as level of training, applicability of training and experience as well as the identity of the previous employer. Thirdly, some background information about the candidate is required (Rebore, 1991:108).

The first two categories of information can be checked easily while the information in the second category, apart from the factual information such as years and type of experience, tends to prejudge the person both inside and outside the working context. A testimonial or reference may help to fill the information gap. It must be accepted that an applicant will provide only favourable testimonials and references with the result that the information so provided may be suspect. For this reason an investigation of the

candidate's background has undoubted merit (Van der Westhuizen (ed), 1991:247).

#### **2.11.1.9 The medical examination**

A medical examination in which emphasis is placed on the degree of medical fitness required by a certain post is at present virtually standard practice, particularly in regard to permanent appointments in organisations other than education. As far as the education profession is concerned, this type of information is of limited value since the person may successfully engage in the profession without satisfying the minimum requirements of group insurance and medical aid schemes (Rebore, 1980:246). Two categories of medical information are essential, namely, is the candidate capable of teaching, and, does the candidate comply with the minimum medical requirements so as to qualify for the group and medical schemes that are applicable to permanent appointments? Information in the first category may result in a temporary appointment being made, while in the second case the candidate is on the threshold of a permanent post (Robbins, 1980:246).

### **1.12 NEGOTIATION**

#### **1.12.1 INTRODUCTION**

Negotiation is an integral part of a professional person's daily life. It is a way by which interests can be reconciled and conflict reduced in situations that are characterised by interaction, but in which no party is influential enough to impose its will on the others. All human relationships include elements of co-operation and competition, and negotiation tries to reconcile

these two elements. It is therefore, an essential part of the network of personal relationships within and outside of every organisation. While the word *negotiation* is derived from the Latin word **negotiar**, meaning 'to carry on business', it also has relevance to one's private life (Verdeber and Verdeber, 1989:297).

Pratt and Stenning (1989:75) define negotiation as a meeting, as an exchange of views between individuals or groups who are faced with a shared difficulty or difference of opinion and who both have a genuine desire to achieve or resolve something together. This demands a level of trust and an expectation that the other will keep to an agreement. In the absence of trust, no agreement is possible for at the very least this implies a commitment to future behaviour.

## 2.12.2 THE ROLE OF NEGOTIATION IN EDUCATIONAL MANAGEMENT

### 2.12.2.1 Negotiation in education

In a diverse society such as South Africa, good educational leaders will have to be good negotiators in managing their schools, universities or departmentd as they deal primarily with people and their development.

Apart from having a good working knowledge of all the other functions of management, they will need to negotiate with staff, students and the community on crucial issues. Some of the contentious issues they will have to negotiate are: parity between races in education; co-operation from the community and the establishment of good quality facilities for the

introduction of the most effective rules and regulations in the educational institution; and, for motivation, productivity, cost effectiveness, constant development of human resources and a conducive climate for educating the young people in their institution (Mampuru and Spoelstra, 1994:13).

#### **2.12.2.2 The educational leader as negotiator**

According to Marx (1981:57) all personnel in supervising posts perform management tasks, irrespective of the hierarchy level of the post or the nature and extent of the activities in which the person is involved. Every person who has to formulate and strive towards objectives in education, who has to organise, make decisions, and is in a leadership position and must exercise control, is occupied in management. Educational leaders are not only administrators or persons who carry out policy, but also people who have authority in their own right.

#### **2.12.2.3 The negotiation process .**

Negotiation is a fact of life. Human beings cannot exist without communication and only barely without negotiation. Negotiating is a basic way of obtaining maximum satisfaction of the goals of both parties. Negotiation represents an exchange of information through communication. The information exchange is formulated as strategies and techniques. These strategies and techniques originate from the negotiation relationship between the parties and they serve to continue or discontinue the relationship (Marx, 1981:58).

Negotiation involves the pursuit of interests with the development of interest-orientated consensus as the objective of the negotiation process.

### 2.12.3 TYPES OF NEGOTIATION IN EDUCATION MANAGEMENT

#### **2.12.3.1 Mainstream negotiation**

Mainstream negotiation covers most negotiation activities and relates to the situation in which two or more parties meet to find a settlement for one or a series of negotiation items. Each party must leave room to manoeuvre as they know that the best way to get movement from the other party is to be able to give it themselves. All negotiators have their constraints as they operate within mandates, implying that limits are set that they will probably be unable to exceed. Both parties should enter into the negotiation with the full intention of finding a solution (Atkinson, 1981:2).

#### **2.12.3.2 Pressure bargaining**

The difference between pressure bargaining and mainstream negotiation is that one or both parties want to achieve an outcome by seeking it through coercion, such as threats of strike action, rather than compromise (Atkinson, 1981:33).

#### **2.12.3.3 Joint problem solving**

The purpose of a process of joint problem solving is to enable the parties to create new solutions to jointly agreed upon problems, rather than to find a compromise. This approach involves both parties working together in a joint enterprise to diagnose and solve problems (Mampuru and Spoelstra, 1994:99)

#### **2.12.3.4 Negotiation agreement**

Negotiation is a long-standing art that has developed into a major mode of decision making in all aspects of social, political and business life, even directing decisive action. Henry Kissinger was the American Secretary of State when protracted negotiations eventually brought an end to the war in Vietnam. His comment on negotiation was: "... a lasting peace could come about only if neither side sought to achieve everything that it had wanted ... stability depends on the relative satisfaction, and therefore the relative dissatisfaction, of all the parties concerned" (Kissinger, 1973:28).

Negotiation is brought about by the existence of goals that are common to both parties and other conflicting goals between these parties (for instance, employer and employee). The desire to keep the business or institution in operation is one of the goals they usually have in common, but there may be many conflicting goals and that is where the two parties need to negotiate a settlement. The attempts by one party to force a solution on the other would either fail because of the other's strength or would not be as satisfactory a settlement without the approval of the other party (Kissinger, 1973:29).

#### **2.12.3.5 The nature of conflict in employment relations**

The relative power of the parties is likely to fluctuate from one situation to the next, a matter that is recognised by the ritual and face-saving elements of negotiation. This implies that a power imbalance is not fully used to make agreement possible in the knowledge that the power imbalance may be reversed on the next issue (Cooper and Bartlet, 1976:67).

According to Herbet *et al.* (1976:392), in negotiations between employers and workers' unions, it is particularly advisable for the employer's negotiators to request the union counterparts to explain fully each proposal and their reasons for seeking settlement of these proposals. The union's responses may indicate the importance it attaches to it. Proposals that have been submitted merely because some individual or group demanded their inclusion at a union meeting or that are to be used as concessions for trading purposes, are more likely to become evident through the explanations of the union negotiators, thereby enabling the employer's negotiators to deal with them accordingly.

#### **2.12.3.6 The nature of negotiation**

Negotiation is essentially a process whereby parties involved in a conflict or facing a common problem, seek a mutually acceptable settlement or method of resolving their differences. The emphasis is on verbal exchange.

The tendency to use negotiation to settle disputes or resolve conflict is not automatic. For negotiation to be effective, the negotiators require not only knowledge and skill in the use of the process, but they must want the process to succeed.

#### **2.12.3.7 Hostage negotiation**

Hostage negotiation is a specialised area of a crisis, demanding quick response. From a number of articles on hostage negotiations a few general rules on the negotiation of the release of hostages can be deduced. Abbott (1986:34-35) refers to the "time-phase" model for hostage negotiation and actions as a guideline to negotiation which emerged after Abbott had

studied the recruiting pattern and sequences in thirteen successive operations by one team of hostage negotiators. Abbot indicates the time-sequence phases and their per centage of total operation as follows:

- Introduction 15%
- Demands 50%
- Impasse 10%
- Suicide 10%
- Surrender 15%

#### **2.12.3.8 Negotiation procedure**

Piron (1988:77) believes that before entering into an agreement, that management should negotiate with labour unions, there should be a negotiation procedure. This procedure determines the way in which the negotiation should proceed to achieve a substantive agreement, or the re-negotiation of the recognition agreement between management and the union, or both. The negotiation procedure can also be formalised by taking cognisance of the common ground that exists between the parties.

The negotiation procedure can specifically set out the subject(s) on which the company and the union will bargain. The parties could agree to bargain on real as opposed to minimum wages and minimum conditions of employment.

#### **2.12.3.9 The nature of the representatives**

The number of negotiators who will represent either party can be determined before or during the negotiation procedure. The number of

representatives varies, but according to Piron (1988:78) the point of view is usually the limiting factor. Irrespective of the number of management representatives sitting at the bargaining table, an effective team of a maximum of three negotiators is often preferable. The number of negotiators to be included is often one of the most complicated issues to handle.

From a union's point of view, the choice of negotiators can present a problem since many recognition agreements provide for wage bargaining by the shop stewards, assisted by up to two full-time union officials. When there are more shop stewards than can be accommodated in the negotiation team, it creates more problems for the union than for management as the opportunity for disagreement within the union team increases (Piron, 1988:79).

### **2.13 COMMUNICATION**

Without communication the present complex forms of life would not be possible. In schools communication is accepted as a matter of course. Both the teachers and the principal earn their living through communication. Lewis (1975:238) regards communication as "... the essence or nucleus of efficient and competent management". Communication is the focal point of management procedures and essential to any organisation as management is primarily concerned with people. Lewis maintains that if a competent manager were to be defined by way of isolating one activity, this activity would be communication. He suggests that any manager, including school

principals and educational leaders, should have to sit for an examination to improve communicative knowledge and skills.

### 2.13.1 THE PURPOSE AND NATURE OF COMMUNICATION

Tronc (1977:71) sees communication as "... an act of involving the selection, production and conveyance of signs in such a way that the recipient's interpretation of the meaning of the message will coincide with the communicator's intention" thus "Who says what to whom, through what channels, with what effect."

In this process the interpersonal relationships between people, their attitudes and feelings within an organisational structure and the motivating forces that direct communication, play a crucial role. Communication involves all the ways in which people influence one another through what they say, write or do and what they do not say, write or do (Anastasi, 1974:3).

It would, however, be wrong to assume that all problems in schools are related to communication and that open discussions will offer a universal solution to all problems. Although communication may eliminate some problems, it may also give rise to problems. A conflict of values between staff members or pupils, may remain undetected until it is exposed through some form of communication. It is an undeniable fact that not even the best communication can compensate for poor planning. Hoy and Miskel (1978:239) maintain that a school principal who is a good spokesman but a poor planner will expedite rather than prevent the failure of the entire

group's activities. "Communication is not simply a skill with words. Skill with words is glibness when it is used without an understanding of the real nature of communication" (Anastasi, 1974:3).

Communication should not be seen as merely the exchange of messages between sender and recipients, it must be seen against the background of the entire social structure in which it takes place and the specific function it has to fulfil within this structure. The functions of communication can therefore include education, teaching, guidance, propaganda, indoctrination, problem solving, decision-making or counselling (Schmuck and Runkel, 1972:175). Man's view of communication will depend on the function it has to fulfil within a specific community, which in turn is related to man's philosophy of life within the community and to the ground motives and determining factors that direct the cultural life of the community.

The main purpose of effective communication should be sought in the effective functioning of the school and its endeavour to promote its purpose, with all other reasons or objectives subordinate to the main purpose (Reynders, 1975:108). Virtually no sphere of school life can dispense with communication; in organisation it facilitates the realisation of objectives; in direction it is needed to influence people's behaviour and actions in favour of the cause and to provide the means to air grievances and desires. Decision-making and the identification of problems are impossible without communication; in planning it promotes the exchange and structuring of ideas and plans; in control it is used to compare actual achievements with predetermined standards so that corrective measures can be taken; feedback is inconceivable without communication.

## 2.13.2 THE PRINCIPLES OF EFFECTIVE COMMUNICATION

It is necessary to analyse the sender's communication skills as well as the message that is to be conveyed. Without knowing who the recipients are it is not possible to convey the message in a meaningful manner. Feedback is very important to determine whether communication was successful.

### 2.13.2.1 The need to analyse the sender's communication skills

Firstly it requires a sender or communicator to initiate an act of communication. Senders are the people who frame a certain idea, request or plan which they consider important enough to convey to others. Communication usually moves downward along the hierarchy. In the school situation the teacher is a communicator, professionally trained to communicate confidently and intentionally in specific circumstances. Teachers convey messages to pupils in a purposeful manner so as to elicit specific interpretations from them and to direct their thoughts and actions towards predetermined directions (Fourie, 1979:63).

The principal and teacher should continually take stock by reflecting analytically on their communicative ability, their credibility and their strengths and weakness in communication. They should know their audience and determine the recipients, formulate a message, choose the communication media, determine the feedback and send another message if necessary (Mayers, 1974:123). Reynders (1971:105) regards the ability to communicate and to know with whom, when and how to communicate, as one of the most important characteristics of a leader.

### **2.13.2.2 Message to be conveyed**

Communicators should take into consideration that the message to be conveyed contains ideas, opinions, plans, information, orders, advice, feelings, attitudes and values that have to be conveyed to another. They must use imagination, discrimination and sensitivity to determine exactly what information and how much of it should be communicated at a given stage.

Hoy and Miskel (1978:241) stated that the "... meanings of messages are in people and not necessarily in the intended content". The meaning of a message becomes clear only through the person who uses the words, irrespective of the direction in which any communication will be completed, "... when the sender conveys a meaningful message which causes the receiver to react in the manner intended (Lewis, 1975:44).

Teachers should be trained to weave their own underlying message into the one contained in the syllabus (Fourie, 1979:66). If, however, the teacher and the community are not of one mind, it may give rise to problems.

### **2.13.2.3 Analysis of the recipient**

Only when the receiver has interpreted the message will communication have taken place. For this reason communication media and channels have to be chosen with care to ensure maximum comprehension. The sender of the message should remember that recipients are usually only receptive to messages that coincide with their own convictions and with those of their reference group.

According to Bernard (1981:138) this means that "... man sees what he wishes to see and often hears only what he wishes to hear". Thus, although the sender is able to ensure that a message is received its acceptance cannot be guaranteed. Senders should try to relate it to the needs and motives of the recipient.

Fourie (1979:67) attaches such significance to this aspect that he proposes that all prospective teachers should be trained to draw up the communicative profile of any recipient of a message.

#### **2.13.2.4 The need for feedback**

It is at the feedback stage that the roles of the communicator and recipient are reversible. The teacher or the pupil now supplies feedback to the senior teacher or school principal - upwards along the hierarchy. This does not complete the feedback because feedback, like the communication event, is not a one-way activity. When "managers" have evaluated the feedback, they in their turn, must supply feedback to the person or group, failing which they will not know whether the task has been successfully completed (Tronc, 1972:70).

Principals will, for example, submit certain information for discussion at a staff meeting. They will then receive feedback in the form of individual discussion or written comments and at a subsequent meeting report their final decision on the matter in question (Bernard, 1981:139). Everybody should know exactly to whom and when to report. In any division of work, feedback is not always a spontaneous act. At times the education leader has to ask for it or make the communication event a requirement. "Some

principals should remember that teachers are likely to engage in upward communication only if they believe there is no threat to their position” (Tronc, 1977:73)

#### **2.13.2.5 Means of presenting the message**

The following media can be distinguished: oral and written media; and skills: the skill of listening and non-verbal communication.

##### *a) Oral communication skills*

In the teaching situation the human voice uttering speech is still the most important means of communication. It is a quick and simple means which, according to Reynders (1975:113), also avoids bureaucracy.

It is used in the form of interviews with staff members, pupils, parents and external bodies; for meetings, instructions, talks or speeches; at assemblies, conferences, for telephone conversations and when one wishes to hear someone else’s opinion about something. Oral communication may be either formal or informal

Conversations still form one of the fastest, simplest and most direct ways of communication and this refers to a face to face intercommunication which is still the best way of ensuring personal and confidential contact, even more so if it happens formally. According to Bernard (1981:133) the educational leader’s use of language is more expressive of his personality than any other form of

communication and has a crucial effect on pupils, teachers and parents.

Since speech is based on sound, it is important that the quality and pitch of the speakers' voices, their intonation, articulation and rate of speaking are all factors that will either excite listening interest or allow it to flag.

The school's intercommunication system is an excellent aid for the educational leader. It is the means by which general announcements are made. The principal should use it with discretion to avoid frustration (Bernard, 1981:134).

b) *Written communication skills*

Written communication at times ends up in the wastepaper basket. In spite of this, and although it is a slower and more expensive medium, written communication will always form part of the educators daily task as it is particularly valuable, for instance, for the recording of complex information and data that are difficult to remember, memoranda, documents, textbooks, newspapers newsletters, bulletins, and circulars all form part of the inter-communication in the school. Instructions to staff members and pupils may also be sent in writing (Lewis, 1975:92).

The educational leader must bear in mind, however, that written communication is subject to fixed rules in respect of the content and

structure of the message. The formulation should follow a logical pattern to give meaning to the message.

c) *Listening as a communication skill*

The principal spends much time in listening to what others have to say. This applies to all educational leaders in their different capacities. Leaders should never pretend to listen as they will then lose their position of trust and do more harm than good (Lewis, 1975:93).

Principals should remember that when they are listening the position is reversed. Usually staff members, parents and pupils have to listen to them. "Managers who wish to have their employees to listen to what they say must first prove themselves as persons who consistently listen with understanding. The person who is a good listener is usually repaid in that others will also listen to him" (Lewis, 1975:94).

d) *Non-verbal communication skills*

In most cases people are unaware of their non-verbal messages. They convey our feelings and this unintentional "affective content" that accompanies the "cognitive content" of the message, often determine the reception of the message (Tronc, 1977:72).

Facial expression, gestures, posture, the way people walk, sit or uses their hands and their tone of voice are all manifestations that bring meaning to the message.

Tronc (1977:73) describes non-verbal communication very succinctly when he comments "If someone in the audience looks at his watch, don't worry; if he puts it to his ear and shakes it, then you had better start knowing that you're boring him". Pride, enmity, jealousy and friendliness are silent indications that can be "heard" by others. The real message is loud and clear (Lewis, 1975:150). Lastly, non-verbal communication includes all messages not encoded in words.

### 2.13.3 TYPES OF COMMUNICATION

#### **2.13.3.1 One-sided communication**

Although not to be recommended, one-sided or one-way communication is unavoidable in the teaching situation. Examples of one-way communication include newsletters and announcements via the school intercom system or on the notice board. Some schools require parents to sign and return the perforated strip attached to newsletters to ensure a certain amount of feedback. Without feedback the sender is unable to determine whether the recipients have received the message or whether they have interpreted it correctly. There is also the danger that the "affective content" of the message (if this is possible in one-way communication) may be lost or misinterpreted (Schmuck and Runkel, 1972:33)

#### **2.13.3.2 Reciprocal communication (Two-way communication)**

Reciprocal or two-way communication is a very effective form of communication because it enables people to check whether the message has

been correctly transmitted and interpreted. It implies ongoing consultation between educational leaders and their staff.

Two-way communication naturally requires the use of communication media familiar to both the sender and the recipient. This is so because a mutual feedback process between the participants and the genuine concern to be helpful to each other, is crucial for clarifying communication in organisations. (Schmuck and Runkel, 1972:34).

### **2.13.3.3. Cross communication**

This type of communication takes place at an equal, lower or higher level, between the staff of one principal department and the staff of another. This also refers to other educational leaders (Reynders, 1971:112).

“Cross communication implies that the words of speakers and hearers cross each other without causing misunderstandings. We find this in situations where various viewpoints are stated, for instance, when the educational leader discusses certain aspects of the school activities with his staff, the pupils and their parents” (Du Plooy *et al.*, 1977:143).

### **2.13.4 THE EDUCATIONAL LEADER AS THE INITIATOR OF COMMUNICATION**

Effective communication must of necessity be beneficial to the internal organisation of the school as well as to the realisation of the school's objectives in the community (Bernard, 1981:127). The principals may find that a friendly request is often a more productive approach to initiating

something than the approach of merely commanding someone to carry out instruction. They should attempt to unite their staff, as a team, into a functional whole, and, in the midst of many conflicting possibilities they should try to maintain the *equilibrium*.

According to Bernard (1981:143) it is also the task of the educational leader “... to act as a catalyst by ensuring that all information circulates through the entire school. Pupils, teachers and parents should be well-informed about the aims and objectives of the school which may have an influence on their lives”.

In the modern school situation, the school principal must have the courage to initiate the kind of change that will effect an improvement. In most cases, schools are slow to respond to change, mainly because the principal is not prepared to initiate it.

#### **2.13.4.1 The educational leader and personnel guidance**

The role of the school principal as the leader of professional staff members has changed drastically in recent years to include a wide spectrum of activities.

##### *a) Communication with novice teachers*

Principals have to assist in the identification and the final appointment of new staff members by arranging interviews with prospective candidates. They are responsible for the orientation of new staff members. This includes the passing on of information about the school and its activities. Unfortunately this passing on of

information is often limited to a one-day meeting on the day before the school's reopening. In such cases the participation of new staff members is largely passive. They have to be familiarised with the school's policy, procedures and traditions and they must also become acquainted with other staff members, the local community and the pupils (Lipham and Hoeb, 1974:240). These teachers have to receive the necessary assistance to enable them to become integrated into their new jobs and the community in question

b) *Communication with the staff*

Educational leaders must be clear on both *how* they plan to lead their staff - as a group or individually - and *what* their personal aims are. There is a big difference between communicative guidance given to individuals and that given to a group. The emphasis is once again on human relations. All teachers must be guided to regard their own particular task as meaningful and must also be made to feel that they are making a difference in the school. Frank discussions between the principal and the teachers are only possible if good relations are maintained between them (Campbell *et al.*, 1977:138).

Since there is continuous contact between principals and their teachers, there should be no ambiguities in their relationship. The school is just as subject to conflict situations as any other organisation. The leaders can attempt to avoid such situations by, for instance, defining each member's task as precisely as possible; setting the minimum number of learner levels between themselves and the teachers, since the very existence of levels reduces

individual initiative and increases communication obstacles (Cawood, 1973:113).

Reynders (1971:119) contends in conclusion that "... communication should be simple, swift and effective and be aimed at the object. The persons in the line of communication should, on the one hand, be competent to convey ideas and information correctly and distinctly and, on the other hand, willing and able to understand and to apply the information received." The principals should know themselves, know their subordinates and word their messages so as to ensure mutual understanding and the promotion of the object. Communication demands clear thinking, clear writing and clear speaking.

#### **2.14 SUMMARY**

Chapter two has dealt with the development and improvement of personnel management with emphasis on management. The personnel of the school is an essential component for the effective running of a school that fulfils the hope of providing adequate education to its pupils

Personnel management is chiefly a matter of developing the potentialities of employees so that they may get maximum satisfaction out of their work and give their best. It is also concerned with all levels and every section of management and also intimately involves the manager. Finally it was shown to influence personnel supply and personnel utilisation.

The responsibility of the personnel managers is to ensure that they are in touch with their subordinates so that they have insight into what is happening on the ground. They must keep their staff informed of new developments in the organisation. They create an organisational atmosphere that will enable employees to satisfy their own desires and be co-operative. Managers should also be sensitive when bringing about changes in the organisation.

The school principal, as a personnel manager, has to keep records, prepare reports, order equipment, submit budgets, monitor the flow of people and activities and is responsible for important managerial jobs such as scheduling tasks and developing channels of communication, resource distribution and staff allocation.

The school principals, together with their subordinates, are responsible for all planning and implementation and the constant promotion of the school's image, both internally and externally. In their planning they look for the most appropriate plan to help them to achieve these goals. This planning includes organisational structures, planning and co-ordination of various components in order that set goals may be effectively achieved. In order to control all activities, principals should, where possible, make use of their subordinates namely, deputy principals, heads of departments, school governing bodies and also other related stake-holders in education.

It came to light that the same universal characteristics present in exercising control in general, also apply to school business management. However, control as an activity of school business management takes place and is

controlled in its own unique way. The school in the main is controlled by the principal, governing bodies and the department of education.

Evaluation, as a school business administrative task, is really a managerial task because the manager has to assess, supply feedback, make comparisons and also interpret and implement financial statements. The manager deals with the financial matters of the school by means of evaluation and determining whether there are disparities in the expenditure programme. This will provide a basis upon which corrective action can be initiated. Evaluation was shown to bring about the bridging between norms of control and actual control as the task of the school business manager.

Interpersonal sensitivity is the quality attributable to a manager that is sensitive when introducing new policies at school level so as to cause the least disruption among employees, ensuring that promotions and transfers will be accomplished in a way that will not damage group morale. Interpersonal relationships between the principal and his/her staff also become apparent when the principal respects the professionalism of his/her staff and this is reflected in methods attesting to recognition of human dignity and respect for a democratic approach when trying to stimulate initiation and creativity among colleagues. In this way teachers may be assisted and motivated to become productive and efficient.

Empathy in educational personnel management requires that the principal maintains a sound balance between the professionalism of the staff and the striving for effective realisation of the school's aims and objectives. The importance of building relationships whereby all staff members will be

motivated to do their fair share through thoroughness and dedication, was pointed out. Principals will encourage continued professional growth and there will be maximum opportunity for true job satisfaction and a mutual relationship of trust between the principals and their staff.

Staff development should meet the needs of both the individual teacher and the education system. Added to this, it was shown that there is a need for adaptation of staff development that would accommodate the various individual differences that have the potential to allow teachers to develop more effectively.

Teachers' participation in and involvement with staff development by means of their own contribution in determining their individual needs, can enhance the success and effectiveness of the staff development programme. The investigation indicated that for personnel recruitment to succeed, it should take into consideration: consistency in recruitment, the reputation and policies of the school, the position to be filled, salary and fringe benefits and the method of recruitment.

It appears that the role of human relations in professional development is to facilitate positive reinforcement between the personnel manager and the staff. Teachers achievements need to be recognised when it comes to personnel training. Personnel training should also enable teachers to develop themselves and provide them with a better opportunity in the education situation to become competent in handling classroom situations effectively to the advantage of the pupils. Taking all this into conside-

ration, teaching may become a sound ongoing process as the interests of people involved in education are not ignored

Psychological motivation, the theories of work motivation, Maslow's theory, and McGregor's theory X and theory Y, among others, indicate how workers may be motivated so that they may become concerned about quality. Since motivated workers are more productive than apathetic ones, they are always looking for better ways of doing their jobs.

Personnel evaluation, which has many roles, may also be motivational. It becomes an aid to planning, development, communication and effectivity. Evaluation includes staff evaluation, summative evaluation and appraisal. It would appear that evaluation is unavoidable from a management point of view and, secondly, that different and even divergent goals are reached through evaluation.

Attention was given to an analysis of the job description including aspects such as specifications, duty sheets and the aim and purpose of the job. The job descriptions of all the teaching and managerial staff of the school need to be clearly defined.

Personnel selection is a most critical link in the chain of activity involved in the filling of a post. The purpose of selection is to make the best choice from among the alternatives and to enhance the likelihood of making a successful appointment.

Attention was given to negotiation as an active process in which two or more parties attempt to find mutually acceptable solutions in respect of one or more areas of differences. During the negotiation process, both parties should strive to reach a compromise. Included in negotiating in educational management are the educational leader and the negotiation process. The various types of negotiation in education management include mainstream negotiation, pressure bargaining, and negotiation agreement and attention must be given to the nature of the conflict.

Communication for the purpose of education at school level is two-fold in nature. To constitute internal relationships and to motivate personnel internally requires a different type of communication from that intended to promote a healthy relationship with the community. Communication, as the activity behind making the establishment of relationships possible, can be classified as internal and external communication. Education takes into account the purpose and nature of communication, the principle of effective communication, types of communication and the educational leader as initiator of communication.

In conclusion, in dealing with the development and improvement of personnel management, it became clear that personnel management, as concerned with developing the potentialities of employees and ensuring that they derive maximum satisfaction out of their work, was very important. Ensuring this includes the role of the principal of the school and other authorities in fulfilling their responsibilities. The personnel manager needs to be in possession of good leadership qualities, negotiation skills, the ability to select the best candidate for the post and to motivate his

subordinates by opening channels of communication through good interpersonal relationships.

The role of human relations in teachers' professional development and teacher participation, and also interpersonal empathy in educational management, cannot be overemphasised. Evaluation of all aspects mentioned above is crucially important for the educational manager to move with his/her subordinates to create a successful teaching and learning environment.

## **CHAPTER THREE**

### **EDUCATIONAL MANAGEMENT MODELS**

#### **3.1 INTRODUCTION**

There are various management models in education which may be used to explain management activities. Some of these models are used to explain management activities at school level. For the purpose of this study the researcher will consider the following aspects: the staff development model; the development and appraisal model; the selection of personnel as a model; the communication process model and the evaluation model and the motivational model.

These models provide a practical basis for analysing and describing the management activities at school level in as far as staff development, the selection of personnel, development and appraisal, communication evaluation and motivation are concerned. Furthermore, models are often applied as aids in the scientific study of education. These models should be seen as auxiliary constructions which organise and direct the thinking of both theorist and practitioner. As a rule it is possible to distinguish between the pre theoretical and post theoretical application of a model (Calitz, 1980:25).

Models do not only help the personnel manager to understand educational theory better, but, it improves his/her ability (and efficiency) to understand educational management as an intrinsic part discipline of education. It also assists personnel educational managers to be able to carry out their task

with understanding , effectively and efficiently. Models are also designed to reveal the relationship between the fundamental personnel educational management components. They are often supplemented by diagrammatic or graphic representations. In other words, models are not theories, but aids that enable personnel educational management theorists to develop management theories. Models often serve as links between abstract scientific theory and empirical knowledge (Bertels and Nauta, 1969:156-157). Models should therefore be regarded as auxiliary constructions designed to organise and direct thinking so as to assist the formation of new theories and provide explanations as interpretations of existing theories.

Lastly, models can help to reduce the complicated and opaque aspects of reality to something that is easier to grasp and can also emphasise the relationship between certain components and provide a basis for quantification, comparison and repetition, thereby helping to reveal aspects of a complex reality (Marais, 1983:10).

## **3.2 EDUCATIONAL MANAGEMENT MODELS**

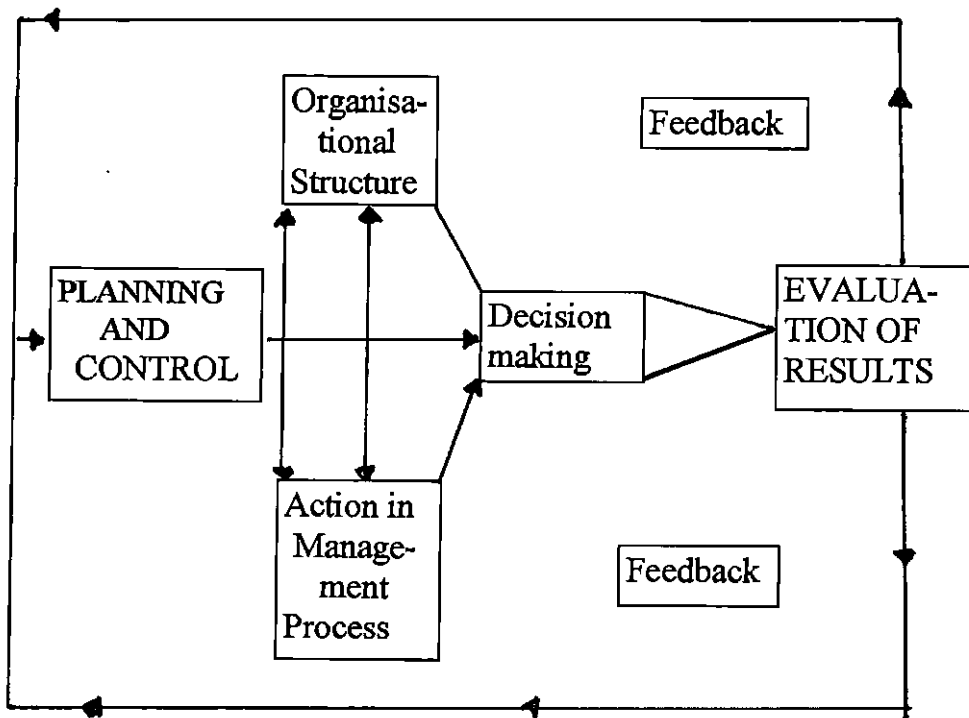
### **3.2.1 INTRODUCTION**

A considerable number of educational management models are currently in use in education. These models are there to bridge the gap between theory and practice. Two of the most important models, in the researcher's view, will be singled out on the strength of their vital and relevant contribution to effective educational management.

- The management model of Gannon

Gannon (1977:12) emphasises the inter-relatedness and inter-wovenness of components. He describes the model as being "... dynamic, for it incorporates not only the various dimensions of management, but also the association that exists among them". The model emphasises the broad area of management, rather than the functions of a particular manager.

#### SCHEMATIC PRESENTATION



(Gannon, 1977:12)

- The management model of Flippo and Munsinger

This model represents the various components of management in a particular order, thus providing a clear frame of reference for obtaining insight into and understanding of management. It identifies the first task of management as planning. After completing this task, the manager has a plan which consists of objectives, policy, standards and definitions of what needs to be done. It also entails the arrangement of human and physical resources according to a certain framework so as to impart structure to the organisation (Flippo and Munsinger, 1975:11-12).

The third function is leading according to the plan. Operation begins at this stage, which the authors call the performance phase. The last function of management is supervision and control. This function entails monitoring all activities in the organisation and establishing whether all actions are being performed as planned. The actual state of affairs is compared to the planned action programme. This phase is therefore called the phase of comparison and corrective action. It provides the necessary feedback which enables the manager to return to the planning and organising or leading phase (Flippo and Munsinger, 1975:11-12).

### **3.3 SELECTION OF PERSONNEL AS A MODEL**

#### **3.3.1 INTRODUCTION**

When a recruit has completed an application form it means that he has been recruited for a specific position. The selection process begins when

verification of the application forms commences. Before candidates are appointed they can, however, also be subjected to a medical examination to ensure that they are physically fit for the position in question.

When a candidate has been selected for appointment, he or she is appointed for a probationary period because personnel selection can very seldom make a correct prediction of how a recruit will react in the work situation. During the probationary period, the opportunity is therefore created to determine the competence, disposition and ability of the candidate. Selection is described as the process of determining from among the applicants, which ones best fit the job specifications and should be offered positions in the organisation. Robbins (1982:105) maintains that "We want to assess our applications against the criteria established in the job analysis, in order to predict which job applicant will be successful if hired".

### **3.4 DEFINITION OF CONCEPTS**

#### **3.4.1 THE PROCESS OF APPLYING FOR A POST**

The process can be schematically explained as follows:

Application form  
required

Verification of  
application

Preliminary screening  
Preliminary interview

Selection test

Criteria for  
Selection  
Role of communication  
conducting interviews

Examples - Advantages  
and disadvantages  
Auxiliary aids in  
conducting interviews

Interview

Physical selection

Assessment centres

Placement

Probationary period

(Dressler, 1978:88).

#### 3.4.2 THE APPLICATION FORM

A well drawn-up application form should contain the following:

- \* information concerning the development level and experience which the specific position demands;
- \* information from which a conclusion may be drawn concerning the suitability of the candidate, and
- \* information from which a forecast may be made concerning the suitability of a candidate for a position (Dressler, 1978:67).

In addition to the foregoing information, most institutions require such information as:

- \* personal details such as full names, address, marital status and dependants;
- \* physical characteristics such as height, weight and health;
- \* former employer, and
- \* other details as required for specific positions.

#### **3.4.2.1 Verification of application**

Applications are verified by means of the information supplied in the application forms. References can be used to verify personal instances, honesty and conscientiousness or proficiency (Dressler, 1978:67).

#### **3.4.2.2 Preliminary screening**

The second step in the selection process takes place when all the application forms have been received and verified. The preliminary screening can be carried out by any member of the personnel office who has also verified the applications. In the preliminary screening, all applications who do not comply with the stated requirements are rejected and the applicants are advised by post that they have been unsuccessful. The names of the remaining applicants are then placed on a "shortlist" for further consideration (Meggison, 1972:275).

#### **3.4.2.3 Preliminary interview**

After the application forms have been screened, interviews can be conducted with the remaining applicants. During a personal interview, the personnel officer can, by the nature of the event, elicit far more information from the candidate than is contained in his or her application form. Candidates can be compared with one another during the preliminary interview. Interviewers may, however, also be subjective and draw wrong conclusions (Meggison, 1972:275)

### 3.5 SELECTION TESTS

Selection tests are predominantly psychological in nature and measure specific data and can be described as objective and standardised instruments of measurements in a specific area of human behaviour. In other words, a psychological test measures a specific facet of human behaviour, from which estimates of a candidate's natural abilities and personal characteristics can be made for the purpose of diagnosis, prognosis and prediction. A psychological test therefore, in the widest sense of the word, can measure human behaviour. While being relatively objective and standardised, psychological test, which can generally be used as selection tests, include intelligence, aptitude, performance and personality tests. It is important to note that personnel officers may not carry out psychological tests unless they are qualified to do so (Smith, 1982:18).

#### 3.5.1 CRITERIA FOR TESTS

The criteria for psychological tests are as follows:

- **OBJECTIVITY.** In order to avoid subjectivity, psychological tests are standardised to ensure maximal objectivity. Objectivity depends on the test behaviour of the respondent and not on the actions of the examiner. A test is also considered objective when the examiner can easily determine the correctness of the answer of the respondent, for example, when a test can be marked with a marking key (Smith, 1982:10-24 and 11-12).

- **VALIDITY.** The following two procedures are generally followed to determine the validity of tests:
  - tests can be applied to officials who already successfully occupy specific positions. It can be accepted that the tests are valid if those who occupy the test positions, reach the test results, and
  - the achievement of tested candidates can be evaluated to establish whether the test results agree with the quality of their work (Smith, 1982:11).
  
- **RELIABILITY.** One of the ways in which reliability can be determined is to test two groups of people at different places at the same time and to compare the results (Smith, 1982:12).
  
- **SUITABILITY.** Psychological tests can be an expensive selection technique. It must therefore be determined in advance whether a specific test is in fact suitable for obtaining the desired results for the selection of specific candidates. Standardisation is made possible by:
  - comparison of the achievements of different individuals in the same test;
  - comparison of the achievement of one individual in the same test on different occasions, and
  - comparison of the achievement of different individuals with a normalised samples test (Smith, 1982:20).

### 3.5.2 ADVANTAGES AND DISADVANTAGES OF SELECTION TESTS

- The advantages of selection tests are:
  - objectivity is increased;
  - biases at interviews can be eliminated to a degree, and
  - an indication of whether a candidate is suitable for a specific position can be obtained (Smith, 1982:21).
  
- The disadvantages of selection tests are:
  - test results cannot always predict work performance;
  - individuals being tested can sometimes manipulate answers and thereby test results, and in so doing, give a false impression, and
  - because answers are given in figures, it takes time to reach conclusions and sometimes a computer has to be used (Smith, 1982:21).

### 3.5.3 THE PERSONAL INTERVIEW

The personal interview is undoubtedly the best known and oldest selection technique, particularly when an individual is selected for a higher position. Research in the United States of America showed that 98% of the companies involved in the investigation, made use of interviews as the final selection technique. Huebsch (1983:162 indicated that a personnel interview is a verbal interaction on the basis of personal discussion usually between two people and with a practical aim.

#### 3.5.3.1 Types of interviews

Interviews can be divided into three main groups.

- Structured interviews
- Semistructured interviews
- Unstructured interviews.

### **3.5.3.2 Interviewing techniques**

- Problem interview
- Jury interview
- Group interview
- Stress interview.

### **3.5.4 THE ROLE OF COMMUNICATION IN CONDUCTING INTERVIEWS**

Communication is a two-directional process, during which an understanding can be reached between two parties. In a personal interview, two parties are involved in communicating with each other to achieve a specific result. Both non-verbal and verbal communication are used, with verbal communication proving more personal and acceptable. Verbal communication takes place in two directions, it is quick and the comprehension of a responder can be tested. Non-verbal communication normally implies procedures which can be useful sources of information, provided they are correctly used and interpreted (Lewis, 1975:94).

#### **3.5.4.1 Auxiliary aids in conducting interviews**

The success of an interview can be decided by the use of certain auxiliary aids. Important auxiliary aids are, among others, language, sensory organs and mechanical apparatus.

#### **3.5.4.2 Factors which influence the results of an interview**

- a) *Reliability*
- b) *Validity*
- c) *Poor communication*
- d) *Bias*
- e) *Over stressing the potential of the interview.*

#### **3.5.4.3 The environment in which the interview is conducted**

According to McQuaig (1981:135) the environment in which the interview is conducted can exercise a modifying influence on the interview. For this reason, interviews should take place in a private office, free of any interruption. This allows candidates to be at ease, while the interviewers can give all their attention to the interview. Interviewers should give instructions to their secretaries to hold back all telephone calls and to prevent any other interruptions. It is also important that the interviewer be an experienced person who can make the most of the interview. Interviews are often carried out by the immediate head of the department in which the vacancy exists.

#### **3.5.4.4 The interviewer**

The effectiveness of an interview is dependent largely on the competence of the interviewer. Interviewers should therefore be selected on the basis of their ability to make correct predictions concerning the future success of candidates in a specific work situation (McQuaig, 1981:136).

#### **3.5.4.5 The role basic requirements for interviewers**

Julius (1979:128) identified a number of basic requirements for successful interviewers:

- experience of the same work as that for which the candidate is being selected;
- ability to obtain the co-operation and trust of the candidate in the light of their actions;
- objectivity and understanding of different personalities;
- insight to be able to make a sound assessment and to select the right candidate;
- co-operation with advisers and other employees who are involved in the selection process;
- skill in planning an interview and in evaluating the results meaningfully;
- ability to make personal contact with the candidate and to reduce tension;
- conviction that personal interviews are necessary and important for the selection of candidates;
- control over the interview by asking questions and making observations to encourage candidates and at the same time to make meaningful summaries of the interview, and
- ability to listen attentively and to adapt to different situations and candidates.

#### **3.5.4.6 The results of the interview**

The information gained by an interviewer during the course of an interview, must be carefully evaluated. Points can be awarded for, among others:

- first impressions;

- alacrity in answering questions, and
- courtesy and personality.

When candidates are selected, all the details of the specific position and all related information must be given to them at the same time and, if a candidate is not selected, reasons for this must be supplied. It is therefore necessary to keep a record of selection interviews (Julius, 1979:156).

### 3.5.5 PHYSICAL SELECTION

Physical selection is a process in which candidates are physically tested for a specific position, to determine which of them have the physical capability to best fill the position. It must be emphasised, however, that certain positions can be filled most successfully by candidates with special handicaps (Pigoras and Myers, 1982:273).

#### **3.5.5.1 Selection at assessment centres**

Selection at an assessment centre implies that individuals are exposed to a series of incidents such as may take place in the work situation. The actions of a specific individual in a certain situation are observed and evaluated by specialists. When individuals are put back into their work situations, they are evaluated for a further period of time to enable the selectors to monitor their findings (Thornton and Bugham, 1982:4).

### 3.5.6 PERSONNEL PLACEMENT

Personnel placement implies that the right person is placed in the right position (Dressler, 1978:387). Correct placement can have a definite effect on productivity as well as personnel retention. Placement of personnel is the concluding step in the employment process, but it is definitely not the final step. It gives the supervisor the opportunity to evaluate the recruits in the work situation.

Placement of recruits takes place with a view to familiarising new personnel members who are also made aware of the objectives of the institution as well as the philosophic basis of the policy and the operation of the institution (Julius, 1979:34).

#### **3.5.6.1 Formal appointment of selected candidates**

The formal appointment of selected candidates is carried out by the Minister or Administration concerned. The placement authority may, however, be delegated to the office or officer by the Minister. Recruits should therefore be appointed to the lower ranks only, unless suitable personnel for the promotional ranks cannot be found in the existing corps of personnel (Dressler, 1978:388).

The letter of appointment to successful candidates must state the position to which they are appointed as well as the relevant conditions of service so that there can be no misunderstanding between the employer and the employee.

### **3.5.6.2 The probationary period**

A probationary period is that period during which the person selected is appointed in a temporary position. It is a specific time that may, in terms of Article 12 of the Public Service Act 1984, not be less than 12 calendar months, to determine whether that person is suitable for appointment.

Should an officer on probation not carry out his/her duties satisfactorily, he/she may be dismissed from service by a competent person.

## **3.6 A DEVELOPMENT AND APPRAISAL MODEL**

### **3.6.1 INTRODUCTION**

The relationship between appraisal and staff development indicates their interdependence and proposes a model for their effective integration. The prerequisites for successful management of staff development strategies are also identified and approaches to management of the specific issue of prioritising outcomes, designing effective learning activities and evaluating the input of appraisal, are suggested (Fiddler and Cooper, 1988:54).

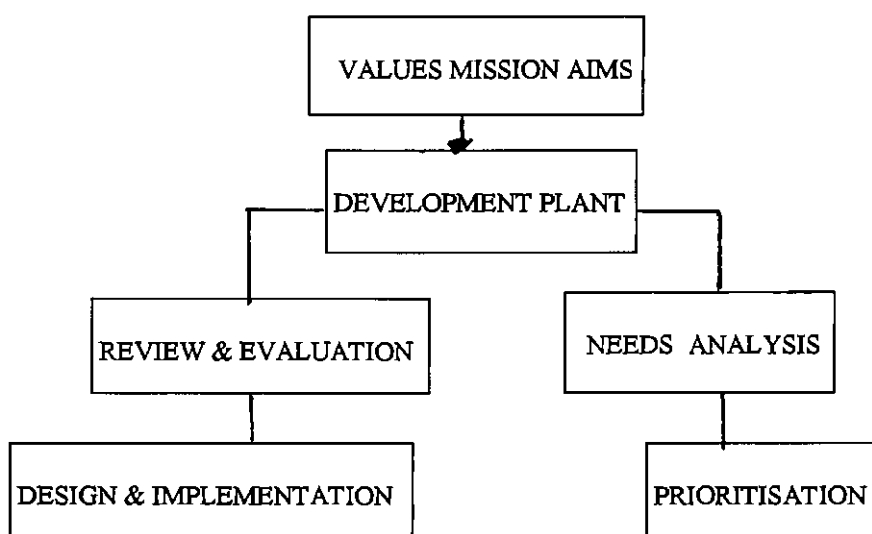
### **3.6.2 LINKING APPRAISAL AND STAFF DEVELOPMENT**

Appraisal that is not linked to staff development is likely to be only partially effective. To attempt the management of staff development without an appraisal process will produce equally random, partial and peripheral outcomes. Properly managed appraisal provides a focus for staff development. An appropriate training and development strategy ensures

that the appraisal process actually leads to change and growth. At its simplest, appraisal provides the diagnostic and analytic components of a strategy for effective professional learning.

There are numerous definitions of staff development, however, an analysis of a few of them, reveals the following (Fiddler and Cooper, 1988:55):

### 3.6.2.1 Staff appraisals and management in schools and colleges



(Fiddler and Cooper, 1988:55)

### 3.6.2.2 Staff development cycle

- Explicit relationships with institutional aims and development planning
- Needs analysis process for the institution and the people who work in it
- Outcomes of the needs analysis process have to be prioritised
- Individual organisational needs are reconciled

- Needs are met through appropriate development activities and the whole process is monitored, evaluated and managed to meet changing circumstances (Fiddler and Cooper, 1988:56).

Combining these factors produces a simple model of the management of staff development. This model has a number of significant features. It is dynamic, constantly building and improving, that is, development is a fundamental organisational process and it is founded on the belief that organisations grow and improve by developing the individuals within them. Engaging in staff development is thus a professional responsibility and managing effective training and development an organisational necessity (Fiddler and Cooper, 1988:56).

### **3.6.2.3 Managing appraisal linked to staff development**

There are a number of practical issues in managing the relationship between appraisal and staff development. According to Fiddler and Cooper (1988:57), some of the features of the appraisal process are:

- ♦ **Formative not summative:** Matched to criteria for development rather than linked to pay or disciplinary procedures
- ♦ **Developmental:** Related to an explicit staff development strategy with the appraisal process producing personal targets for growth
- ♦ **Negotiated:** Based on shared perceptions recognising the significance of organisational goals and the

need for personal growth

- ♦ Anticipatory                      ▸ The process is concerned with the future rather than rendering account for the past
  
- ♦ Diagnostic                         ▸ The process is analytical rather than judgemental.

Appraisal	-	Growth and development
Performance related pay	-	Reward
Capability	-	Remedial action
Discipline	-	Sanction
Dismissal	-	Ending of employment

#### **3.6.2.4 Staff management appraisal**

Druker (1989), Handy (1990) and Lesson (1991) (in: Fiddler and Cooper, 1988) have all contributed to the evaluation of the theory of learning organisation. Translating their ideas into an educational context produces Fiddler and Cooper (1988:57) made the following propositions to inform the management of professional learning and organisational change:

- a) *Organisations change and develop through the enhanced capacity of individuals.*
- b) *Individuals come to terms with change through continuous development.*

- c) *Such development is holistic, concentrating on knowledge, skills and qualities.*
- d) *The organisation has clear and explicit values that refer to management processes such as outcomes.*
- e) *Development integrates theory and practice in such a way as to inform action.*
- f) *There is belief in continuous improvement of the organisation, individuals, processes and outcomes.*

Development therefore, presupposes a dynamic critical awareness which is based on an analysis of the relationship between stated personal and institutional values and outcomes and existing practice. In this process, appraisal provides the opportunity for review and analysis and staff development, the means to implement change. The process is thus evolutionary, constantly adapting behaviour in order to meet changing circumstances (Fiddler and Cooper, 1988:57).

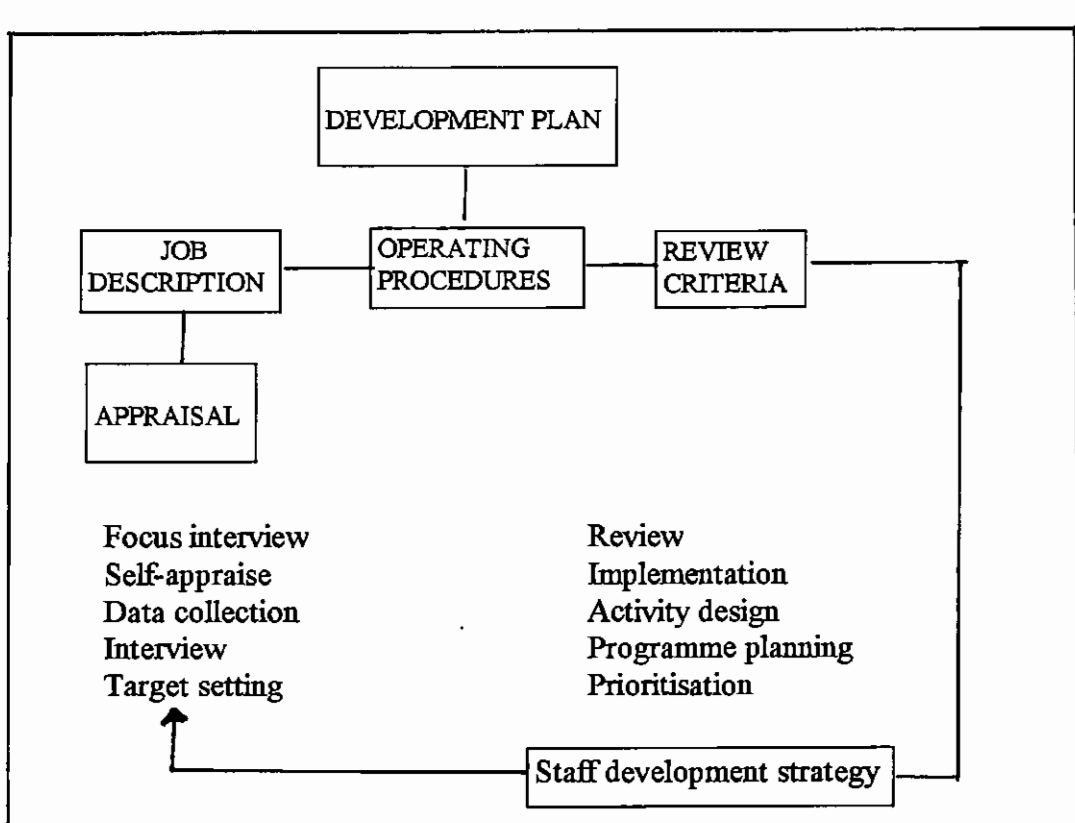
The traditional learning circle has therefore to be replaced by the notion of a continuous cyclical process.

One of the crucial features of this model is that it integrates the classroom and the staff room, teachers are engaged in the same systematic and continuous learning process as their pupils or students. This has two important implications: it breaks the artificial distinction between pedagogy and andragogy and, it reinforces the moral commitment of schools and colleges to their employees as well as their clients. The

learning and pastoral care of teachers is as significant an issue as that of pupils and students (Fiddler and Cooper, 1988:57).

In order to reinforce this perspective it is necessary to place appraisal in the context of a range of personnel procedures. If the integrity of the appraisal process is to be maintained, the appropriate strategy has to be employed. It is not appropriate in this context to outline the components of each, but rather to stress the existence of the full portfolio and emphasising the importance of employing the relevant procedures for the desired outcome.

If appraisal is to serve the purpose outlined above, it is essential that it is firmly placed in the context of staff development and this relationship is best exemplified by means of a diagram (Fiddler and Cooper, 1988:59).



### **3.6.2.5 The context of staff development strategy**

Fiddler and Cooper (1988:58) contend that staff development has to function within a clearly defined management context, therefore it requires a number of explicit guidelines within which to operate, namely:

- a development plan,
- operating procedures,
- job description and
- review.

Each of these components helps to define the outcome which development activities are to address and also provides information to individual teachers concerning the central elements of their jobs. The development plan sets out the strategy for the institution, provides clear priorities and translates the values and mission of the school or college into short and medium term objectives. Development planning therefore sets the agenda and provides the broad focus for the appraisal process (Fiddler and Cooper, 1988:58).

Operating procedures will usually take the form of syllabuses and schemes of work, consultative and decision making processes, proportional schemes and administrative systems. These components serve the dual purposes of providing quality criteria to review the operational effectiveness of teachers and establish a set of benchmarks for training and development (Fiddler and Cooper, 1988:58).

Job descriptions serve two primary functions, firstly relating individual activity to the overall management structure and translating the development plan into personal accountabilities and, secondly, providing

the agenda for the individual appraisal process, that is, identifying what is to be appraised.

Review criteria are essential to prevent the appraisal process becoming self-indulgent and aimless or over critical. Their essential function is to create a common understanding and vocabulary to inform the analysis of existing practice and to generate the components of appropriate and effective development activities (Fiddler and Cooper, 1988:58).

#### **3.6.2.6 A staff development strategy**

Once the context has been established and, it is important to stress that all the above components have been developed by and are relevant to the specific institution, then it is appropriate to formulate a strategy for staff development. The key components of such a strategy are:

- policy;
- roles;
- implementation, and
- evaluation.

The staff development policy of a school or college needs, according to Fiddler and Cooper (1988:59) to make explicit statements about the following issues:

- ◆ **PURPOSE.** A clear reference to the centrality of pupils' and students' learning, the place of the development and professional responsibility to participate in the strategy.

- ◆ **APPLICABILITY.** A statement that development applies to all adults employed in the school.
- ◆ **MANAGEMENT.** An African indication of how the strategy will be managed, the key roles and the decision-making procedures.
- ◆ **OUTCOMES.** An identification of the range of appropriate development activities and the criteria to be used to inform the allocation of resources.
- ◆ **NEED ANALYSIS.** The nature and management of the appraisal process should be described.
- ◆ **SPECIFIC PROCESSION.** A clear reference to policies for managing the first year of teaching, induction of new staff, management, development and succession planning should be available.
- ◆ **RECORD KEEPING.** A statement as to what records will be kept, who will have access and the purposes for which they will be used. There are three issues relating to the roles in the management of staff development, namely, Responsibility of the managers, Functions of the co-ordinator and Contribution of individual teachers (Fiddler and Cooper. 1988:59).

If the management approach to appraisal is adopted, the job description of middle and senior management should not only refer to their responsibility to appraise, but also to manage the training and development of their col-

to appraise, but also to manage the training and development of their colleagues for whom they are responsible.

Rogers and Badham (1991:3) define evaluation as the process of systematic collection and analysing of information in order to form value judgements based on firm evidence.

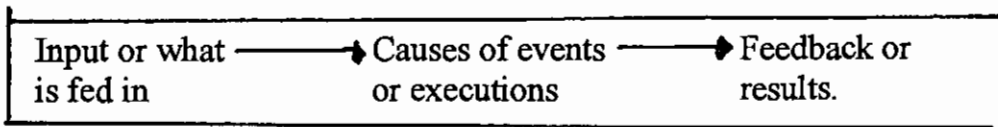
### **3.7 EVALUATION AS MODEL**

#### **3.7.1 INTRODUCTION**

Order is implemented in any particular school by means of supervision and control, of which evaluation is an important component. To establish the level, success and progress of a school and to reveal its limitations, can only be achieved through evaluation. The results of evaluation lead to decisions which in their turn are related to the decision-making process. De Jager (1979:29) points out that no conscious human activity or behaviour can be imagined without some element of planning. According to Redfern (1980:210), evaluation plays many roles. It is motivational; it is an aid to planning; it develops an ultimately effective evaluation. Evaluation also helps to ensure a good education for students at school level. Duke (1990:108) maintains that "If instruction is the heart of teaching, evaluation is the conscience".

### 3.7.2 EVALUATION MODEL

Bondesio and De Witt (1990:258) discussed an orientation model for evaluation, output evaluation and result evaluation. The models for evaluation given below only provide a frame of reference so that it may be established where the emphasis should fall when an evaluation is being made. The purpose of evaluation and the method of evaluation, as well as evaluation actions, are not explicitly reflected in it. The model is as follows:



(Bondesio and De Wit, 1990:258)

#### 3.7.2.1 Inputs or evaluation (People, time, money)

Goals and resources fall under what can be regarded as inputs or what can be fed in. Also information (experience of teachers, developmental stage of pupils' level of education, curriculum and so forth).

Evaluation of inputs may also be seen in closer context by, for instance, placing emphasis on all the anticipatory actions that precede a lecture. Examples are the preparation of lessons, constructing guides, planning and organising class groups and so on.

#### 3.8.2.2 Output evaluation

The evaluation of the final product or the result attained may be regarded as the traditional form of evaluation. The purpose of the final evaluation is to determine if the goal has been achieved and, if the goal has been achieved, to make a diagnosis and, if necessary, to effect additional evaluation. In

staff evaluation the information obtained in the final evaluation is mainly employed for recognising achievement.

### 3.7.3 THE AIM OF THE RESPECTIVE ASPECTS IN THE MODEL

Principals and other senior teachers should, according to Van der Westhuizen (ed) (1991:221), give attention to the following during the course of their evaluation:

- the evaluation of teachers;
- the evaluation of the school in terms of educative teaching, and
- evaluation of themselves as leaders of the school.

Careful and well-planned evaluation is a prerequisite for the development and improvement of the organisation. Evaluation also presupposes monitoring the progress made with regard to goals and also entails the correction of actions that have deviated from the pursuance of the goals.

It is also the responsibility and duty of principals to evaluate the tasks of their staff (Getzels *et al.*, 1968:332). This is a delicate matter that requires wisdom and insight on the part of the evaluator.

#### 3.7.3.1 Evaluation of the school

The following are various areas of the school that require evaluation:

a) *Curriculum evaluation*

- \* Curriculum provision

- \* Teaching and learning - planning and implementation
- \* Pupil achievement, attitudes and behaviour

*b) Staff appraisal*

- \* Individual performance and targets

*c) Material resource evaluation*

- \* Monitoring expenditure, usage and state of repayment

*d) Curriculum planning*

- \* Allocation
- \* Staff development programme

The diagram in Rogers and Badham (1991:345) shows that evaluation is also connected to organising, personnel management, planning and financing. There is a difference between evaluation as a management task and evaluation by other professional teaching staff in the organisation. Teachers are constantly engaged in evaluating pupils, particularly so at the end of a term or a year, for promotion purposes. Teaching managers, on the other hand, evaluate for other reasons, though they could well apply that type of evaluation as an aid for management evaluation.

Evaluation helps to establish grounds and procedures for revocation of a teacher's license to teach (Statute 16.8.071). On page 204 of this "Statute" it states : "A teacher's license to teach may be revoked if it can be proven that he or she has exhibited incompetence, cruelty, immorality, drunkenness, neglect of duty, or the annulling of a written contract with the

board of education. Incompetence means that the teacher seriously hinders the instructional learning process.

### 3.7.4 MOTIVATIONAL MODELS

A discussion of a number of motivational models that may be employed will now be undertaken.

#### 3.7.4.1 A general model for motivation

The motivation process can be regarded as a force which causes action. Umstot (1984:106) regards as need the tension created by a shortage or lack experienced by people which arouses or incites them to direct their behaviour towards the attainment of a specific goal. Human needs demand action. This human attribute directs people's ongoing attempts to satisfy their perceived needs or to achieve their objectives. If a need is not satisfied, people will do everything in their power to satisfy it, "...*hy ontwikkel dus 'n drang om sy behoeftes te bevredig*" (Gerber *et al.*, 1987:267). This motivational model can, according to Umstot (1984:105) be set out as follows:

Energising behaviour	Directional behaviour	Maintenance behaviour
A need, desire or wish arises	Behaviour is directed by aims and outcomes	Rewards are appropriate, fair Feedback to change needs or aims

### **3.7.4.2 Model of the motivational process**

The job characteristic model of work motivation (Hackman and Oldham, 1976:250) is a content-orientated model that notes the three psychological states that are critical to determining a person's internal motivation, performance and satisfaction. They experience meaningfulness of work, responsibility for work outcomes and knowledge of actual results of work activities.

According to this model, job characteristics influence the degree to which these psychological states of personnel and principals can enhance motivation. The model also indicates that the relationship among job dimensions, psychological states and work outcomes is stronger for individuals who have a higher need for continued growth and development. The organisational outcomes of Hackman and Oldham's (1976:253) job characteristic diagnostic survey could be used to test the degree to which staff experience motivation in job characteristics. Similarly, an instrument could be adapted from research studies to assess the degree to which effort performance reward expectations are held by the staff.

The following is an example of a SAMPLE RATING TOOL:

Please rate the extent to which this person displays each of the characteristics below, using the following:

- 1 Not at all
- 2 To a small extent
- 3 To some extent
- 4 To a great extent
- 5 To a very great extent

Sets clear performance standards for subordinates.

Gives subordinates a sense of ownership, of being an integral part of the organisation.

Keeps morale up when transfers, demotions or firings are necessary.

Pushes decision making to the lowest appropriate level and develops employees' confidence in their ability to make decisions.

Is willing to pitch in and lead subordinates by example.

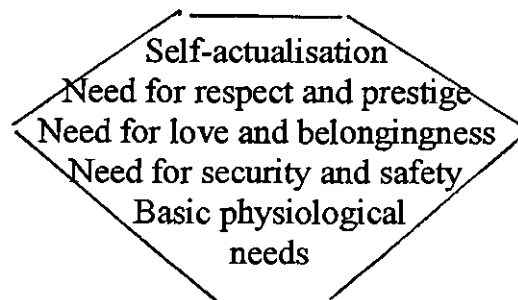
Rewards hard work and dedication to excellence.

Treats people fairly when they make mistakes.

Relies on persuasion or expertise first, uses the power of the position as a last resort.

### **3.7.4.3 The Hierarchy of needs in Maslow's theory**

This Hierarchy is quoted in Owens (1987:99) and Van der Westhuizen (1990:195:197) as follows



These factors are called **motivators** or **satisfiers** and include achievement, recognition, responsibility, the work itself and advancement possibilities (Herzberg *et al.*, 1959:114-119). The other set of factors relates to the work environment, thus to extrinsic environmental factors at the workplace (Herzberg *et al.*, 1959:113-114). These are known as **hygiene factors** or **dissatisfiers** and include supervision, interpersonal physical working conditions, salary, status, policy and administration, fringe benefits and job security. Herzberg *et al.* distinguished sixteen factors which Sergiovanni (1967:68) tabulates as the factors of the theory of Herzberg *et al.*, into two subcategories, namely, Motivators and Hygiene factors.

Motivation	Hygiene factors
1 Achievement	1 Salary
2 Recognition	2 Possibility of growth
3 The work itself	3 Interpersonal relationships
4 Responsibility	4 Status
5 Advancement	5 Interpersonal relationships (superiors)
6 Interpersonal relationships (colleagues)	
7 Supervision - Technical	
8 Company policy and management	
9 Work conditions	
10 Personal life	
11 Work security	

Herzberg *et al.*,(1959:114-117) also hypothesise that certain factors are **satisfiers** if they are present, but not necessarily **dissatisfiers** if they are absent. Other factors are **dissatisfiers** but their elimination does not really lead to positive motivation.

#### **3.7.4.5 Motivation and performance**

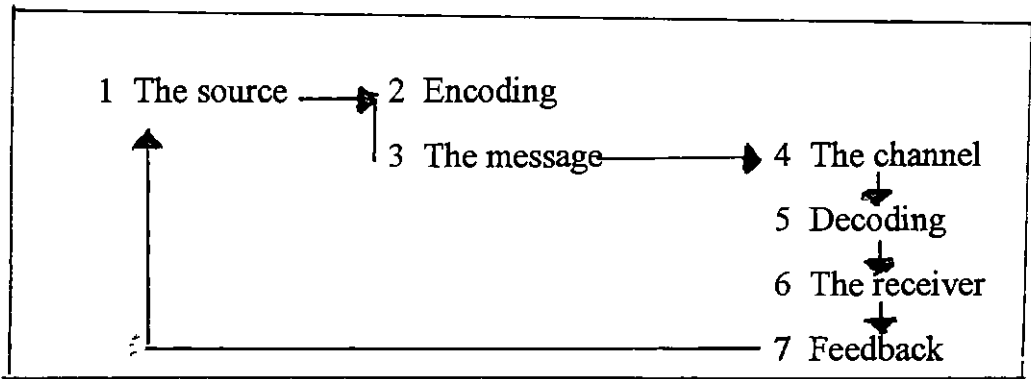
The simplest motivational model is based on the assumption that there is a direct relationship between staff motivation and performance (Gray and Starke, 1988:131). Unfortunately factors other than motivation can affect performance. The worker must also have the ability, skill, training, competence, equipment and technological knowledge to perform the task.

#### **3.7.4.6 The communication process model**

Communication can take place only when a particular purpose, expressed as a message to be conveyed, is present. The message passes between a source (the sender) and a receiver. It is encoded, that is to say, transformed into a message and transmitted by way of a channel or medium and decoded (retranslated) by the receiver. The receiver then sends feedback indicating whether the message has been understood or not. The end result is a transference of meaning from one person to another (Robbins, 1984:94). When constructed as a model the process consists of seven parts:

##### *a) The communication process*

This process can be schematically present as:



### 3.7.5 ENCODING

Before the message can be sent, it has to be encoded, which means that the symbols in it must be translated into a form that can be understood by the receiver (Fourie, 1978:69)..

### 3.7.6 THE MESSAGE

The message itself could cause distortion in the communication process, no matter what supporting mechanism is used to convey it. The message itself is the actual physical product. In writing, the writing is the message and in speech, speaking is the message. The message could be affected by the code or group of symbols used to transfer meaning, the decision taken by the source is arranging both codes and content as well as the content of the message itself (Anastasia, 1974:5).

### 3.7.7 THE CHANNEL

The channel (medium through which the message travels) is selected by the source, who has to determine whether the channel is to be formal or informal. Formal channels are determined by the institutions. They

transmit messages that relate to the professional activities of their members and they traditionally follow the chain of authority within the institution. Other messages, such as personal or social, traditionally follow the formal channels of the institution (Reynders, 1975:110).

### 3.7.8 DECODING

When the message reaches the receiver it needs to be decoded, thus reconverted or translated into a form that can be understood by the receiver (Fourie, 1978:71).

### 3.7.9 THE RECEIVER

The receiver is the object towards whom the message is directed. The receiver is also affected by his attitudes, knowledge, skills and sociocultural background. The receiver should be skilful in reading and listening and should be able to reason (Tronc, 1977:72).

### 3.7.10 THE FEEDBACK LOOP

The final link in the communication process is the feedback loop. Feedback is the check to determine whether the message, as it was originally intended, has been successfully transmitted (Bernard, 1981:139).

### 3.7.11 COMMUNICATION WITH REGARDS TO THE MANAGEMENT INFORMATION SYSTEM

A management information system is communication as a system for collecting, recording and processing data after which such data are made available as management information for carrying out management duties.

The process model is as follows:

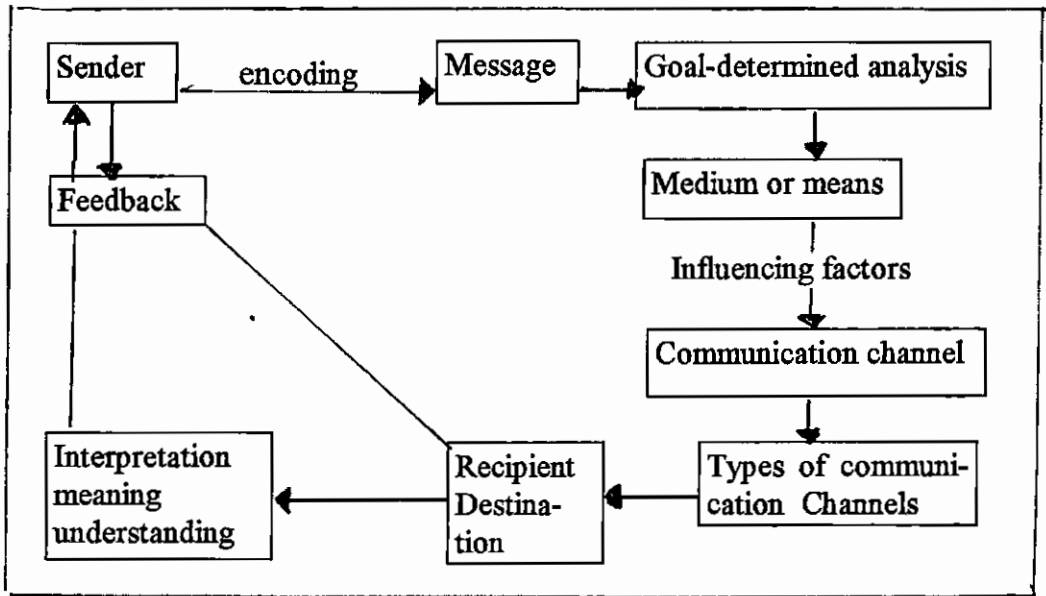
DATA INPUT	DATA PROCESSING	FEEDBACK (OUTPUT) OF INFORMATION
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(Vegter, 1980:173)

The purpose of data processing is to order, record and process data so that meaningful management information may be obtained. Management information consists of relevant details which are the result of data processing and execution activity and which are used to facilitate the making of decision.

### 3.7.11.1 The communication cycle

The communication cycle may be summarised as follows:



(Dekker, *et al.* 1979:17)

### 3.7.11.2 Encoding the message

Encoding means to give substance to your thoughts. Words are signs or symbols and language is a code. Language is not the only code, there are also non-verbal codes, or codes as Fourie (1978:69) prefers to call them. They include gestures, facial expressions, rhythm, intensity and silences. This means briefly that encoding is the form in which senders couch their message so that they can send it to a destination in a comprehensible form.

The encoding of a message is not as simple and obvious as is generally thought. Educational leaders or teachers, or any other persons who are encoding the message, must make a thorough study of the recipient to that they will be able to select a familiar and acceptable code. School principals often err in circulars to their subordinates and parents. "Pompous window-

dressing language ignores the fact that communication involves both 'expression' and 'impression' ." (Tronc, 1977:72).

### **3.7.11.3 Feedback**

The educational leader who hopes to establish a successful system of inter-communication will have to search patiently and steadily for answers to questions such as:

- \* Who ought to know what and when?
- \* How do they know?
- \* How do you know that they know?

(De Witt, 1980:174).

Feedback is indispensable in the educational structure of an organisation. It is the only way in which interpretation and progress can be checked. It is at the feedback stage that the roles of communicator and recipient are reversible. The teacher, or the pupil, now supplies feedback to the senior teacher or school principal, upwards along the hierarchy and by means of this feedback this becomes communication (Bernard, 1981:139).

Feedback is not a one-way activity. Having evaluated the feedback, the "manager", in his or her turn, must supply feedback to the person or group, otherwise they will not know whether the task has been successfully completed. At staff meetings, for example, principals will submit certain information for discussion. They will then receive feedback in the form of individual discussion or written reports and, at subsequent meetings, report their final decision on the matter in question. (Bernard, 1981:139).

#### **3.7.11.4 Medium or means**

The medium or means, that is the communication skills, are decisive in the encoding and delivery of a message. The recipient or destination will, in its turn, determine the selection of media. It is possible to distinguish the following media: oral and written media or skills, the skill of listening and non-verbal and technological communication media (Bernard, 1981:139).

#### **3.7.11.5 Communication channel**

The educational leader may choose either a formal or an informal channel of communication. Differentiation can further be made between vertical and horizontal communication in both formal and informal communication. It is possible for formal and informal communication to overlap.

According to Reynders (1975:114), formal communication implies authority and hierarchy. It develops from the power to sanction, punish and reward. It is a purposeful and planned attempt on the part of the sender to effect contact with the person at whom the communication is directed. In the school situation, formal communication channels have to be created in the organisation of the school as well as between the school and the parents and between the school and the community, to ensure that the correct information will reach the parties concerned as quickly as possible.

#### **3.7.11.6 Informal communication**

Apart from an extensive formal communication channel in the school organisation, certain informal communication networks also develop. This happens when members of the organisation liaise directly and personally, both vertically and horizontally, without making use of a formal channel.

This type of communication is mostly oral, but also includes unofficial letters between staff members, communication with parents and the community at sport and other meetings and communication in the staff room during tea and lunch breaks.

### 3.7.12 TYPES OF COMMUNICATION

- One-sided communication

At some stage, one-sided communication is unavoidable in the teaching situation, for example, newsletters and announcements via the intercom system or on the notice board. Some schools require parents to sign and return the perforated strip attached to newsletters to ensure a certain amount of feedback. Without feedback, the efficiency of the message and whether it has been interpreted correctly cannot be ascertained (Schmuck and Runkel, 1972:34).

- Reciprocal communication

Reciprocal communication is a very effective form of communication because it enables people to check whether the message has been correctly transmitted and interpreted. It eliminates misunderstanding and through it people are able to learn to understand one another. A mutual feedback process between participants and a genuine concern to be helpful to each other, is crucial for clarifying communication in an organisation (Schmuck and Rundel, 1972:34).

- Cross communication

This type of communication takes place at an equal, lower or higher level, between the staff of one principal and the staff of another, according to Reynders, who also stated that “Cross communication implies that the words of speakers and hearers cross each other without causing misunderstanding (Reynders, 1975:112).

### **3.7.12.1 The message**

The message contains the ideas, opinions, plans, information, orders, advice feelings, attitudes and values that have to be conveyed from one person or group to another. Thus the content of the message needs careful planning. If it is to be effective, it cannot be mere random action, since the content and the medium go hand in hand.

It needs imagination, discrimination and sensitivity to determine exactly what information and how much of it, should be communicated at a given stage. In other words, who should know what and when should it be known. Furthermore, the communicator needs the ability to phrase the message in such a way that it will be convincing and credible (Mayers, 1974:123). “Meanings of messages are in people and not necessarily in the intended content” (Hoy & Miskel, 1972:241).

### **3.7.12.2 The recipient**

The recipient is the person or group for whom the communication is meant. According to Du Plooy *et al.* (1977:46), every organisation, including the school, will have both *recipients* and *destinations*. If a person within a work group is given a specific task, that person represents the destination of

the communication. Du Plooy *et al.* maintain that this is because the other persons belonging to the group are merely recipients of the message. The principal must remember that recipients are usually receptive to messages that coincide with their own convictions and with those of their reference group.

According to Bernard (1981:138) that means that human beings see what they wish to see and often hear only what they wish to hear. Thus, though the sender is able to ensure that a message is received, it is not possible to guarantee its acceptance.

### **3.7.12.3 The sender**

The sender must initiate an act of communication. The sender is the one who frames a certain idea, request or plan which is considered important enough to convey to others. Communication usually moves downwards along the levels of the hierarchy (Fourie, 1978:63). The employer or leader in the specific relationship is usually the communicator. It is his or her task to create a fertile and receptive atmosphere for the communication of messages, ideas or attitudes. In the school situation, the teachers are communicators, professionally trained to communicate content intentionally in specific circumstances. They convey messages to their pupils in a purposeful manner to elicit specific interpretations from them and to direct their thoughts and actions in predetermined directions (Fourie, 1978:63). It is therefore essential for each communicator to have a thorough self-knowledge.

“One of the hardest things in the world is to convey meaning accurately from one mind to another” (Murphy, in: Reynders, 1975:105). The reason for this is that there are countless implications involved in the process. The sender may say one thing, but the hearer may understand something completely different.

#### **3.7.12.4 A goal-determined approach**

The message must be purposeful. A common goal and a policy for its achievement should be made known to and accepted by all interested parties in order to avoid chaos. When individuals and groups unite in an effort to achieve a common goal, there will be a need for planning, coordination, decision-making and evaluation - all of them ancillary processes based on and affected by communication. “We may say, therefore, that communication is fundamental to all types of social organisation” (Tronc, 1977:77).

### **3.8 SUMMARY**

In this chapter much has been said about models of educational personnel management. To assist in clarifying certain concepts in chapter three, a literature review was undertaken when looking at these models.

Educational management models are aids that enable personnel theorists to develop management theories that may form a link between abstract scientific theory and empirical knowledge, thereby reducing the complicated and opaque aspects of reality into something easier to grasp and it also emphasises the relationship between certain components.

Selection of personnel as model indicates that when a recruit has completed an application form, it means that he/she has been recruited for a specific position. The selection process begins with the verification of the application forms. The selection of personnel includes the process of applying for a post and the appointment of an applicant. The latter process also implies verification of an application, preliminary screening and a preliminary interview.

Selection tests are predominantly psychological in nature and measure specific data. These tests can be described as objective and standardised instruments of measurement in a specific area of human behaviour. They include criteria for testing the advantages and disadvantages of selection tests and the interview which is undoubtedly the best known and oldest selection technique, particularly when an individual is selected for an advanced position.

The role of communication in conducting interviews was also described. Communication implies that two parties have to be involved in a personal interview. Both verbal and non-verbal communication are employed with verbal communication providing a more personal and acceptable form of communication. The role of communication in conducting an interview includes the requirement for auxiliary skills in conducting interview that may influence the final outcome of the interview.

Physical selection is a process in which candidates are physically tested for a specific position to determine whether they have the physical abilities required to fill the position. To determine the suitability of the applicant,

each individual is exposed to a series of incidents such as take place in the work situation. Physical selection is also a process that may culminate in personnel placement or the formal appointment of selected successful candidates for the appropriate probationary period.

Development and appraisal models are pre-requisites for the successful management of staff development strategies and are also identified as appraising management during the specific issue of prioritising outcomes, designing effective learning activities and evaluating the input of appraisal of candidates.

Linking appraisal and staff development appraisal, that is not linked to staff development, is likely to be only partially effective. Properly managed appraisal provides a focus for staff development and has a bearing on the staff appraisal and management in schools and colleges. Staff development: cycle management appraisal linked to staff development; and staff management appraisal in the context of a staff development strategy are some of the other areas that received attention in this chapter.

Studying evaluation as a model emphasised the establishment of the levels of success and progress of a school and also revealed certain limitations. Data is collected as a means of evaluation. Evaluation models also provide a frame of reference so that it may be established where the emphasis should fall. When conducting an evaluation, both input and output need to be considered. Evaluation examines the aim of the respective aspects and the model which, among others, includes the evaluation of teachers and the

school in terms of educative teaching and of the teachers as leaders in the school.

Reviewing the motivational model indicated that job characteristics influence the degree to which the psychological states of personnel and principals can enhance the motivation of the pupils of the school. This model also implies that the relationship among job dimensions, psychological states and work outcomes, is stronger for individuals who have a higher need for continued growth and development. Included in this model is a general model for motivation; a model of the motivational communication process; the hierarchy of needs according to Maslow's theory; Herzberg's two-factor theory and motivation and performance.

A communication process model can be put into action only when a particular purpose, expressed as a message to be conveyed, is present. Communication is the life-blood of any institution such as for instance, a school, department or industry. Without communication institutions would ultimately stop functioning or even existing. The principal or the leader of any institution must introduce effective channels of communication. Communication will be incomplete without the encoding of the message. The decoding of the message and the feedback loop are very important in all types of communication. One-sided communication will not suffice as the desired results will not ensue. Cross-communication, in all types of communication, must be goal-directed.

In conclusion, models such as the communication process, the model of motivation, the evaluation model, the selection model and the appraisal

(including development) model, should at all cost endeavour to bridge the gap between abstract scientific theories and empirical knowledge. This narrowing of the gap may help to reduce the complicated nature of the information gathered and other aspects of reality and facilitate their understanding.

## **CHAPTER FOUR**

### **EMPIRICAL RESEARCH INTO THE PERSONNEL MANAGEMENT PRACTICES OF SECONDARY SCHOOL PERSONNEL IN SELECTED SCHOOLS**

#### **4.1 INTRODUCTION**

The major objectives of the empirical investigation concerning personnel management practices were:

- to investigate and to accumulate, record, analyse and interpret data which will be used to identify and develop principles and guidelines for theoretical and practical personnel management models in order to enhance effective school management;
- to obtain the views of secondary school personnel on various aspects of personnel management;
- to consider and evaluate some of the factors affecting personnel management, such as: communication, motivation, leadership skills, human development and other aspects related to personnel;
- to give an exposition of data collected by means of interviews and questionnaires;

- to interpret the data collected and to give a possible explanation for the various phenomena and perhaps offer recommendations towards the improvement of the practice of personnel management;
- to attempt to link theory with practice according to the data obtained during interviews and from questionnaires and the literature review. These objectives, according to Macmillan (1989:11), would not be achieved without an empirical attitude and approach which require a temporary suspension of personal experience and beliefs. According to the above-mentioned author, evidence and logical interpretation, based on the evidence, are critical elements in research;
- to determine, in general, the quality of:
  - appraisal;
  - staff development;
  - communication;
  - motivation;
  - evaluation;
  - selection;
  - control through personnel management and
  - management of skills.

The transcendental-empirical approach used in this research required the presentation of both the normative (theory literature study) and the descriptive (practice-empirical research) aspects of reality. In this chapter special attention will be given to the descriptive research method, which has been used throughout the research process in the recording, description, analysis

and interpretation of data which will be used to identify the steps to be taken when researching.

Skager and Weinberg (1971:89) state that "... descriptive research is concerned with describing the current status of a given topic". According to Mahlangu (1987:4) this method of research denotes the collection of data by asking a previously determined set of questions in formalised situations. It is for this reason that observational techniques, informal interviews and questionnaires have been used for the gathering of data about personnel management.

## **4.2 THE METHODOLOGY USED IN THIS RESEARCH**

### **4.2.1 SELECTION OF THE MEASURING INSTRUMENTS**

For the purpose of this study the researcher has decided to use questionnaires and semi-structured interviews since the responses are easy to interpret, analyse and quantify (De Wet, 1982:163) The questionnaire is also a measuring instrument which will measure reality as it appears in practice (Ary, Jacobs and Razavieh, 1979:169).

### **4.2.2 LITERATURE REVIEW**

The literature review method in essence forms the basis of all research of this kind. Tuckmann (1978:37) also referred to the significance of this aspect of research. This method has been used to establish and develop original ideas and other concepts related to personnel at school level and

management of a school. The literature review method also helps in the formulating of the basic problem of the research project without which it would be difficult to continue with this study. It also provides the researcher with information to be able to determine which field of the topic has been dealt with and which not, to encourage improvement where possible.

#### 4.2.3 THE QUESTIONNAIRE METHOD

The questionnaire has been used in this research because by its nature it is efficient and practical and is widely used throughout educational research. It is useful in the sense that through it, persons who are difficult to reach for personal interviews become more available. This leads to greater coverage which in turn contributes to a greater validity of the results through promoting the selection of a larger and more representative sample (Mouly, 1970:189).

#### 4.2.4. THE PILOT STUDY

A pilot study was regarded as essential and was conducted with the aim of establishing the relevance and unambiguity of questions. A number of helpful hints and suggestions were gathered during the pilot study, especially as regards the questions and the list of answers to each question. Lastly, the pilot study enabled the researcher to determine whether the literature study actually had a basis in the real world.

#### 4.2.5 THE TARGET POPULATION AND SAMPLE

The population consisted of principals of secondary schools. The choice of these schools was based on the fact that secondary schools have more heads of departments and deputy principals than primary schools, thus ensuring a more comprehensive population.

The schools under investigation are in the Kwa Mhlanga region in the Mpumalanga province, which includes Moretele district, Groblersdal district and Kwa Mhlanga respectively. Random sampling procedures were implemented to constitute a sample size consisting of 20 secondary schools in the Kwa Mhlanga region. According to Tuckmann (1978:226) the Random Sampling procedure serves to ensure that the sample will be objectively selected and representative of the larger population. Selecting a principal, a deputy principal and one or two heads of departments, depending on the size of the school, enabled the researcher to issue 66 questionnaires of which 60 were returned and only 6 were not responded to. In view of this high percentage of responses (94%), a follow-up of those who did not respond as expected was deemed unwarranted, since valid generalisations are possible from a response rate exceeding 70% (Ary *et al.*, 1979:175).

Before the above exercise was undertaken, permission was sought from the department of education at the Kwa Mhlanga regional offices.

The following is a summary of the questionnaires issued and responses received from principals, deputy principals and heads of departments:

Personnel	Questionnaires issued	Responses received	% Returned
Principals	20	20	100%
Deputies	12	12	100%
HOD's	32	28	87,5%
<b>TOTAL</b>	<b>66</b>	<b>60</b>	<b>95,8%</b>

### 4.3 RESULTS

#### 4.3.1 BIOGRAPHICAL DATA

Most of the secondary schools under investigation were managed by male principals who were in their mid-career ages and who had more than eight years experience in their present positions. Their academic qualifications ranged between a junior degree and senior degree with secondary professional qualifications which afforded them the advantage of being able to run their schools with confidence, without which there might readily have been disorder at these schools and more specifically in the light of the present situation in education.

#### 4.3.2 DEMOGRAPHICAL DATA

In some secondary schools in this region there are more female teachers than male teachers. In only a few secondary schools where male and female teachers more or less equal in number. This has also been the case

when it comes to heads of departments, whereas in some secondary schools it was found that deputy principals were female. In most of the schools under investigation, however, the deputy principals were males.

The enrolment at most of the secondary schools in this study was very high and the schools were found to be overcrowded. Re-deployment had also decreased personnel at school level. As a result most of the schools under investigation had miscellaneous demands, complaints and problems occurring under these overcrowded conditions and managing these schools would require special attention to personnel management.

#### 4.3.3 THE NECESSITY OF USING THE EFFECT ON MATRIC PASS RATES

The matric pass rate of each secondary school was used to compare and evaluate the influence of personnel management in these schools according to three different categories as revealed in personnel management questionnaires.

#### 4.3.4 PERSONNEL MANAGEMENT IN SCHOOLS

The following categories of answers were obtained:

A = Always effective

S = Sometimes effective

N = Never effective

#### 4.3.4.1 Management structures

Categories	Frequencies	%	Matric pass rate %
A	50	83,3	70
S	9	15,0	24
N	1	1,7	6
TOTAL	60	100	100

TABLE 4.1: The effects derived from the application of proper management structures

#### ANALYSIS AND INTERPRETATION

The majority of respondents, those who indicated that the personnel management structure of the school always contributed to the effective management of the schools, were from the schools that had the highest matric pass rate, namely 70%.

Those who indicated that the personnel management structure of the school sometimes contributed to the effective management of the school had a slight influence on the effective management and these schools had a 24% matric pass rate.

Those who stated that the personnel management structure of the school made no contribution to the effective management had the lowest matric pass rate in their schools, namely 6%.

The responses indicate that the secondary school principals who involved and encouraged their staff members in matters relating to the running of the school and were sharing responsibility with subordinates, were successful and had high matric pass rates, whereas in those schools whose principals did not involve their personnel had a much lower matric pass rate.

Principals would do well to involve their subordinates in matters relating to the running of the school. Every teacher has something to contribute towards the development and the running of the school. If a spirit of togetherness could be instilled and properly used within schools, principals will reap benefits that will serve their pupils well into the future (Bradley and Vrettas, 1990:36).

Principals should be seriously motivated to correctly utilise the application of proper personnel management structures in their schools.

#### 4.3.4.2 Attending educational management courses

Categories	Frequencies	%	Matric pass rate %
A	45	75	60
S	10	10	22
N	5	8	10
TOTAL	60	100	100

TABLE 4.2: The effects derived from attending educational management courses

## ANALYSIS AND INTERPRETATION:

The majority of principals of secondary schools who responded that they had attended all educational management courses offered by the Mpumalanga Department of Education and Training, had a matric pass rate of 68% in their schools. Those schools whose principals responded that they had attended some of these courses, had a 22% matric pass rate and those schools whose principals had never attended any of these courses had the worst results, namely a 10% matric pass rate.

Educational management courses are currently seen as an invaluable tool because South Africa is introducing outcome based education. These courses benefit principals of secondary schools and their subordinates. Principals together with their subordinates will be enabled to handle changing circumstances with a knowledge and understanding of education.

These courses also enable principals, particularly in the secondary schools, to gain confidence as they are empowered and enriched by these new courses. The courses are stimulating, helpful, useful and satisfying as judged from the results obtained by those schools whose principals had taken these courses seriously and attended as per statistics, or as indicated by the respondents in the questionnaires.

It appears that these courses encourage teachers to venture with confidence in the curriculum 2005 and help teachers to develop themselves by reading the relevant documents concerning management. A sense of efficacy is also a vital technique or material (Bernd, 1992:65).

#### 4.3.4.3 The involvement of personnel in drawing up a year programme

Categories	Frequencies	%	Matric Pass Rate %
A	41	68,3	74
S	13	21,7	20
N	6	10,0	6
TOTAL	60	100,0	100

TABLE 4.3: The effects derived from the involvement of personnel in drawing up and implementing a year programme

#### ANALYSIS AND INTERPRETATION

The majority of secondary school principals indicated that they always involved their subordinates in drawing up a year programme. These secondary school principals had a matric pass rate of 74% in their schools, whereas those who sometimes involved their subordinates in the drawing up of a year programme had only a 20% matric pass rate and in the remaining schools, where the principals didn't involve their personnel, the matric pass rate was only 6%.

It would appear that having a programme for guidance, the principals of secondary schools, together with their subordinates, are encouraged to work hard, accurately and to complete the year programme. They want to ensure that when the year ends, their work has been completed. It also encourages principals to share leadership with their personnel at school level.

The principals' attending these courses leads to understanding among the personnel at school. Pupils are enabled to obtain good matric results as a result of principals who draw up year programmes and implement these seriously and adhere to the programmes.

It would appear that principals who involved teachers in drawing up a year programme, become effective in the management of their schools. The results appear conclusive as it also appears to familiarise teachers with the departmental curricular goals. Teachers also become familiar with the method of selecting material that supports these goals. They also become able to criticise written assignment items. Once alignment efforts have begun, secondary school principals should be able to look at test results and help teachers to effect changes that will increase student learning (Bernd, 1992:68).

#### 4.3.4.4 The election of Parent Teacher Student Associations

Categories	Frequencies	%	Matric pass rate %
A	48	80	69
S	10	16,7	21
N	2	3,3	10
TOTAL	60	100	100

TABLE 4.4 The effects derived from the election of PTSA

## ANALYSIS AND INTERPRETATION

The majority of secondary school principals indicated that they always implemented the correct structure in the election of the school's governing body or parent, teacher, student association and always had stability in their schools and that resulting from this they had a matric pass rate of 69% in their schools. Those who sometimes implemented the structures had a matric pass rate of 21%, whereas those who never used the relevant structure during the election of either SGB or PTSA, had a matric pass rate of 10% in their schools.

The best matric results were obtained by those pupils whose principals were using the departmentally approved structure, that is, those principals who were willing to be as inclusive as possible when conducting elections. It would appear as if the more the correct structure is involved in the running of the school, the more peace, harmony and success prevailed in such schools, hence good results were attained in those schools because good interpersonal relationships were achieved.

It would also appear that this state of affairs promoted an increase in the understanding between parents, teachers, pupils and the department of education and encouraged a democratic dispensation of trust, openness, freedom and better understanding at school level.

#### 4.3.4.5 Interviews at school level

Categories	Frequencies	%	Matric pass rate %
A	47	78,3	72
S	10	16,7	21
N	3	5,0	7
TOTAL	60	100	100

TABLE 4.5: The effects derived from interviews at school level

#### ANALYSIS AND INTERPRETATION

In secondary schools where the school principals adhered to the correct structures when interviewing, a 72% matric pass rate was attained by candidates, while in those where the principal sometimes used the correct structures, the matric pass rate attained was only 21% and in those where these structures were never utilised, the lowest matric pass rate, namely 7%, was attained.

It would thus appear that principals who used the correct structures were able to eliminate unfairness, bring order to their schools and often attracted candidates whose presence at the school represented a welcome addition. This was achieved by involving the personnel, pupils, parents and other relevant shareholders in education at school. Involving all the shareholders builds trust in authority at school level as well as at departmental level so that parents trust the above-mentioned authorities. The appointed candidates

feel confident and become pro-ductive in their teaching or administrative work. It helps to uproot suspicion, bribery and lack of discipline in the school. Once these goals have been attained, every aspect of the morale of the school improves.

The government thus becomes able to control schools properly for without guidelines the department will fail to carry out its duty legally and faithfully.

#### 4.3.4.6 Developing and training personnel at school

Categories	Frequencies	%	Matric pass rate %
A	45	75	70
S	12	20	20
N	3	5	10
<b>TOTAL</b>	<b>60</b>	<b>100</b>	<b>100</b>

TABLE 4.6: The effects derived from developing and training personnel at school

#### ANALYSIS AND INTERPRETATION

In secondary schools where the principals always allowed the correct structures to be followed in the training and development of personnel at school level, positive matric results were as high as 70% and at those schools where these structures were sometimes employed, the matric pass

rate was 20%. At those schools where those structures were never utilised, the lowest matric pass rate, namely 10%, was attained.

Guthrie and Reed (1986:321) regard staff development as an investment in human capital. As long as there are schools there will be a need for trained teachers. Competent teachers never stop growing (Erasmus, 1989:55) which implies that initial teacher training is continuous and can never be completed. What is more, ongoing development and training are a characteristic of professionalism. Effective staff development and training are a great challenge to the managerial skills of senior teachers as they have to take the initiative in developing a programme to increase the effectiveness of their staff. The education manager should therefore, know the various aspects of staff development.

Staff development and training not only improve and develop personnel, but also bring about a further three important aspects, namely:

- the improvement of teachers' efficiency in their present posts;
- the development of the key skills of selected staff members to fill anticipated vacancies, and
- the promotion of the personal development of staff members in order to enhance their influence as individuals as well as to facilitate the satisfaction of their needs (Castetter, 1986:291).

#### 4.3.4.7 The best situation at school

Categories	Frequencies	%	Matric pass rate %
A	35	58,3	54
S	20	33,3	30
N	5	8,3	16
TOTAL	60	100	100

TABLE 4.7: The effects derived from the best situation at school

#### ANALYSIS AND INTERPRETATION

Of the respondents to this question 58% indicated that what helped them to succeed in having the best situation at their schools was the fact that, as educational managers, they expanded their span of control by reducing their staff. This led to improved results in the education of their pupils, hence they obtained a matric pass rate of 54% at their schools. Those principals who, as educational managers, sometimes expanded their span of control by reducing their staff attained a 30% matric pass rate, while those who never used any of the control measures to reduce their staff attained a 16% matric pass rate at their schools.

Once the staff has been reduced, it would appear that better control of the personnel at school becomes possible and this improves the pupils' opportunity of gaining good results.

In the process of reducing staff the principal is required to relate well with his staff by a clear understanding of his responsibilities as well as their responsibilities. The principal should value the contributions of his staff by acknowledging what they are doing.

Ramdass (1987:41) states that the democratic leadership style is the most promising style for effective school leaders at different situations. Democratic leaders attempt helping teachers to see them-selves positively in whatever situation they may be and that brings about a lively situation. Sharing freedom and responsibility enables teachers to provide pupils with the opportunity to think of themselves as responsible citizens and contributing members of society.

#### 4.3.4.8 The appropriate situation

Categories	Frequencies	%	Matric pass rate %
A	33	55	56
S	18	30	24
N	9	15	20
<b>TOTAL</b>	<b>60</b>	<b>100</b>	<b>100</b>

TABLE 4.8: The effect derived from the appropriate situation

#### ANALYSIS AND INTERPRETATION

Those secondary school principals who, when allocating subjects and other relevant duties to teachers, always take into consideration the teachers'

interests and abilities, benefited the school, those teachers and the pupils. In return the pupils at such schools were able to attain a pass rate of 54% in their matric examinations. In those schools where principals only sometimes took into considering the teachers' interests and abilities when allocating subjects and other relevant duties, the matric pass rate was 24% and those schools, where principals never used any of the above strategies, had comparatively lower results (20%). In other words, the matric pass rate was adversely effected by the principals' omission to take teachers' situations into account.

The management structure of a school should at any given time be prepared to work harmoniously with the subordinates. If this type of relationship is found to be lacking in trust and frankness, the end result could be chaotic and unacceptable. Educational harmony is always likely to prevail in those schools where the leadership is sensitive to their subordinates.

The higher the position of the persons in authority, the more disciplined and loyal they should be because those below them always look up to them for direction and advice.

As mentioned before, De Witt (1983:172), speaking of trust, said: "...people are the chief source of the manager, they are the primary raw material with which he works". Thus, no manager can afford to work with this human raw material in a random fashion, nor can this be done without trust and a thorough knowledge.

#### 4.3.4.9 Discipline in a school situation

Categories	Frequencies	%	Matric pass rate %
A	39	65,0	58
S	14	23,3	32
N	7	11,7	10
TOTAL	60	100	100

TABLE 4.9: The effects derived from discipline in a school situation

#### ANALYSIS AND INTERPRETATION

Findings indicate that those secondary school principals who always realised that a lack of discipline is the main cause of the matric failure rate at schools and decided to motivate their pupils by promoting creativity, by introducing and implementing new, useful ideas and techniques, encouraged their teachers to make suggestions with a view to innovations, and read articles and books on educational management, had a high matric pass rate. Those who sometimes used the above strategies had a matric pass rate of only 32% which is not very satisfactory, and those who never made any effort to stamp out a lack of discipline by any means obtained a very poor matric pass rate of only 10%.

It would appear that discipline should not be seen as the enemy of the pupils and staff members, but that the lack of discipline, in one way or the other, is the main cause of the high matric failure rate at various schools. It implies that principals and the entire personnel should take discipline very seriously.

If principals were to make use of accepted disciplinary measures, pupils' attitudes would improve and their work would undoubtedly show a marked improvement. This in turn would bring about better outcomes such as good scholastic achievements, harmony and discipline in schools.

Stoner and Wenkel (1986:4) asserted that 'controlling' means that principals should attempt to assure that the school is moving towards its goals. If some part of their schools is on the wrong track, principals should try to find out why and endeavour to set things right.

## **5 SUMMARY**

In this chapter the researcher looked at the major objectives of empirical research. These objectives were identified as: to investigate; to obtain the views of selected secondary school principals; to evaluate some of the factors shown to be affecting management of personnel, and to give an exposition and interpretation of the data collected by means of responses to the questionnaires supplied to randomly selected candidates.

The researcher also examined the methodology used during the research. In this research project, questionnaires were used as their administration is not

to complicated and responses are relatively easy to interpret. A literature review was also undertaken because it could serve as the source of the information for this research and without it this research would not have been practical. The researcher also used a pilot study and target population, both of which proved important to this research project.

The researcher used both biographical and demographical data to acquire important information to be used in the interpretations in this research project. In the questionnaires the researcher also made use of categories such as A = Always, S = Sometimes and N = Never to be able to gain the responses that could be analysed into meaningful interpretations in relation to the matric pass rate at the schools under consideration.

## **CHAPTER FIVE**

### **CONCLUSIONS, FINDINGS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The primary aim of this study was to assess the effectiveness of personnel management in secondary schools in the Kwa Mhlanga region of Mpumalanga Province. In order to achieve this assessment an extensive literature review of recent literature was initially undertaken. Thereafter the assessment was furthered by means of survey data obtained through questionnaires and interviews as well as the researcher's experience as a former Secondary School Principal, Inspector of Schools, Area Manager and District Head.

Added information about personnel management, as one of the mechanisms for effective school management, was gathered by requesting heads of departments, deputy principals and principals of secondary schools to respond to questionnaires and interviews. Principals, deputy principals and heads of departments are vested with responsibility to fulfil the functions of manager as is expected of leaders. For that reason the questionnaires were directed to them.

#### **5.3 CONCLUSIONS**

Having completed a thorough literature study as well as extensive data collection by means of analysing the responses to questionnaires and interviews, certain general conclusions appear to be warranted.

### 5.2.1 CONCLUSIONS BASED ON THE LITERATURE REVIEW.

The following major conclusions can be made as based on the literature study:

- Personnel management is also manifested in one of the most important management areas, namely, education management which manifests the need for managerial expertise and skills and the ability to lead staff, ranging from illiterates to highly trained professionals
- The Personnel Manager, here referring specifically to the principal of the school, performs a line function by directing the activities of his/her subordinates at the school (cf. 2.2.2).
- Principals should be experimenters who are occasionally prepared to take unorthodox risks in the interest of their pupils' education. They should be well loved, creative educators who command the respect of the entire school community and of the society at large. It would appear that without these qualities, principals would not succeed in their duty as fair leaders (Nottingham, 1979:349).
- The principal of the school must take care of planning as the managerial task that comprises deliberate reflection on the goals of an organisation and relevant means and activities and the formulation of the most appropriate plan for the achievement of such goals (Marx, 1981:211).

- The task and the aim of the school are educative teaching. This task is multifaceted and contains many specialised areas requiring a large number of professionals comprising teachers and administrators or administrative staff. To achieve the aim a well-organised organisation is needed; in this instance the principal plays an important part in bringing about such an organisation (cf. 2.4.2)
- To ensure that these management tasks will be realised, the educational leader should exercise the necessary control. By exercising control educational leaders are assured that tasks are effectively divided out and that they remain responsible for the use of and execution of delegated authority (De Witt, 1989:86).
- Leadership style has an effect on group performance and personnel management. A leader with a democratic style is more likely to be effective for group performance than the laissez faire or authoritarian style leaders. Democratic leaders give relatively equal attention to initiative structures and their consideration tends to be more effective as measured by worker satisfaction and performance (White and Lippitt, 1986:322).
- Personnel managers should realise that respecting their staff's professionalism, recognition of their human dignity and their respect for a democratic approach, strengthens interpersonal relationships between themselves and their staff. That within itself, stimulates initiative and creativity among their colleagues who, as a result, are not only happier in their work, but also more productive and efficient. (Likert, 1961:1)

- The importance of creating healthy interpersonal relationships between principals and their subordinates, is placed squarely on both principals and their staff. To share the eventual dividends of a healthy staff spirit, every personnel member must contribute personally for staff morale will not develop automatically but has to be cultivated in the interest of everyone's job-satisfaction. Together sound relationships can be built (cf. 2.5.2 and 2.5.3).
- The school must promote staff-development in order to develop highly qualified personnel. This may be pursued through various staff-development activities (cf. 2.6.1).
- The school should promote an atmosphere conducive to academic learning throughout the school and equip pupils with better skills in note taking, test taking and personal organisation skills.
- Effective personnel recruitment should help to ensure that the standard is maintained and that sufficient staff is available to continue at the current level of effectivity in educational practice (cf. 2.6.4) and they must receive in-service training (cf. 2.7.1).
- A positive personnel manager should be able to establish an educational environment that would motivate the staff, because a motivated staff, committed to educational excellence, is an integral part of any effective school (cf. 2.8).

- A school should make use of personnel evaluation, staff evaluation, summative evaluation and all kinds of personnel appraisal in order to build a sound personnel basis at school level. Job description, specification and purpose must be clearly outlined (cf. 2.9 and 2.10).
- The school, in an attempt to improve selection procedures when selecting candidates for training in Teacher Training Colleges, should require the various selection agencies to point out short-comings and weaknesses in the selection procedures (cf. 2.11).
- The inspiration and drive of the personnel manager should motivate the use of two basic types of interviews, namely, the standardised interview and the open-ended interview. The objective in both types of interviews is basically the same (cf. 2.11.1.5).
- The school must demand that prospective candidates undergo a medical examination in which emphasis is placed on the degree of medical fitness required by a certain post, as is at present virtually standard practice, particularly in regard to permanent appointments (cf. 2.12.1).
- The school authorities should take cognisance that human beings cannot exist and function effectively without communication and only barely without negotiation. Negotiation represents an exchange of information through communication (cf. 2.12.1).
- The types of negotiation to be employed in education management are: mainstream negotiation, pressure bargaining, joint problem solving,

negotiation agreement, nature of conflict in employment relations, the nature of negotiation, hostage negotiation, negotiation procedure, the educational leader as negotiator and the negotiation process (cf. 2.12.2).

- Lewis (1975:238) suggests that any manager, including school principals and educational leaders, should have to sit for an examination to improve communicative knowledge and skills.
- The principles of effective communication need to be taken into consideration because they strengthen communication, for example, the need to analyse the sender's communication, the message to be conveyed, analysis of the recipient's understanding of the message and, among others, the need for feedback (cf. 3.13.2).
- The means of presenting the message are very important. The following media can be distinguished: oral and written media, the skill of listening and non-verbal communication.
- The following types of communication must be taken seriously by the school as they have an important impact on communication: one-sided communication, two-way communication and cross communication. Also of importance to successful communication are educational leaders as initiators and guides in communicating with their staff and novice teachers.

## 5.2.2 FINDINGS BASED ON INTERVIEWS

An analysis of the data gleaned from the responses to interviews has brought to light the views of those principals, deputy principals and heads of departments who were prepared to be interviewed.

- Most of the principals, deputy principals and heads of departments agree that they would first attempt to ascertain from the teachers which skills are lacking in the school before conducting a course of staff-development in the school. Most of the interviewees indicated that this was necessary in order to build the morale of the personnel in general.
- On the question of teachers “downing tools” because of pupils wanting the so-called policy of “pass-one-pass-all” approach at the schools, most of the respondents indicated that they would call upon school governing bodies, parents and teachers to discuss the disadvantages of such a step, then taking the matter up with the parents before speaking to the pupils. If this procedure should fail, they would include other stakeholders in education and explain to pupils the negative aspects of the “pass-one-pass-all” policy. With the stakeholders contributing positively, the issue should, according to them, be resolved constructively.
- A reasonable number of the interviewees responded that they would involve senior subject teachers in the planning of the subject presentation. Qualifications would be taken into consideration and experience, dedication and hard work would be added recom-

mentations. They appeared confident that the problem could be resolved in this way.

- Teachers boycotted classes and the students no longer wanted them as teachers. Most of the respondents believe that a consultative meeting should bring about a solution in that everyone will air their views. Such a meeting should in the first place include parents and teachers and thereafter the pupils. Should the meeting fail, higher authorities will have to be called upon to step in and together with the teachers, the problem should ultimately be resolved.
- The question of re-deployment appears to be a thorny issue at some schools. Critical subjects, such as Science and Commercial subjects are being seriously affected. Some respondents believe that teachers would be encouraged to share the workload for the sake of the pupils whose future is in their hands, but they also feel that re-deployment must be done with care. It should not be imposed on the school over hastily and teachers, parents and pupils must be notified in time to allow them time to prepare for themselves. This is an action that must not take those involved by surprise.
- Most of the secondary schools under investigation are managed by male principals. Only a few of these secondary schools are managed by female principals. In the past, women were not brave enough to head secondary schools, but today they do and they sometimes manage their schools far better than their male counterparts (cf. 4.3.1).

- The majority of secondary schools investigated during the interviews, were found to be overcrowded which made the management of the schools difficult, hence, problems surfaced regularly at some of the schools. Another problem that came to light is that of a high number of repeaters, right throughout the schools from standard six to standard ten.
- It would appear as if those secondary school principals who had attended an enrichment course in educational management were able to manage their schools with more success than those who had not done so as they were better equipped and more current in as far as the running of schools is concerned (cf. 4.3.4.2, Table 4.2).
- A reasonable number of respondents (68,3%) indicated that they always involved their personnel in the drawing up of a school policy and that this had a positive effect on the running of the school and that it brought about better understanding between principals and their personnel.
- The majority of principals in the secondary schools under review welcomed the question of drawing up a school programme in that it encourages the whole personnel to be responsible for and be guided by the programme. The programme assists them to complete their work and produce better results (cf. 4.3.4.3 Table 4.3).
- Proper management structures bring about order at the schools. A school without a proper management structure produces lower matric results and lacks discipline and the school tends to become disorderly (cf. 4.3.4.1 Table 4.1).

- A reasonable number of respondents indicated that following the correct channels when electing school governing bodies at school level, eliminates many problems and brings about order and the matric results improve (cf. 4.3.4.4 Table 4.4).
- A healthy atmosphere in the school situation increases sound interpersonal relations and produces good matric results because everybody is happy and working to the best of their ability. This is one of the positive effects derived from conducting interviews at school level.
- Training of personnel builds confidence and efficiency and novice teachers also learn. They feel that they are an integral part of the staff. The personnel become enriched with relevant knowledge and the matric results of the school and the discipline within the school improve (cf. 4.3.4.6 Table 4.6).
- Most of the respondents agree that every school has its own situation that needs particular attention. Situations at different schools may differ considerably. Some of the factors responsible for these differences are enrolments, communities, kind of personnel and so forth.

## 5.3 RECOMMENDATIONS

### 5.3.1 RECOMMENDATIONS BASED ON THE FINDINGS OF THIS INVESTIGATION

- Secondary schools should be organised, planned and controlled in such a way that all stakeholders come to understand one another for the sake of the education at school level. All of them should work together to achieve goals and objectives that they have set for themselves to achieve.
- In a multiracial secondary school, there should be tolerance for the sake of the child. Teachers and parents, both black and white, should put aside their differences and co-operate with one another for the sake of the smooth running of the school. If this is not achieved, pupils, not the parents, will suffer.
- Job descriptions and written statements of responsibility should be provided for all educational managers and should be utilised, applied and understood by all of them as it is by those involved in human management within all secondary schools.
- Personnel management must chiefly be a matter of developing the potentialities of employees, so that they may achieve maximum job-satisfaction and perform to the best of their ability. On the other hand, the responsibility of personnel managers must be to ensure that they are in touch with their subordinates so that they may have insight into what

is happening on ground level. They must keep their staff informed of developments in the organisation. They create an organisational atmosphere that should enable employees to satisfy their own desires and be co-operative in the workplace. Managers should also be sensitive when bringing about changes in the organisation.

- School principals, as personnel managers, have to keep records, prepare reports, order equipment, submit budgets, monitor the flow of people and activities and are also responsible for important managerial tasks and for developing channels of communication, resource distribution and staff allocation. To accomplish these tasks, they have to involve their subordinates, namely, deputy principals, heads of departments, school governing bodies and other related stakeholders in education.
- Personnel managers are required to be sensitive in dealing with people because interpersonal sensitivity is the quality attributed to managers who are sensitive when introducing new policies at school level, such as re-deployment and the transfer of personnel from one school to another, to ensure the least disruption among employees. The interpersonal relationships between principals and their staff become apparent when they respect their professionalism and respect their human dignity when trying to stimulate initiative and creativity among their colleagues.
- The investigation indicated that for personnel recruitment to succeed, it should take into consideration: consistency in recruitment, the reputation and policies of the school, the position to be filled, salary and fringe benefits of the applicants and the method of recruitment.

- Personnel training should enable teachers to develop themselves and provide them with a better opportunity in the education situation to become competent in handling classroom situations effectively to the advantage of the pupils. Taking all these aspects into consideration, teaching may become a sound, ongoing process when the interests of the people involved in education are not ignored.
- The teachers' participation in and involvement with staff development, by means of their own contribution in determining their individual needs, can enhance the success and effectiveness of the staff. Development programmes should be encouraged by the principal, deputy principal and heads of departments and control measure should be taken into consideration.
- Personnel evaluation must be taken seriously by the school, which has many roles, some of which may also be motivational. Personnel evaluation becomes an aid to planning, development, communication and effectiveness and must include summative evaluation and appraisal. It would appear that evaluation is unavoidable from a management point of view and also different and even divergent goals may be reached through evaluation.
- Negotiation is one of the most important components of management. Negotiation is an active process in which two or more parties attempt to find mutually acceptable solutions in respect of one or more areas of difference. Negotiation should be encouraged at all times to settle disputes that arise among colleagues and pupils at school.

- Communication should be promoted by school personnel managers, for the purpose of education at school is two-fold in nature. To motivate personnel internally requires a different type of communication from that intended to promote a healthy relationship with the community.
- Motivation should be encouraged at school level. Motivation includes psychological motivation, the theories of work motivation, Maslow's theory and McGregor's theory X and theory Y of motivation, among others also indicate how workers might be motivated so that they may become concerned about the quality of their performance. Since motivated workers are more productive than apathetic ones, they are always looking for better ways of doing their work.

### 5.3.2 RECOMMENDATIONS BASED ON PRACTICAL EXPERIENCE

The researcher gained extensive experience when functioning as a District Head in the Mpumalanga Department of Education. The recommendations which follow are based on this experience.

- It would be proper for the department of education to consider nationally controlled education to avoid embarrassing problems in different departments of education in the different provinces. Such a nationally controlled education department will ensure that personnel in the different provinces are treated the same by a single Minister of Education.

- Norms and standards, including the conditions of service of all personnel, will be applied equally under one minister of education so that personnel will be treated the same all over the country.
- Facilities should be distributed equally in every region of education, in every District and every Circuit. This state of affairs will enable pupils, parents and educationists to have the same access to the facilities for education in the Republic of South Africa.
- It is recommended that pupils write the same question papers only in critically important subjects such as accountancy, science, mathematics and so on. This will bring about an even standard throughout the country and personnel all over the country will work towards the same goal.
- It is the responsibility of the department of education to help in the training of existing personnel to improve prevailing situations at their various schools.
- During the past few years, schools were characterised by the ejection of personnel. For the department of education to resolve these problems, new ways of dealing with them are needed. It would be proper for the department to increase the knowledge of educationists or personnel concerning labour relations and other mechanisms related to labour disputes.

- It is also essential that personnel should be orientated towards technological education. It would be good if education could be practically orientated so that the gap between theory and practice could be minimised.
- For personnel to survive in education requires the support of parents. Parents should form teams that include parents, pupils and other interested stakeholders. These teams would assist when disciplinary measures against pupils require responsibility on the part of parents and teachers. Without discipline pupils will not be able to concentrate on their studies.
- For the personnel to succeed, it is essential that control must be exercised in the school. Pupils need to be secure in the hands of teachers and both teachers and pupils need legal protection. It would be appropriate to introduce the rights of pupils into the curriculum, starting from grade one and through to the twelfth grade. At the same time the laws should also cover the rights of teachers.
- There should be preventative measures instituted against child abuse at schools and also against drug abuse. In making this recommendation, the researcher wishes to congratulate the department on the feeding scheme that has been implemented.
- It is necessary to instil a culture of consultation with other stakeholders in education before teaching personnel take a decision that would affect

both the learners and parents. Especially when they consider a “tools down” policy this recommendation should be taken seriously.

- When pupils want to boycott classes they should inform teachers, parents and the department about the steps they intend taking. Failing this education is unnecessarily disrupted.
- There ought to be a good relationship between the department of education and the teaching personnel at school level for the sake of the future of the child. Inspectors should change their attitudes towards teachers as they are partners in education.
- Class boycotts, personnel ejection and the spirit of intolerance should become a thing of the past. All concerned should concentrate on education and build this beautiful country, South Africa, and improve the future of all its people.

#### **5.4 RECOMMENDATIONS FOR FURTHER RESEARCH**

The following are recommendations regarding areas where future research may prove of value.

- Research creates an opportunity to explore different fields of life. It would be beneficial if research projects could be based on human relationships and it should be human orientated.

- More research ought to be conducted on the entire personnel of the schools. This should include the principals and their managerial tasks. The deputy principals and heads of departments also need to be exposed to further research.
- This study covered only aspects of the personnel in secondary schools in Mpumalanga and a further study could encompass primary and lower primary school principals and their subordinates.
- Research could also be considered into the discipline of personnel, pupils and parents. In such an investigation the question of involvement in education could be an important factor.
- Attention could also be focused on the culture of teaching and learning, which has deteriorated considerably during the 1990's and currently leaves much to be desired. Schools need support programmes to revive the culture of teaching and learning.
- The department of education has been known to reject personnel and expel pupil. Research ought to be instituted to examine the real cause of the sometimes deeply rooted hidden agendas that are unknown to the negotiators. A study support programme for reviving ubuntu should also be introduced.
- This country should encourage many researchers to engage in research so that principals, deputy principals, heads of departments and other

interested teachers could be orientated towards research. It is necessary to have research become part of academic life.

- Research should be related to the situation on the ground for it to produce fruitful results. People are required who are fully capable of conducting research. Knowledgeable researchers are able to produce authentic, reliable and dependable results that may be used in future.
- Researchers should also pay attention to the establishment of school governing bodies, whether they are functioning properly and, if so, why.
- In respect of school governing bodies, attention should also be paid to how they are going to function as they have altered from being school management councils to school governing bodies and there may be a remarkable disparity in functions.
- Owing to the transformation of education and the introduction of outcome based education, research should focus on the following aspects:
  - staff training in the educational use of technology such as computers, fax machines and audio and video tapes;
  - there should be attention given to ways of improving morale, the self-concept and good esteem of the personnel;

- research concerning the improvement of the academic qualifications and professional qualifications of the personnel is important to ensure that they will have confidence in their handling of the subjects they teach, and
- new modes of education, such as communication models, motivational models and other education models need to be investigated effectively.

## **5.5 CONCLUSION**

This research problem could be resolved, as indicated, by the literature review or study and by interpretation and analysis of data for the benefit of and application in personnel management.

The secondary school principal and also all personnel who concentrated on healthy interpersonal relationships, sensitive ways of doing things, and took communication, motivation, evaluation, negotiations and a good managerial approach seriously, became effective and efficient in running the schools.

Finally, if people are organised, controlled and guided in the running of the school, they stand a much better chance of succeeding and improving the chances of their pupils to perform to the best of their ability.

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APPENDIX 1

ENQ: SKOSANA J. R.  
TEL: (013) 973 1837

P.O. BOX 998  
SIYABUSWA  
0472  
1998-09-03

**THE DISTRICT HEAD**  
**KWAMHLANGA DISTRICT**  
PRIVATE BAG X 4021  
KWAMHLAMGA  
1022

Sir

**REQUEST FOR PERMISSION TO CONDUCT EDUCATION RESEARCH**

I hereby requesting your permission to conduct research for an M. Ed degree in Kwa-Mhlanga District.

The title of my dissertation is: "Personnel Management in Mpumalanga Department of Education and Training". I am a student at Vista University, Mamelodi Campus.

During my field work, principals, deputy principals, heads of department will be interviewed and some will be requested to complete a questionnaires.

Thanking you in advance for giving me permission to conduct research.

Yours faithfully

---

**J. R. SKOSANA**  
**STUDENT**

# MPUMALANGA PROVINCIAL GOVERNMENT

Government Complex  
Department of Education  
Building No.: 5  
Kwamhlanga



Private Bag X4021  
Kwamhlanga  
1022  
South Africa

## DEPARTMENT OF EDUCATION KWAMHLANGA DISTRICT OFFICE

Our Ref:

Tel. No. (013) 9472060  
Fax No. (013) 9472755

Inquiries:

**J. J. MABENA**

**MR. J R SKHOSANA**  
**P.O. BOX 998**  
**SIYABUSWA**  
**0472**


**DEAR MR SKHOSANA**

**RE: PERMISSION TO CONDUCT EDUCATION RESEARCH M.Ed  
DEGREE**

- 1. The instance mentioned above bears reference.*
- 2. Permission is hereby granted to J.R. Skhosana a masters student at Vista University to conduct a research within KwaMhlanga District. He is allowed to interview Principals of schools, Deputy Principals and Heads of Departments where instances require. He may also use questionnaires to collate the required data.*
- 3. Mr Skhosasna's permission is restricted within KwaMhlanga District and not in the Mpumalanga Department of Education and Training as a whole.*

4. *The District is requesting that all the role players who will find themselves associated with the above student, afford him the anticipated co-operation and assistance.*
  
5. *We hope that you will find this an interesting, challenging and rewarding endeavour.*

*Yours faithfully*

  
.....  
DISTRICT HEAD  
Jjm01.09k

1998.10.09.....  
DATE

## THE NEED FOR PERSONNEL MANAGEMENT

### Explanatory notes and Questionnaire

#### 1 THE AIM OF THIS INVESTIGATION

The aim of this research project is endeavouring to determine whether personnel management will assist personnel in solving problems at different management levels in different situations.

#### 2 CO-OPERATIVE RESEARCH

This research project will be implemented in close liaison with both primary and secondary schools under the auspices of the Department of Education and Training in Umpumalanga.

#### 3 PARTICIPATION IN THE PROJECT

Your co-operation in completing this questionnaire is very important to the success of this project. Be honest to yourself in your replies and do not consult other people.

#### 4 CONFIDENTIALITY

The information you provide will be treated with strict confidentiality. You are, for instance, neither required to provide your name nor the name of your school in this questionnaire.

## 5 INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Read all the questions carefully before you respond. Where a number of possible answers is provided, select the answer you feel fits your situation best, then place a cross in the space or encircle the appropriate code.

### EXAMPLE:

QUESTION: AT PRESENT I AM ATTACHED TO ...

RESPONSE:

HIGH SCHOOL	1
SECONDARY SCHOOL	2
PRIMARY SCHOOL	3
JUNIOR PRIMARY	4

# QUESTIONNAIRE

## PERSONNEL MANAGEMENT

### PART I

### SECTION A

### 1 BIOGRAPHICAL DATA

	FOR OFFICE USE ONLY										
<p>1. RESPONDENT NUMBER</p>	<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> <tr> <td colspan="2" style="text-align: center;">01 - 02</td> </tr> </table>			01 - 02							
01 - 02											
<p>1.1 WHAT SEX ARE YOU?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">MALE</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>FEMALE</td> <td style="text-align: center;">2</td> </tr> </table>	MALE	1	FEMALE	2	<p>Q 01 <input style="width: 40px; height: 20px;" type="checkbox"/> 03</p>						
MALE	1										
FEMALE	2										
<p>1.2 WHAT IS YOUR AGE IN YEARS?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">18 - 28</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>29 - 35</td> <td style="text-align: center;">2</td> </tr> <tr> <td>36 - 48</td> <td style="text-align: center;">3</td> </tr> <tr> <td>49 - 55</td> <td style="text-align: center;">4</td> </tr> <tr> <td>56 +</td> <td style="text-align: center;">5</td> </tr> </table>	18 - 28	1	29 - 35	2	36 - 48	3	49 - 55	4	56 +	5	<p>Q 02 <input style="width: 40px; height: 20px;" type="checkbox"/> 04</p>
18 - 28	1										
29 - 35	2										
36 - 48	3										
49 - 55	4										
56 +	5										
<p>1.3 EXPERIENCE IN YEARS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Less than two years</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>3 years - 8 years</td> <td style="text-align: center;">2</td> </tr> <tr> <td>9 years - 16 years</td> <td style="text-align: center;">3</td> </tr> <tr> <td>17 + years</td> <td style="text-align: center;">4</td> </tr> </table>	Less than two years	1	3 years - 8 years	2	9 years - 16 years	3	17 + years	4	<p>Q 03 <input style="width: 40px; height: 20px;" type="checkbox"/> 05</p>		
Less than two years	1										
3 years - 8 years	2										
9 years - 16 years	3										
17 + years	4										

1.4 PROFESSIONAL QUALIFICATION

L.P.T.C.	1
P.T.C or H.P.T.C	2
J.S.T.C. or S.E.C.	3
S.E.D, S.T.D., P.T.D, DIP PAED	4
U.E.D., H.E.D or BA PAED	5
OTHER	6

Q 04  06

1.5 ACADEMIC QUALIFICATION

STD 6, 8, 10	1
BA degree. B.Sc., B. Com	2
BA (Hons), B. Ed.	3
MASTER'S degree(s)	4
OTHER	5

Q 05  07

2 DEMOGRAPHIC DATA

2.1 NUMBER OF MALE TEACHERS IN YOUR SCHOOL (PRINCIPAL INCLUDED)

1 - 5	1
6 - 10	2
11 - 15	3
16 - 24	4
25 +	5

Q 06  08

2.2 NUMBER OF FEMALE TEACHERS IN YOUR SCHOOL (PRINCIPAL INCLUDED)

1 - 8	1
9 - 15	2
16 - 20	3
21 - 28	4
29 +	5

Q 07  09

### 2.3 THE SIZE OF YOUR SCHOOL

Less than 100 pupils	1
101 - 280 pupils	2
281 - 550 pupils	3
551 - 750 pupils	4
751 + pupils	5

Q 08  10

### 3 GENERAL PERSONNEL MANAGEMENT

Decide which of the following possibilities regarding school management are applicable to the personnel management of your school. Please respond YES or NO.

3.1 (a) The personnel management structure of the school contributes effectively to the management of the school, for example, - principal, deputy principal, HOD's, senior teachers.

Q 09  11

(b) The personnel management structure of the school does not contribute effectively to the management of the school

Q 10  12

(c) The personnel management structure of the school has a slight influence on the management of the school

Q 11  13

3.2 Have you ever attended a course or lecture in educational management? Please select the appropriate level.

Third year Education	1
S.T.D, S.E.D.	2
H.E.D, U E D.	3
D.Ed., M.Ed.	4
D.Ed. in Education or M.A.	5
None of the above	6

Q 12  14  
 Q 13  15  
 Q 14  16  
 Q 15  17  
 Q 16  18  
 Q 17  19

3.6 Who is developing and training personnel at school level?

The Circuit manager	1
The Circuit manager and principal	2
Subject heads and the principal	3
Teachers develop themselves	4
Some of the above	5
None of the above	6

Q 37  39  
 Q 38  40  
 Q 39  41  
 Q 40  42  
 Q 41  43  
 Q 42  44

3.7 Select what is best for your situation.

To be efficient, an educational manager has to expand his span of control by reducing the staff accordingly	1
Encourage the staff members to participate in the discussion and to make suggestions where possible.	2
The span of control has significant implications for the organisation of the school.	3
If there are few teachers, the moral of the teachers improve because they are close to other teachers.	4

Q 43  45

3.8. Select what would receive your "Yes" response for the situation at your school

Are teachers at the school by re-deployment? <sup>affected</sup>	1
Will re-deployment bring about effective teaching at your school?	2
Is re-deployment causing a crisis at your school?	3
Are some teachers likely to leave teaching due to re-deployment?	4

Q 44  46

3.3 Which of the following do you regard as suitable to be involved when drawing up a school programme?

Principal / Deputy principal	1
Heads of department	2
Subject heads	3
Teachers	4
Pupils	5
All of the above	6

Q 18	<input type="checkbox"/>	20
Q 19	<input type="checkbox"/>	21
Q 20	<input type="checkbox"/>	22
Q 21	<input type="checkbox"/>	23
Q 22	<input type="checkbox"/>	24
Q 23	<input type="checkbox"/>	25

3.4 Who is involved in the election of the P.T.S.A.?

Principal, deputy principal, all parents	1
All teachers	2
All teachers and all parents	3
School governing body, pupils excluded	4
School governing body, pupils included	5
Some of the above	6
None of the above	7

Q 24	<input type="checkbox"/>	26
Q 25	<input type="checkbox"/>	27
Q 26	<input type="checkbox"/>	28
Q 27	<input type="checkbox"/>	29
Q 28	<input type="checkbox"/>	30
Q 29	<input type="checkbox"/>	31
Q 30	<input type="checkbox"/>	32

3.5 Who is responsible for interviews at the school and who are involved?

Principal / Deputy principal	1
Principal and all HOD's	2
Principal, Circuit officials	3
Governing body and Principal	4
School governing body and Circuit officials	5
Some of the above	6

Q 31	<input type="checkbox"/>	33
Q 32	<input type="checkbox"/>	34
Q 33	<input type="checkbox"/>	35
Q 34	<input type="checkbox"/>	36
Q 35	<input type="checkbox"/>	37
Q 36	<input type="checkbox"/>	38

3.9 Select what is most appropriate for your school.

Motivation is regarded as important at your school	1
Allocation takes into consideration teacher's interest and ability	2
Teachers are motivated to air their views when discussing matters affecting them directly or indirectly.	3
Pupils are motivated by all staff members acting as parents	4

Q 45

47

3.10 Select what best describes the situation at your school.

Discipline is seen as the responsibility of the head of the institution	1
Discipline is seen as the enemy of the pupils and staff members	2
A lack of discipline is the main cause of the failure rate at your school	3
When they are motivated, pupils and teachers do not need any discipline	4

Q 46

48

3.11 Matric results.  
Fill in the results as a percentage

Std 10 results Year	%
1997	

Q47

49