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**THE PREPARATION OF SCHOOL PRINCIPALS AS  
EDUCATIONAL LEADERS IN THE  
VRYBURG DISTRICT**

**BY**

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(SED.; HED.; B.A.; B. Ed.)**

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## DECLARATION

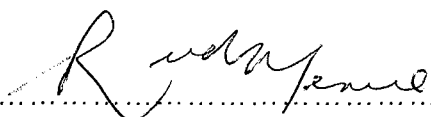
I sincerely and solemnly declare that this script, entitled THE PREPARATION OF SCHOOL PRINCIPALS AS EDUCATIONAL LEADERS IN THE VRYBURG DISTRICT has been compiled entirely through my own efforts under the supervision and professional guidance of the recognized study leader whose name and signature appear below.

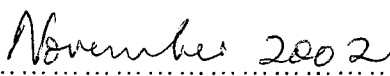
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# Chapter 1

## Introduction

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### 1.1 INTRODUCTION

The effective functioning of a school depends solely on the professional conduct of the school principal and the leadership and management roles he had acquired. There is a relationship that exists between the success of a school and the quality of the leadership that the principal as educational leader possesses. There is an urgent necessity for educational leaders to receive academic and professional training in educational management (van der Westhuizen 1994 : 2).

The school principal's task as educational leader used to be focussed mainly on teaching, it has now changed to a more management-directed task. By leading and giving guidance, the school principal as educational leader is bringing forth planning and organisation in motion and through that the school is being characterised by effective management.

The curriculum development, work-shopping educators on OBE and appraisal of educators, all demand from the head a quality of educational leadership. The educational leader must inspire, encourage and reassure every member of staff, from the deputy principal, head of department and to educator.

It is the educational leadership that sets the tone of the school, the climate of learning, the level of professionalism and morale of teachers and the degree of concern what learners may or may not become.

## 1.2 STATEMENT OF THE PROBLEM

The most touchy problem that the researcher experienced is the level of educational qualification that educational leaders such as principals had attained, post level occupied before appointment as principals, lack of capacity building workshops. Most of the principals of schools in the Vryburg district have average academic qualifications of M+1, M+2, M+3 and M+4. They have adequate and satisfactory teaching experience. These principals, as educational leaders at school level, did not climb the ladder of promotion from educator (post level 1) to head of department (post level 2) to deputy principal (post level 3) and then to the post of principal. They started from post level 1, straight to the post of principal. It is extremely necessary that a principal should go through all the necessary ranks before becoming a principal.

However, this is a problem that has been created by the Department of Education. A problem experienced by the North West Department of Education is that there are two types of principals, those principals who are effective and have received training and those who are ineffective and have no training, potential and abilities.

The ineffective principals are those who have been appointed prior to 1994 and were not orientated and inducted and most of them did not go the path of promotion ranks, that is, Head of Department to Deputy Principal and then to

principalship post. Effective principals are those who have been inducted and orientated before assuming duties of a principalship post. They have gone through the necessary ranks before becoming a principal. Due to the variation in the standard of educational leaders in the Vryburg district, the organising of courses for principals is sometimes successful. Courses which were organised by the Department of Education for principals was on education labour relations and certificates of competence were awarded.

The other empowering course was held for four weeks at Taung College of education. The course was sponsored by the Danish government and it included human resource management, conflict resolution, financial management, formulation of vision and mission statements and school governance.

The success of any educational institution depends on its educational leaders. The Department of Education especially, depends on its principals to achieve success in the schools. In modern society with its fast changing knowledge, technology, economic development, the need for good service and a higher quality of educational leaders is expected. Schools of thought about leadership and leadership development in general, as well as in education, developed gradually since the new government came into power.

"Leadership is one of the processes responsible for moving a school towards increased student achievement" (Steller 1983 : 57).

It is clear that the schools are regarded as the foundation and the education leaders of such learning institutions have a difficult and demanding task and the perplexing speed in which the world is changing does not make it easier. The educational leader must be thoroughly equipped with knowledge of latest schools of thought and research in education so that he can utilise and implement in order to fulfil his calling.

*"To plan, co-ordinate and to exercise control thoroughly, the principal must be up to date and needs to stay up to date. Continued professional development is indispensable for the principal if he accepts the challenges of his career wholeheartedly and if he wants to exercise leadership effectively." (Cawood 1973 : 111-112)*

It is the duty of the Ministry of Education to supply the necessary opportunities for the educational leaders to expand their potential and to adapt to changes.

Training is a continuous, coordinated process which cannot happen in isolation but is a cooperative process where the wholehearted cooperation of all participatory instances needed. The training of teachers is primarily the responsibility of the Department of Education and the initiative for the training of educational leaders therefore comes from the Department of Education (Heyns 1986 : 7).

The principal as educational leader must have a special type of leadership if he wants to have an effective school. Such leaders then possess skills to create a

school climate in which the vision and values are instilled in such a way to the staff and learners that they can experience it visibly and also to share in them.

Thus it is the duty of the Department of Education to provide the necessary training to all educational leaders. The Department of Education must think and come up with a plan to train its leaders so that a uniform standard of educational leadership in all schools can be maintained and in the process upgrading education in the whole North West Province. The following questions about the level of training educational leaders arise :

- Can newly appointed principals assume duties without orientation?
- Can in-service courses be done without any assessment of principals and as a result be irrelevant to the problems of the principal?
- Is anything done in helping principals to improve their behavioural patterns ?

Another question that arises is whether the addressing of the imbalances of the past could be the driving forces behind the training of educational leaders or will there be emphasis on the maintaining or improvement of standards?

(The Review Committee, Department of Education 1995 : 28).

The requirements of democratic institutional leadership make considerable demands upon school principals and their senior staff members. Many have developed considerable skill in a balanced exercise of leadership and authority in relation to assertive constituencies of educators, learners and parents.

In addition, there are the regular leadership processes of record-keeping, budgeting, financial control, staff selection and meetings procedures. In service programmes in such matters have become common in many contexts. What needs to be ensured is that those provided under the auspices of the new Departments of Education accord with the spirit of the new education policy and are effective.

It seems that the new education policy follows a more democratic approach when it comes to improving education leadership. There seems to be an awareness that training and in-service programmes for educational leaders is imperative in the new dispensation (Department of Education 1995:100).

### 1.3 AIMS OF THE STUDY

In an attempt to provide a solution to the problem stated above, the aim of this study is to supply an overview of educational and instructional leadership to determine to what extent the North West Department of Education supports the principals as educational leaders at school level in the entire province by focussing on the Vryburg district of education as it mostly consists of rural schools of former Bophuthatswana.

With regard to leadership potential of principals in the mentioned district, there is a need for training and the following aims are offered :

- To determine the level of training of principals in the Vryburg district of education.

- On the basis of analysis, to identify and to describe the most important leadership dimensions of principals which require the attention of the education department.

#### 1.4 DEFINITION OF CONCEPTS

- 1.4.1 School Principal : The head of the school, the link between the community, education department and educators. The link in the instructional system, the one whose responsibility is leadership and administration of the activities of the school, the one who carries ultimate responsibility of for the activities of the school, both primary and secondary schools.

According to Sergiovanni (1991 : 123), he ...

*“Ministers to the needs of the school and works to serve others so that they are better able to perform their responsibilities.”*

As educational leader he *“should make a difference in what happens to a school educationally, ..... the major task is to provide educational leadership to improve learning.”* (Drake and Roe 1986 : 151)

He/she is involved in leading and motivating staff so that quality teaching takes place. His/her duty to the learners is to create an environment in which learning takes place. A sound relationship should exist between the principal and the parents. A supportive home environment is essential with a modern education becoming more learner centered. The principal must create conditions for this. It is also necessary that the principal provides

opportunities for activities outside the formal school curriculum, that is to say, extra-mural activities in the form of sports and culture.

1.4.2 Educational Leadership. Is the process of influencing the educational activities of an individual or a group in efforts towards goal achievement in a given situation. Good leaders have to allow for a number of individual differences such as training and intellectual differences. What works for one person may not be the best method for another.

1.4.3 District. The circuits are clustered together and called a district. A District Manager is appointed by the Department of Education to lead and manage the district to ensure that circuit managers carry out their duties effectively. He/she gives educational support to all relevant stake holders. He/She implements the departmental policies such as admission policy; language policy, curriculum policy, etc.

## 1.5 FIELD OF STUDY.

The province of North West is divided into twelve districts of education namely Atamelang district, Brits district, Klerksdorp district Lichtenburg district, Mabopane district, Mafikeng district, Mothibistad district, Potchefstroom district, Rustenburg district, Temba district, Vryburg district and Zeerust district. The population for the purpose of this research will consist mainly of school principals as educational leaders at the school level in the Vryburg district of education.

The sample will consist of 30 school principals and no former Model C school as this district consists of  $\pm$  80% of former Bophuthatswana rural schools. An empirical investigation will be conducted on the level of training of the principals in this district only and how it can be used in determining the needs and shortcomings of principals as educational leaders at school level. (See Appendix A).

## 1.6 METHODS OF STUDY

Different research methods will be used in order to address the problem at hand.

### 1.6.1 Literature Study

A literature study on educational leadership, instructional leadership and some important dimensions in management which principals must possess will be employed.

### 1.6.2 Quantitative Research

A questionnaire based on the literature study will be compiled and directed to the principals of schools in the Vryburg district to be able to determine the level of training. The researcher will also be looking at some of the educational leadership dimensions principals of schools ought to possess.

Out of sixty schools the questionnaire will only be sent to thirty schools. Criteria that will be used will be as follows :

- Questionnaire will be only sent to township and village or rural schools.
- Thirty schools will be written alphabetically and the selection of the schools will be done by skipping schools falling under even numbers and only schools falling under odd numbers will be sent questionnaires. Example :

1. Boijane Secondary School.
2. Botshelo Primary School.
3. Gaseonane Primary School.
4. Jerry Mahura Secondary School.
5. Thagamoso Primary School.

Only schools numbered 1,3,5, etc, will receive the questionnaires and schools with even numbers 2,4,6, etc, will not be given questionnaires.

### 1.7 PROGRAMME OF STUDY

In accordance with the research objectives, the research was structured in the following manner :

In Chapter 1 the problem and scope of the study is set out and various definitions of terminology provided and the aim of the research laid down. The method of research employed and form of data collection are outlined and the rationale for the sample selection is explained.

Chapter 2 deals with the principal as a school leader and some important dimensions in leadership.

Chapter 3 covers the aspect of the principal as instructional leader within the educational leadership context.

Chapter 4 deals with empirical studies, that is, deals with the present levels of leadership abilities acquired by the principals through workshops in the Vryburg Education District of North West Province and their responses on the questionnaire.

In Chapter 5 findings and recommendations are made and the research is concluded

## **Chapter 2**

# **The Principal as a School Leader and Some Important Dimensions in Leadership**

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### 2.1 INTRODUCTION

A task analysis of relevant behaviour must be carried out to determine dimensions, features, characteristics, qualities, skills, abilities, knowledge or tasks which are necessary for managerial functions. Dimensions are the behaviour categories which define and describe what the work of a person demands (La Rue 1989 : 19).

A post analyses of the principal must be done to determine the behavioural dimensions of the work. Traditionally a wide range of techniques of work analysis are employed in post analysis, eg. Observation, interviews, control lists, profiles of activities, questionnaires, diaries, written material, training manuals (Britz 1984 : 203). The most important technique which is used in post analysis of managerial posts is interviews.

#### 2.1.1 AIM OF THIS CHAPTER.

The aim of this chapter is to give the researcher's overview of the organisational abilities, communication skills, problem solving skills, decision-making, administrative and leadership qualities of principals in the District. These are

some of the components that contribute towards making a principal an effective and efficient leader.

## 2.2 INTERVIEWS WITH INCUMBENTS

This technique is widely known because the present incumbents know what is best in the post, which difficult decisions must be taken and how the available time must be spent. Interviews with the present principals stretch from the absolute informal to the structured (Britz 1984 : 203).

It is important that the test sample of the present principals be big enough and must be representative. It is also recommended not to depend solely on the interviews with the present incumbents, but the incumbents must demonstrate their capabilities pertaining to management.

Leaders, for example asked to describe the contents of the leadership post and what determines good and bad performance which the post possesses. A good number of people are involved in the process and the discussion process is taking the form of a thinking scrum. It ensures that an acceptable profile of the target post is made. From the profile of the target post behavioural dimensions are identified and described (Britz 1984 : 304, Schreuder, du Toit, Roesch and Shah 1993 : 74-76). In analysing relevant behaviour a post analysis of the principal is essential. The correct type of technique must be employed in a post analysis of the principal.

### 2.3 BEHAVIOURAL DIMENSIONS NECESSARY FOR A PRINCIPAL

In the process of the development of the management profile of the principal one cannot just depend on the abovementioned techniques, but knowledge from literature study is important.

Britz (1984 : 124) says that from a quick look it may seem dimensions for the measuring of management ability are nothing more than the old characteristic approach. With dimensions is meant a whole bunch of the actions of behaviour which is specific observable and which is verifiable and which can be reliable logic combined Britz (1984 : 304). Dimensions can be described in terms of specific actions (behaviour) which the person must manifest to be able to perform his task.

After the behavioural dimensions are stipulated then the frequencies are noted against each frequency which is in the major subjects, as identified in the post descriptions. It is thus advisable to make a thorough post analysis of the principal as educational leader and then to use the information in the behavioural dimensions which will identify the effectiveness of the principal, Schreuder (1989 : 180).

Dimensions which are commonly employed are those which have to do with problem solving, planning and organisational ability, functioning under pressure, interpersonal sensitivity skills and oral communication ability (Britz 1984 : 304). McClearly and Ogawa (1989 : 107-108) divide the dimensions in sub groups, namely, administrative skills, interpersonal skills, communication and personal dimensions. In this study the behavioural dimensions of Schreuder (1993 : 103-

104) will be used. He classified certain dimensions under the following sub groups that will now be discussed in short.

### 2.3.1 Administrative Dimensions

Administration can also mean support. In Latin the word minister means "a servant" and administerium "a task or service". Administration can therefore also mean that which supports the execution of a task (van der Westhuizen 1994 : 36). For the purpose of the study the following administrative processes will be discussed.

#### 2.3.1.1 Problem Solving

Problem solving refers to the ability to gain information and analyse complicated information to determine the important elements of a problem situation. Krulik and Rudnik (1984 : 4) mention that problem solving emerges as a process. They say:

*"It (problem solving) is the means by which an individual uses previously acquired knowledge, skills and understanding to satisfy the demands of an unfamiliar situation".*

And, as a process, problem solving involves a set of skills which can and must be taught. The way to prevent a problem to grow out of proportion is to solve a problem in the initial stages so that the individual or organisation can move to the next situation with energy and creativity for meeting new challenges. The task of the principal concerning problem solving is summarised by Bloomberg and Greenfield (1980 : 23) in the following way :

*"The principal is an organiser of problem solving. The principal wants to help people learn how to solve the problems that confront them. The principal will not solve their problems for them, because when he does that, he treats them like children, not adults."*

Implicit in it is the notion of an unfinished task; a task, that in fact, will never be finished because learning adult behaviour is not a finite thing but an open-ended spiral of ability to confront and deal with human problems that become increasingly more complex. In broad terms there are five stages in the problem solving process. The basic stages are problem definition, search for alternatives, explore the consequences of alternatives, choosing among alternatives and implementing and evaluating the decision (Makaula et al 1993 : 148).

Problem solving remains a necessary dimension for the principal. Discretion ability is also of necessity for the principal which will now be discussed.

#### 2.3.1.2 Discretion Ability

It refers to the ability to make logical derivations and to use information to take high quality decisions. It also entails the ability to identify educational ends and to determine priorities and evaluate written communication critically (Schreuder 1993 : 103).

Principals who wish to be reasonably effective must set objectives which represent the outcomes that they want to achieve and the targets at which they are aiming (Gorton 1983 : 54). The function of objectives is to give an individual or group a

direction, purpose and reason for action. Objectives may be categorised as individual, group or programme.

The principal needs to ask two basic questions in establishing objectives –

“What should we be trying to accomplish?” and,

“Have we clearly defined what we want to accomplish?”.

The first question is designed to stimulate thinking about what the objectives of an individual, group or programme should be. The second question is intended to focus efforts on the precise specification of objectives for an individual, group, or programme. In essence, the manager, with the assistance of appropriate others associated with the school, should be trying to arrive at more appropriate and more sharply defined objectives which can be clearly communicated and can subsequently serve as standards against which progress or achievement will be measured (Gorton 1983 : 54-55).

Bush (1986 : 3) mentions that the principal is particularly well placed to promote his own objectives as the goals of the school. A typical objective in a primary or secondary school might focus on the acquisition by each learner of physical, social, intellectual and moral qualities and skills.

Although this objective is worthy, it has considerable limitations as a guide to decision making. Arguably, educational management has at its heart matters concerned with the purpose or aims of education.

Whether we are setting goals, planning how to achieve them, or coping with the issues which arise in organising and carrying out day-to-day activities, making things happen as we wish them (and preventing unwanted events!) depends on our ability to take and implement decisions (Everard and Morris 1990 : 47). To accomplish both the taking and implementing of decisions consistently well is no mean task. One might conclude that ingredients for such include self-discipline, perception, creativity, dynamism and considerable skill in handling both individuals and groups.

### 2.3.1.3 Organisational Ability

It refers to the ability to plan, to schedule daily activities, to supervise the work of sub-ordinates, to use resources optimally and the ability to handle a lot of paper work which takes a lot of time (Schreuder 1993 : 103).

Formal organisation usually attempts to show the positions within the school, functional units, channels of communication and lines of authority. Informal organisation refers to the personal and social relationships that are not required or set up by formal organisation (Fox and Schwartz 1979 : 36-38). Formal organisation puts emphasis upon structure. Informal organisation concerns itself with the intra-personal relations operating within the structure. Van der Westhuizen (1994 : 449) mentions that in planning administrative affairs, efficiency impels on the following three aspects :

- The overall purpose and particular objectives of the organisation. Aims and objectives focus the attention and determine the activities to be carried out to make this a reality.

- The primary purpose of the administrative function namely, to store data and make information available.
- The secondary objectives of the administrative function are focused on functional effectiveness. The question remains whether or not the existing procedures, methods and technological aids are sufficient and suitable. Updating is essential for the sake of effectiveness.

The planning of administrative affairs can be either in the short or long term. Long term planning is focused on aspects such as the location of administrative sections – the central nervous system of the organisation needs a fairly quiet environment. In this way unnecessary disturbances may be avoided and concentration improved. As the centre and modal point of various interest, it should be easy to reach and easily accessible to all concerned (van der Westhuizen 1994 : 449).

Short term planning is directed at planning the short term activities of the administrative section. This involves planning activities on a daily, weekly and monthly basis. Planning of this kind should be carried out bearing in mind its primary purpose within the framework of long term planning and policy. In this regard it is important to see policy as a mechanism for use by management to direct activities and achieve aims (van der Westhuizen 1994 : 450).

Organisation is that management task which arranges the activities and resources so that they are purposefully directed towards achieving the goals. Activities which are identified in the planning process should be specified in tasks which

have to be carried out. Tasks, duties, responsibilities and the authority required are identified and allocated to staff. The mutual relationships between the people involved with the administrative activities should be determined in order to ensure collaboration. It is of particular importance when administrative work takes place in different sections (van der Westhuizen 1994 : 452).

A school requires an organisation design which provides a framework for the activity through which it seeks to achieve its intentions. Organisation structures can be visible dimensions of the organisation which emerges from rational planning processes (Makaula et al 1993 : 116). The design process is about the deliberate patterning, structuring and putting together of parts to achieve organisational activities and intentions. It would seem a sound principle that those who have to implement plans should have a role in devising them. Participation builds commitment.

The school manager engages in the process of coordination when he attempts to relate people, tasks, resources and/or time schedules in such a way that they are mutually supplementary. A potential need for co-ordination exists whenever two or more people, activities, resources and/or time schedules operate in conjunction with one another. The need for coordination is particularly evident when personnel with different specialisations work towards the same or similar objectives. The process of coordinating should occur, not only during the planning process, but may also be needed when a plan or decision is being implemented (Gorton 1983 : 57).

Organisational ability is also an essential skill to be employed in the smooth running of the administration of the school. This skill, coupled with decisiveness enhances the probabilities of administration of the school.

#### 2.3.1.4 Decisiveness

It refers to the ability to realise when to make a decision, to take firm resolution without any doubts and to accept full responsibility for the decisions taken (Schreuder 1993 : 104).

According to Fox and Schwartz (1979 : 93) there are three fundamental administrative skills involved in the process of decision-making :

- Setting practical goals.
- Identifying the problem and finding the facts.
- Deciding and acting.

Principals ought to evaluate their decision-making skills regularly. Decisions principals ought to take cannot be unthinking routine types of decisions.

It is accepted that human behaviour is always purposeful. For this reason making decisions is important, especially as decisions should be coordinated to achieve a particular objective. Emphasis should be placed on the rational aspects of human behaviour and in this sense, effective management also implies rational decision making within the organisation. Workers are not capable of complex decision making and the extent of each one's decision should be limited by the decisions of

top management, which are equivalent to organisational decisions (van der Westhuizen 1994 : 75).

The road to hell is paved with good intentions, and the road to management and organisation is paved with decisions that have not been implemented or, worse still, that have been implemented half-heartedly (Everard and Morris 1990 : 51). There are managers who are sufficiently foolish or immodest to believe that whatever they have decided will automatically be done. The wise head knows better. Failure not to take decisions and not to implement them or "management by default", often has the same effect as a decision and is often worse than any considered alternative. The risk of not deciding is often the greatest of all risks to the organisation (Everard and Morris 1990 : 48).

The following steps are usually involved in making a rational decision (Robbins 1980 : 65-67; De Wet 1981 : 51; Marx 1981 : 132-135; Hoy and Miskel 1987 : 269) :

Step 1 : Determine and formulate the problem. If the actual problem is not clear, deciding about it and solving it are also difficult. It is important to distinguish between the problem and various symptoms and in this way to reach the cause.

Step 2 : Investigate the problem and determine which factors are related to it. Get as much information as possible. For this, information systems may be used and suitably informed people may be consulted. Facts

should be analysed and it should be established how the facts may influence the achievement of aims. The following can influence the making of decisions – problems, aims, people and causes.

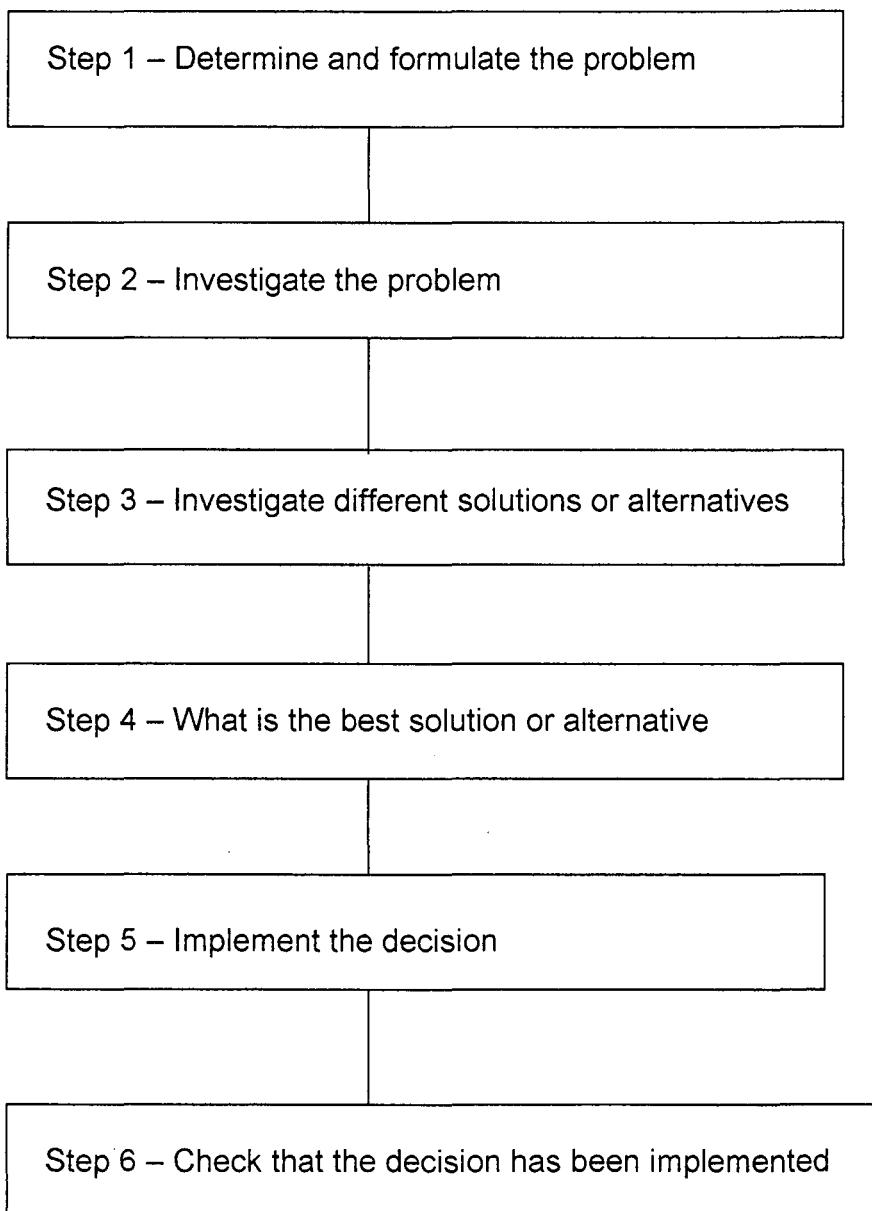
Step 3 : Identify different solutions or alternatives. Other possible solutions or alternatives should be sought. In this instance one should act creatively and innovatively to find new solutions and not simply fall back on previous, similar solutions. Some of the alternatives may be applicable and usable while others are not.

Step 4 : What is the best solution or alternative? It should be determined which solution is the most suitable to achieve the goals most effectively. In addition, it should be remembered that the best alternative theoretically is not always the most advantages or satisfying for everyone.

Step 5 : Implement the decision. Until now only preparatory work has been done for implementing the decision, in other words, the planning process for making decisions has been dealt with. Now some organisation is required with which to implement the decision, and the necessary guidance should be available to execute the decision. For effective implementation of a decision, it is necessary to inform all those likely to be affected by the decision.

Step 6 : Check that the decision has been implemented. After the decision has been organised and the necessary guidance provided, a system of control determined whether the decision has been implemented. Control is necessary in this instance and is the final management task. It should be ascertained whether the purpose of making the decision has been achieved and whether planning was successful.

These steps can be summarised as follows :



## 2.4 COMMUNICATION

### 2.4.1 Verbal Communication

It refers to the ability to convey facts clearly and plainly (van der Westhuizen 1994 : 205). Van Schoor (1977 : 13) describes communication as the mutual exchange of ideas and interpretation of messages. He adds that this mutual exchange of ideas and interpretation of messages are not only the basis of all forms of communication, but are also at the root of man's existence. Communication is a way of life, an ontological concept of being.

Research indicates that only 35% of the meaning of the message is conveyed by the spoken word. The rest of the meaning is conveyed by non-verbal means such as facial expression and body posture. The principal should thus be aware that body posture, facial expressions, physical appearance and personal space often "say much more" than the words themselves (Fowler 1990 : 140).

It would appear that the following non-verbal communication skills play an important role in the communication process, namely :

- Frequency and length of eye contact.
- The ability to communicate without the use of notes.
- An attitude of preparedness.
- Gesture and expressions which reinforce the spoken word.
- Facial expression which conveys satisfaction, uncertainty, surprise and anger at appropriate times (Fowler 1990 : 141).

It may also be necessary to be expressionless especially during critical phases of negotiation.

A person understands others by listening to them. Most people can increase their communication skills by "closing their mouths and opening their ears" as this will enable them to listen constructively.

According to Fowler (1990 : 142) an effective principal is the one who :

- Concentrates on listening to the messages.
- Acquires information by the regular use of questions.
- Ensures that his/her point of view is clearly heard and understood correctly.

A good listener is the one who shows empathy by placing himself in the other person's shoes whilst avoiding judgement and evaluation until the other person has completed his message. According to Rogers and Roethlisberger (1991 : 108) the greatest barrier to effective communication is the tendency to evaluate what another person is saying and therefore to misunderstand or not to really hear.

Rogers and Roethlisberger (1991 : 108) also mention that one could distinguish the following phases in the listening process, namely :

- A positive disposition and a willingness to "hear" what is being said is imperative. Listen for ideas, implications, feelings as well as facts.
- Interpret the message and avoid hurried or hasty conclusions.

- Now evaluate what was said.
- The last phase involves the reaction by means of body language, a remark or a question asking for greater clarity.

It would be wise to regularly ask the following questions when listening to another person :

- Did you give the speaker your undivided attention?
- Did you think about your reply before listening to everything the speaker had to say?
- Did you listen for details rather than listening for the entire message?
- Did you evaluate whether the speaker was right or wrong before you fully understood?

It would appear that verbal and non-verbal communication are an essential part of communication. Written communication also requires considerable skill in making communication more effective.

#### 2.4.2 Written Communication

According to van der Westhuizen (1994 : 434), written communication refers to the ability to convey ideas clearly by making use of the written word and in this way communicate with a wide range of people and institutions. The most important means of the written word available to the school principal are listed below :

- Letters (personal letters, circulars, newsletters, memoranda, etc.)
- Guides (personal guides, pupil guides, etc.)
- Reports (annual reports, sport reports, progress reports, etc.)

- Brochures and pamphlets.
- Complementary notes.
- Newspapers and journals (school, local, annual journals, etc.)
- Notices (by hand, by post or exhibited)
- Complaint boxes.
- Reports.

If it can thus be seen that the written word is an important medium used by the principal for conveying information to the school community. Written matter should be carefully prepared as neat pieces have a far greater impact than untidy pieces of work. In this connection Koontz, O' Donnel and Weirich (1984 : 689) give the following advice :

- Keep language clear and avoid high-sounding words.
- Try to keep a logical train of thought and use short sentences and paragraphs.
- Make use of examples and illustrations to clarify the message.
- Use the first person as far as possible.
- Avoid unnecessary words, particularly adjectives.

Circulars and other written pieces given to learners for their parents and others, are often mislaid or not read due to untidiness. Important pieces should, as far as possible, be posted (Gorton 1983 : 471).

A few advantages of the written word for the purpose of communication may be summed up as follows (Koontz et al 1984 : 696) :

- Complete data can be given.
- A record is provided for later reference.
- The message or information can be prepared beforehand.
- A large target group can be reached even those who did not attend the meetings or school functions.
- The written word is able to contribute towards providing consistent insight into the policy for subordinates.
- Costs and time are saved.
- The recipient is able to read the document carefully and with attention and understand the message better.

The important disadvantage of using the written word for purposes of communication are the following (Koontz et al) :

- It may give rise to a so-called "paper war" if it is uncontrolled and used injudiciously.

## 2.5 **CONCLUSION**

The researcher feels that it is the principal's responsibility to take the school the maximum heights. The principal must display his/her leadership potential, but this will only be possible if the Department of Education appoints principals with the relevant educational qualifications and experience. It is strongly advisable that candidates for the principal's post be shortlisted and interviewed by an independent panel ensuring fairness and transparency.

The following chapter will detail the principal as an instructional leader because the principal is also responsible to see to it that the educators carry out teaching. Educators should educate and learners should learn. The principal is an academic leader within the learning institution. He/she has to show this by offering at least one learning area in one of the grades. This will set a good example to all the staff members of the school.

## **Chapter 3**

### **The Principal as Instructional Leader**

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#### **3.1 INTRODUCTION**

Schooling is about teaching and learning and in an effective school there is strong educational leadership ensuring that the necessary support, resources and facilities are available for this to take place. *"The task of the instructional leader is the improvement of curriculum and teaching .... and to lead faculty in making decisions about the learning that is to go on in the school"* (Mazzarella 1976 :1). To provide this supportive environment the principal needs to plan carefully, allocating human and material resources as effectively as possible. This chapter is focussed only on instructional leadership that the principal needs to undertake. This includes the supervision and evaluation of instruction, development of staff and classroom management to enhance teaching methodologies and to create a better understanding of learners and their learning.

#### **3.2 THE NATURE OF INSTRUCTIONAL LEADERSHIP**

Instructional leadership is about guiding, teaching and learning so that it can happen effectively. It is a three-fold process involving the pupil and the teacher and the support structures needed to maintain and service classroom instruction. It is about providing direction, resources and support to teachers and pupils for the improvement of teaching and learning in the school.

Wiles (1967 : 117) defines the role of instructional leadership as .... *the supervision of all the activities leading to the improvement of instruction, activities related to morale, improving human relations, in-service education and curriculum development.*" Keefe and Jenkins (1991 : 207) defines it as ".....*providing direction, resources and support to teachers and students for the improvement of teaching and learning in the school*". For Rossouw (1990 : 42) it involves ".... *manipulating the technical variables (class size, schedules, staff assignments) that can even include alterations I the scope and sequence of the curriculum or the distribution of instructional materials.*"

With this in mind the writer espouses the philosophy that effective teaching and learning should be the prime goal of any school. This is supported by research as follows : *"The most important obligation (of schooling) is to build a structure of relationships within schools so that all children can learn"* (Smith and Andrews 1989 : vii).

Drake and Roe (1986 : vi) contend that "..... *instruction of the students and learning by the students is the supreme reason for the school's existence*", while Smith and Andrews (1989 : 4) state that "..... *the core technology of schooling is teaching and learning.*" The writer supports these views in that, as and instructional leader, he has made a professional commitment to improving the quality of teaching and learning. All the school's resources, physical and human, need to be marshalled for this purpose and this is the duty of the instructional leader. Nothing does more for effective teaching and learning than having an

infrastructure in place that sees to the provision of resources, motivates and supervises staff, and takes responsibility for the academic achievement of pupils.

This chapter will review the role of the principal as instructional leader using the following broad groupings :

- Instructional resource.
- Resource Provider.
- Communicator.
- Visible Presence.
- Supervisor, and
- Staff Developer.

### 3.3 INSTRUCTIONAL RESOURCE

#### 3.3.1 INTRODUCTION

An effective principal will know the latest trends in the (school) curriculum, new approaches to organization and the latest trends in instructional media and methodology. Investing time in reading, attending courses and developing new skills is " ..... *a long-term investment ensuring against professional obsolescence*" (Keefe and Jenkins 1991 : vii).

By attending educational courses and continuing his studies the principal demonstrates to the staff his commitment to the promotion of academic excellence in the school. By adding to his store of knowledge he enhances and promotes his integrity as an instructional leader. The improvement of teaching and learning is a life-long process which requires purposeful personal involvement and interaction with people and needs to be both proactive and creative. The writer's philosophy

of instructional leadership is that one should "make things happen" instead of being merely reactive.

Curriculum issues are of vital importance and instructional leadership ensures that a quality programme is provided on an ongoing basis. Glatthorn (1990 : 18) maintains that a quality programme provides " ..... *clear goals, quality curriculum guides for each field of study, a goal-orientated programme of studies ..... these outcomes are achieved through long-term planning, shared decision making and ongoing staff development.*"

### 3.3.2 Instructional Leader's Task

The instructional leader's task is one which encompasses many issues and the role must be distinguished from that of the subject head whose role is narrower and more specific, dealing with the didactics of one, or at the most, two particular subjects. The instructional leader must, of necessity, be an expert in his own subject and have proven excellence in teaching. It is essential that the instructional leader teach some classes. Just how many will depend on the staff allocation at any particular school and the number of free periods allocated to the principal for general administrative purposes. Currently in the North West Province, staff-pupil ratios are set at approximately 1 : 40 and this means that principals are also teaching. For example, the researcher has taught 20 out of a possible 50 periods of the school's time-table for the past ten years. This relatively heavy teaching load, far from being disadvantageous, sets the tone for the principal to become a practicing, hands-on role model for the staff and pupils. The principal is perceived as practicing what he preaches, that is to say, actively

teaching and working at the "coal face". The image projected to the staff is a good one and, as mentioned earlier, professional integrity is the foundation on which relationships are built. He is identified as an educator, a practitioner of his art, and this creates an ethos of acceptance which makes him more approachable than might otherwise be the case. In other words, he is a role model !

Most of the researcher's daily instructional interaction occurs on a very informal basis – in the classroom just before or after a period, or while walking along the corridors.

Since the instructional leader is constantly engaged in the improvement of classroom equipment and facilities in order to enhance learning, he should be available to the staff on a daily basis and easily contactable if need be, thereby becoming a human resource who provides advice and guidance if required. Class visits and the supervision of teachers form an integral part of being an instructional resource and will be discussed later in this chapter. Class visits and follow-up discussions promote better teaching and better learning. *"An ongoing conversation about students' learning and teachers' teaching methods focuses on the vision of the school"* (Smith and Andrews 1989 : 43).

Constant feedback is necessary after class visits since this leads to improved instruction and positive reinforcement. Contact can be achieved during informal lunch and tea breaks or during a scheduled formal meeting. The principal can be sought out by educators who have instructional problems or who wish to discuss new ideas. Two areas in which educators need constant help and guidance are

those of computer usage and the teaching of larger classes. Instructional leaders must stay abreast of new developments in materials and techniques for the improvement of instruction. There is a certain responsibility to review educational literature and thereby gain new insight into understanding how children learn. Leaders therefore need to be knowledgeable about teaching as well as competent in the classroom. Detailed knowledge of each subject is not necessary since good teaching techniques cover all subjects.

As an instructional resource the principal must demonstrate the ability to evaluate and reinforce appropriate and effective instructional strategies. To this end the staff need to be guided and supervised into providing quality instruction.

National reforms and greater focus on improving schools have brought school administrators under closer scrutiny and their performance is being more closely measured than ever before. Researchers studied the evaluation of principals and found the following results :

- Principal evaluation is more primitive than educator evaluation.
- Many principals are neither supervised nor evaluated on a regular basis.

The research has demonstrated convincingly that effective schools begin with effective principals. The principal is the pivotal figure in a school – the one who most affects the quality of educator performance and student achievement. (Witter and Earlandson 1990 : 49). It has been a call in modern schools to replace the bureaucratic leader with the humanistic leader. This is based upon the

prevailing assumption that leaders in educational settings, because they deal with young and impressionable children, should be more humanistic in their leadership activities. Additionally, moves are made to identify humanistic educators and place them in leadership roles (Spencer 1991 : 42). Educators' willingness to participate in school decision making is influenced primarily by their relationship with their principals. Educators appear more willing to participate in all areas of decision making if they perceive their relationship with their principals as open, collaborative, facilitative and supportive. They are less willing to participate in any decision making if they characterize their relationship with the principal as closed, exclusionary and controlling. They described a good principal in these terms :

### 3.3.3 Description of a good Principal

- Has a good education and is able to solve problems.
- Is very experienced as a educator.
- Is able to understand children – what they can do at different ages.
- Is easy going but firm.
- Knows how to look after the buildings and create a nice environment and a safe place for children.
- Knows how to take responsibility for things happening in the school and does not blame others.
- Is able to make children, adults and the community feel confident about the things they do in school.
- Provides a good example in their behaviour (by not smoking or drinking in school).
- Is not racist and makes others see that the colour of their skin does not matter.
- Keeps in touch with the local community and keeping them informed of what is happening in the school.
- Treats children equally.

- Gives everyone the same advantages (MacBeath, 1998 : 147-148).

The researcher is of the opinion that the principal should possess all the above qualities. The principal must be the servant of the learners, educators, parents, the Department of Education and the community. The principal should be devoted in his leadership tasks.

### 3.4 RESOURCE PROVIDER

The principal makes the necessary resources available for quality education. To achieve this end, the following must be available :

- buildings – classrooms, fixtures and fittings, blackboards;
- materials appropriate for effective teaching, for example technological support, computers, televisions, video recorders, overhead projectors, tables rather than desks, and
- adequate space – flat areas, etcetera.

Beyond the scope of this script are other tasks that need to be done to effectively enhance instructional leadership but which are usually the concern of the principal such as budgeting, personnel management and occasionally discipline.

The instructional leader needs to analyse the conditions in the didactic situation that need resource provision. It is necessary to have a clear understanding of educator and learner needs to be able to provide and allocate usually costly resources that will assist quality teaching and learning.

The researcher argues that one of the most important tasks of the principal is to provide a sufficient supply of materials and machines housed and organized in accessible areas. The maintenance and updating of all equipment is important. All technical equipment (video recorders/televisions, computers and related hardware and software, typewriters, sewing machines, printing/photocopy machines, etcetera) need to be serviced and usage adequately supervised. There is nothing more frustrating or time consuming than trying to operate a machine at a crucial time and finding it out of order. To enhance educator effectiveness equipment needs to be in good working order at all times. The principal, as the resource provider, would usually delegate part of this task to staff or other competent persons but nevertheless would be ultimately responsible in this regard. He has to build sufficient time into his day to attend to such matters and to see that they are completed satisfactorily. It goes without saying, therefore, that one of the necessary qualities of any instructional leader is that he is a "doer". He must have the ability to get the job done and the commitment to do it quickly and efficiently. He also needs to ensure that all resources are utilised with the goals of the school in mind. This requires a strong sense of insight in order to visualise the global needs of the school.

In summary then, *"Effective (instructional leaders) view resource provision in terms of maximizing instructional effectiveness and student achievement. They view resource provision as much more than money or supplies – as encouragement of human resources that help the school and students achieve success"* (Smith and Andrews, 1989 : 11). Provision of resources is thus of vital importance to teaching and learning. It is not simply the provision, maintenance and repair of teaching

materials – it is an attitude and a commitment made to staff and pupils to provide the materials needed to teach and learn – be it pencils or computers.

### 3.5 EFFECTIVE COMMUNICATOR

Effective communication is an essential prerequisite for any principal and he should be able to clearly state the instructional goals of the school. Educators and learners must have a clear understanding of what is required of them. It has been shown that effective communication develops around a sound working relationship between staff through verbal and written messages. (Smith and Andrews 1989 : 45). Although the principal is usually the chairperson at formal staff meetings, many subject meetings are run by him. At such meetings policies can be outlined, questions answered and support gained through meaningful interaction. It is essential for these meetings to be well organized and controlled and for written statements of decisions, policy and procedures to be available. In these meetings resources can be made available, classroom problems discussed and new developments in the specific subject or curriculum considered. It would, however, not be the time or place for class visit feedback. A request for staff development courses could be raised and the details thereof discussed.

The instructional leader must therefore develop a healthy and trusting relationship with the staff. To do this he must deliver what he promises, be objective about his judgments and fair in all matters. This is achieved through effective communication which must be a two-way affair, that is to say, up and down the ladder. The principal must guard against a one-way only line of communication between the principal and staff. Effective relationships are achieved through

conival advice to staff and learners after listening carefully and considering the issues.

### 3.6 VISIBLE PRESENCE

Educators feel secure if they are visited in their classrooms at regular intervals, by the principal "*..... educators perceive their principal to be a visible presence if he/she makes frequent observations, is accessible to discuss matters dealing with instruction, is regularly seen in and about the building and actively participates in staff development activities*" (Smith and Andrews 1989 : 19).

Co-operation with staff is essential to the goals of instructional leadership and this can be achieved if the instructional leader develops a collegial relationship and is visible and available at all times. Contact can be made in the classroom, corridors and staff room or on the playing fields, during tea/lunch breaks, before or after school and even after hours. The opportunity for informal contact between the principal and staff or learners is increased and can lead to spur-of-the-moment discussions which can prove valuable for gaining information, reinforcing the vision of the school as an ongoing exercise, or merely cementing relationships. Many staff and learners prefer to avoid formal in-the-office discussion and rather seek the open and relaxed atmosphere of informal contact. The principal can achieve this by giving the impression that he is easily approachable, either for advice or purely for general conversation. Through frequent unscheduled contacts there can be much two-way exchange of information or suggestions. It has been discovered that, particularly with learners, much can be achieved during informal, unscheduled meetings. Walking among, and chatting to learners in this way goes

a long way towards creating a trusting and respectful working relationship and inspiring confidence in both staff and learners. The positive climate that can be created may lead to a reduction in the need for classroom visits, which would thereby become completely non-threatening, leading to more effective educator evaluation and better quality teaching and learning.

The high visibility of the principal can lead to improved staff motivation because the informal contact should bring about increased awareness of what is going on in the classroom and thereby lead to positive reinforcement. The principal must ensure that this "informal walkabout" and high visibility is purposeful and productive. Simply being in the classrooms and corridors will not necessarily improve teaching and learning. However, being in the classroom will provide an opportunity to :

- assess the effectiveness of the educator;
- diagnose problems, and
- praise good teaching practices.

During this visit the principal can usually quickly assess the quality use of the resources in the classroom.

As instructional leader the principal must have a vision of academic excellence and inspire educators and learners to strive towards similar goals. High visibility will communicate these values and this vision. Values are seen in actions which show that one lives them from day to day. This provides living data which

educators and learners need for strength and support. By being visible a principal can also gain first-hand information on the state of resources and buildings. Increased visibility also means increased accessibility.

Frase and Hetzel (1990 : 157) sums up these ideas on visibility as follows " ..... *it is an opportunity to model desired behaviour and reinforce people to do things right. .... it is leadership that creates opportunity by searching out needs and creating alternatives rather than waiting for problems and hoping for solutions.*" In outline then, the instructional leader is one who is seen by the staff as :

- providing resources and materials to ensure that academic goals can be achieved,
- having the necessary knowledge and skill in curriculum and instructional matters so that educator interaction leads to improved instruction, and
- having the necessary communication skills in large and small group situations.

### 3.7 THE SUPERVISION AND EVALUATION OF INSTRUCTION

The instructional leader needs to build up a sound foundation of knowledge which will form the base on which he builds respect and integrity so that he can effectively supervise all of the activities that pertain to instruction in the school.

Stones (1984 : 1) maintains that *"the supervision of instruction is an active process on the part of the supervisor, directing and overseeing, focusing on teaching rather than teachers."* This supervision must be carried out for all staff as an integral part of instructional leadership, especially for the beginner teacher who will need a great deal of guidance and counseling during the first year. More experienced

educators need feed-back from class visits as a diagnostic tool to address areas which need improvement or simply to reinforce their competence.

Glatthorn, (1990 : 15) describes supervisory leadership in the school as " ..... *the active and professional implementation of district policies and procedures .... there is a systematic allocation of functions to ensure that all staff are getting the support they need.*" Theron and Bothma, (1990 : 128) states "*The aim of evaluation in this sense is to help the teacher improve his instruction.*" The purpose of supervision is to assist educators to do their job effectively. Helping educators to do their best is the job of any instructional leader and he must use general supervisory techniques that are perceived as a comprehensive set of activities which will help to improve instruction and provide useful feedback about teaching. Glatthorn, (1990 : 85) maintains that there are four areas of supervisory leadership that need to be provided :

- staff development,
- individual development,
- informal observations, and
- educator evaluation.

Individual development provides processes that help and encourage individual educators to improve their professionalism. Informal observations are casual encounters that serve to reinforce collegiality or to give advice. The processes of educator evaluation are provided to assess the quality and effectiveness of a educator's performance. Basset, Crane and Walker, (1967 : 64) maintain that

*"The prime purpose of staff evaluation is the improvement of the education situation ... it implies the setting up of standards or criteria."*

All staff at a school should be evaluated. The programme will vary from school to school, but whichever system is used, better instruction will be achieved in the end. Evaluation is a sensitive area of staff development and in South Africa during 1993 there was a shift towards a collaborative approach – each member of staff being evaluated by at least two senior staff members – one of these generally being the deputy principal. Supervision of staff should not be perceived as threatening or sinister, rather it must be open and transparent. The term "supervision" is a better one to use than "evaluation" since Findlay (in Theron and Bothma 1990, : 128) makes the distinction between the two as follows :  
*"Evaluation implies that the teacher and evaluator are on opposite sides. Supervision must be co-operative effort to be effective."*

As a principal you could not run supervision without a complete structure of delegation. Responsibility is delegated to the staff to cover different areas, aspects and activities of learning but also to be in particular places with their classes at particular times, such as in the hall for assembly or for physical education. Delegation is an integral and unavoidable part of the process of organizing and running a school (Barry and Tyre 1972 : 99).

In addition to the supervision and guidance of individual educators, the principal must, of necessity, supervise the overall activities of the subject heads within the school. Although he cannot be *au fait* with the content matter of all subjects, there

are nevertheless universal concepts that will apply and it is his duty to see that policy is instructionally sound and acceptable to staff and learners. Issues that fall into this category of supervision would be :

- scheme of work for the term and the year;
- policy of continuous assessment – in other words, allocation of marks and scheduling of tests, setting deadlines and composition of projects or portfolios;
- examination procedures;
- use of resource material, and
- overall control of the subject files which contain the subject policy.

This information would be discussed with the heads of the various subjects who would then disseminate the information to staff through the usual channels of subject meetings.

Another area of instructional leadership that requires the full attention of the principal is the guidance of beginner teachers. Any beginner teacher is given full and immediate responsibilities, in the classroom and extramurally. Even sound tertiary training cannot prevent the new teacher from making mistakes and it is the duty of the principal, as instructional leader to guide the new teacher.

### 3.8 SUPERVISION OF THE BEGINNER TEACHER

The beginner teacher will have many problems including :

- large classes with perhaps less gifted learners. These classes need special treatment with regard to teaching styles and disciplines. Careful planning is

required and the principal needs to spend a lot of time in the early stages of a new educator's career.

- instructional problems; the learning material is not always familiar;
- problems with evaluation, which is nowadays mainly continuous evaluation, and
- disciplinary problems arising as a result of ineffective teaching methods and poor planning.

The principal has a moral and an educational obligation to counsel and guide the new teacher to the best of his ability. Theron and Bothma (1990 : 116) maintain :  
*"What it boils down to is that the guardian teacher supports and guides the beginner to such a degree that mistakes are eliminated and the pupils are not negatively affected."*

The principal must establish a relationship that supports and motivates the beginner teacher to do his or her best.

### 3.9 STAFF DEVELOPMENT

Principals as professional developers means helping educators to develop their teaching skills and classroom management and to create a better understanding of the learners and their learning. Development programmes are essential to the success of any school and it is the task of the instructional leader to initiate and implement programmes that will enhance professionalism. Professional development comprises an awareness of new teaching techniques and a thorough knowledge of how to increase skills in the application of these techniques. It can

be implemented either as a diagnostic to correct professional shortcomings or as an aid to create opportunities for development. The latter approach is more appropriate for increasing educator motivation and skill. Schreuder et al, show from research that *"..... teachers prefer to develop from this perspective ..... it offers them the opportunity to plan their own development and to achieve greater self-fulfillment in their careers."* Motivation is a difficult concept and is not something done by a leader to someone; it *"arises from a matching of all the demands of the situation"* Reddin (1970 : 160). Glatthorn (1990 : 110) describes it as *"..... an internal set of drives the lead an individual to initiate and continue voluntary action in order to achieve personal goals."*

The principal, as instructional leader, has an obligation to initiate and promote staff development programmes. Rogus and Wildenhaus (1991 : 133) maintain that it is *"..... a commitment to enable or empower others to take increasing responsibility for their professional growth; it is also a broad series of activities pursued by school staff to enhance their effectiveness."*

In an informal way the principal will use any day-to-day interaction with staff to promote the ethos of professionalism, and in a more formal way, will innovate and design structured programmes to promote group development.

The researcher notes with interest that Rogus and Wildenhaus (1991:134) argue that informal contacts between the principal and staff are vital since educator self-image is shaped by these interactions. A sensitive deputy will use these contacts to treat staff as colleagues and professionals rather than as people to whom

orders are given. The positive atmosphere that should be created will give the formal, planned programmes more of a chance to work since staff commitment to such programmes is essential to their effectiveness.

Although it is beyond the scope of this script to discuss the details and structure of staff development programmes, the researcher feels that it is necessary to provide the following practical activities which can act as guidelines when designing staff development programmes :

INDIVIDUAL	SCHOOL IMPROVEMENT
Personal growth planning	Curriculum development
Conference participation	Peer supervision
Informal discussions with instructional leader / other staff	Collegial support groups
In-service courses	

Cawood and Gibbon (1985 : 113) proposes the following methods to help the principal to enhance the professional development of teachers :

- make the teacher feel part of a group;
- let the teach know that what he does is important;
- involve staff in planning and decision making – employ democratic leadership in this instance;
- recognize each teacher's input at staff meetings;
- have a structured instructional programme in place;
- establish an effective system for subject meetings;
- recognise group and individual achievements on the part of staff;

- encourage participation at conferences and courses;
- provide a source of professional and educational literature, and
- encourage teachers to further their professional qualifications.

Blair, Jones and Simpson (1969 : 587) note that : *"The teacher's professional growth, or lack of it, will be reflected in his methods, in his willingness to change, in his working relationship with children, and in his overall efficiency as a teacher."* It is imperative, therefore, that the principal as instructional leader address this issue. Under his care he will have good, average and weak teachers and he must see to it that each of them is given an opportunity to develop.

Persell and Cooksen (in Smith and Andrews 1989 : 7) list recurrent behaviours that seem to be associated with strong instructional leaders :

- demonstrating a commitment to academic goals;
- creating a climate of high expectations;
- creating order and discipline;
- marshalling resources;
- using time well, and
- evaluating results.

The principal as instructional leader has a vital role to play in the school. The main purpose of schooling is effective teaching and learning and the principal must use

all of his talents, knowledge, skills and experience to create an environment in which quality instruction can take place. Learners are the most important factor in any school and the talents of all staff must be orchestrated by the principal towards their well-being and benefit. He must commit himself to this task by providing the necessary infrastructure in the form of the provision of resources, being used as a knowledge base, being an effective communicator and being a supervisor.

The staff development personnel should assist principals in developing improvement plans. Collect and coordinate in service needs from educators, school planning teams, principals and district-level administrators to support each school's improvement plan. Work with principals to plan and manage in-service training for their school's staff related to assessed needs (Brown 1993 : 46).

Wilson and Corcoran (1988 : 43) showed that four of the most important themes that characterize success are active leadership, professional work environments, positive learning environments and service to all learners. These issues have all been addressed in this script and provide principals with many challenges. These include being knowledgeable about technological advancement; being a resource provider; being an instructional resource; being an effective communicator; being a visible presence in the classroom as well as being a counsellor and mentor to staff and learners.

### 3.10 CONCLUSION

The researcher's concluding remarks are that the principal is also an instructional leader. He/she has to ensure that effective teaching takes place in his/her school. The principal must ensure that the learners take their work seriously and must also encourage mutual cooperation between the educators and learners.

The following chapter reports on the present level of leadership abilities acquired by the principals through workshops in the Vryburg Education district and their responses to the questionnaire.

## **Chapter 4**

# **The Present Level of Leadership Abilities Acquired by the Principals Through Workshops in the Vryburg Education District and Their Responses to the Questionnaire**

---

### 4.1 INTRODUCTION

A questionnaire (see Appendix D) has been sent to principals in the Vryburg District of Education in the North West Province in order to determine the level of leadership qualities acquired through different workshops attended.

Permission was granted by the District Manager of the Vryburg District of Education in the North West Province, Mr L.C. Tire (see Appendix C) to distribute the questionnaire to principals. This letter permitting the researcher to distribute the questionnaire was sent, together with the questionnaire, to principals.

The questionnaire consists of three sections. A variety of questions were asked in the questionnaire. For the purpose of this investigation the questionnaire has been divided into three sections, namely :

Section 1 – General/General Questions.

Section 2 – In-service training before appointment as principal.

Section 3 – In-service training directly after appointment as principal.

A self-structured questionnaire based on literature study was used.

#### 4.1.1 Distribution of Questionnaire : Responded

Table 4.1.1 Number and percentages of principals who received and responded to the questionnaire.

Number of Schools	Distribution of Questionnaire No of Schools	Number of Schools Responded	Percentage of Schools Responded
60	30	24	80%

The table above (Table 4.1.1) indicates that out of the sixty schools the questionnaire was sent to 30 of the schools to obtain first hand information concerning leadership in schools in the Vryburg district. Twenty four principals responded and returned the questionnaire – 80% response.

#### 4.2 AIM OF THE QUESTIONNAIRE

The aim of the questionnaire was to gain first hand information on the level of leadership qualities of principals in the Vryburg District of Education in the North West Province.

#### 4.3 MOTIVATION OF QUESTIONS ASKED IN THE QUESTIONNAIRE

The format and division of the questionnaire was decided upon because of observations that were noted in the leadership and administration in schools in general. The aim of the questionnaire was to determine whether the principals were still receiving in-service training and if so, what type of training and assistance in the general area of their leadership position which they have to face daily. The researcher wanted to determine whether enough was being done to

equip the top structure in the schools to enable them to contribute positively to education development in the District.

#### 4.4. PROCESSING OF THE DATA AND DISCUSSIONS OF RESULTS

Out of the twenty four schools that responded, fifteen were primary schools and nine were secondary schools.

##### 4.4.1 Experience in Teaching Post

Table 4.4.1

Years	Experience	Percentage %
0 – 10	0	0
11 – 15	8	33,3
16 – 20	6	25
21 – 25	9	37,5
26 – 30	1	41,6

The table above indicates the spreading of the number of years of service the principals of the Vryburg district have in teaching. According to the twenty four questionnaires returned, eight principals have teaching experience of between 11-15 years, six principals between 16 – 20 years experience, nine principals between 21-25 years experience and only one principal between 26 – 30 years experience.

#### 4.4.2 Experience in Principalship Post

Table 4.4.2

Years	Experience	Percentage %
0 – 5	4	16,7
6 - 10	4	16,7
11 - 15	7	29,1
16 - 20	6	25
21 - 25	3	12,5

The table above indicates the spreading of the number of years served as a principal in the Vryburg district. According to the twenty four questionnaires returned, four principals had 0 – 5 years experience, another four had 6–10 years experience, seven had 11-15 years experience, six had 16-20 years experience and three had 20-25 years experience.

#### 4.4.3. Qualifications of Principals

Table 4.4.3

No of Principals	Highest Qualification (Academic)	Highest Qualification (Professional)	Percentage
6	Grade 12	P.T.C	25
10	Grade 12	P.T.D; S.T.D	41,6
4	Grade 12	HED	16,7
4	B. Ed	B. Ed	16,7

- Note :
- (i) P.T.C – Primary Teachers Certificate
  - (ii) P.T.D – Primary Teachers Diploma
  - (iii) S.T.D - Secondary Teachers Diploma
  - (iv) H.E.D – Higher Education Diploma
  - (v) B. Ed – Bachelor of Education

The table above indicates the spreading of the qualifications of the principals in the Vryburg district. It shows that of the twenty four principals twenty are undergraduates. Principals who are undergraduates will definitely have problems with staff members who are graduates and better qualified than them. It may result in staff members not having the expected respect for their principals.

#### 4.4.4 In-service Training Before Appointment as Principal

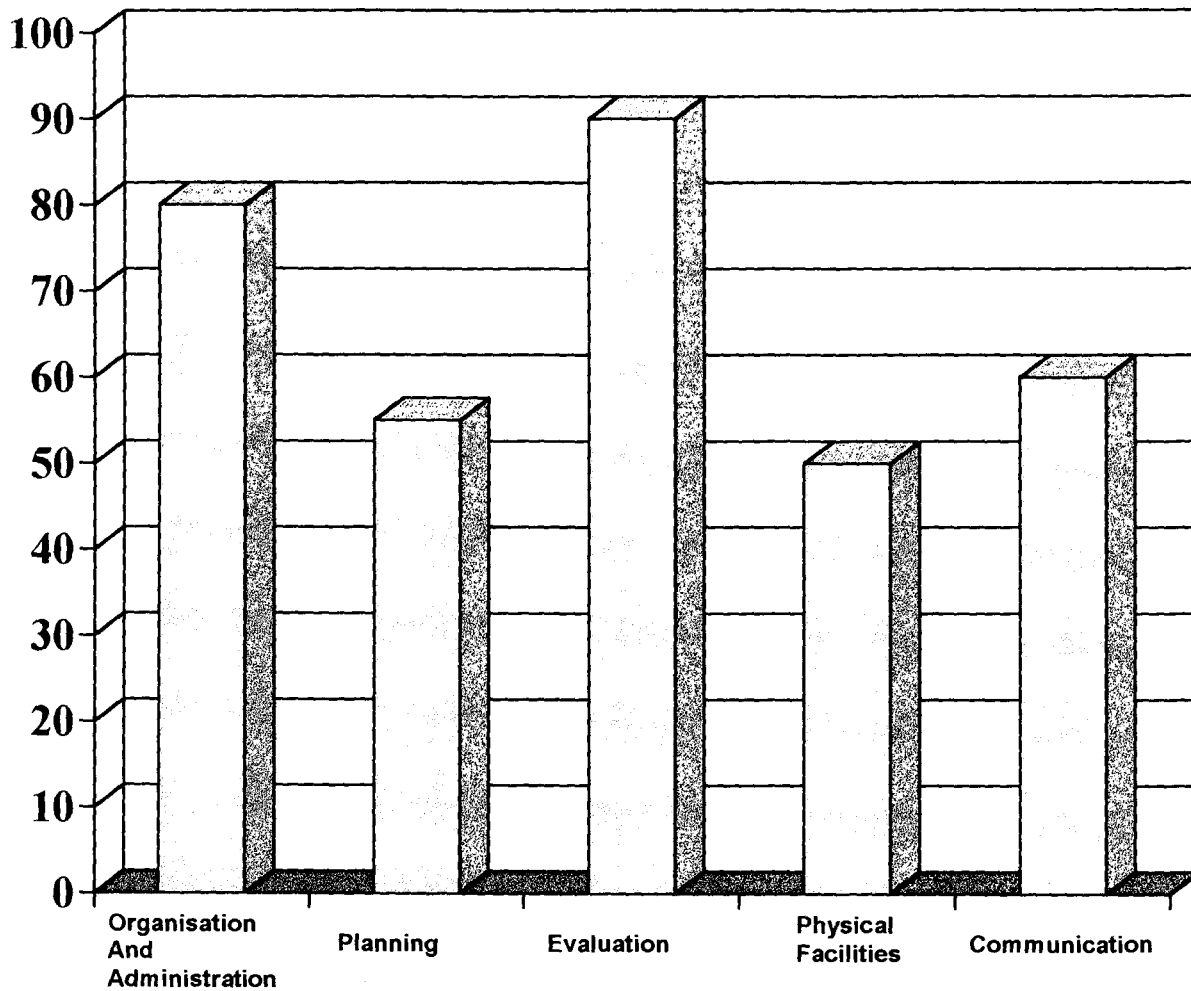
Table 4.4.4.Post held before principalship post

Position/ Post held	Answer Yes	Percentage Yes	Answer No	Percentage No	Total %
Subject head	0	0	24	100	100
Dept Head	16	66,7	8	33,3	100
Dep Principal	10	41,7	14	58,3	100

The table above indicates responses on posts held by the principals of the Vryburg district before being appointed as principals. It shows that sixteen of the present principals became Heads of Departments before appointment as principals and only ten became deputy principals before appointment as principals.  $8 + 14 = 22$  Principals were appointed to principalship posts without walking the ranks of Heads of Departments and deputy principalship posts.

#### 4.4.5 In Service Training Directly After Appointment

Graph 4.4.5 Different aspects of leadership



The above graph indicates the percentages of principals that received workshops on organization and administration, Planning, Evaluation, Physical Facilities and Communication.

The aim of this section is to determine whether the respondents received in-service training directly after appointment as principals. The graph clearly shows the percentages of workshops on different leadership aspects received by the principals in the Vryburg district, that is, 80% received workshops on Organisation and Administration, 55% received workshops on Planning, 90% received workshops on Evaluation, 50% received workshops on Physical Facilities and 60% received workshops on Communication. The abovementioned different leadership aspects will be dealt with one by one in graph order, example :

Graph 4.4.5. Different Aspects of Leadership

Graph 4.4.6. Organisation and Administration

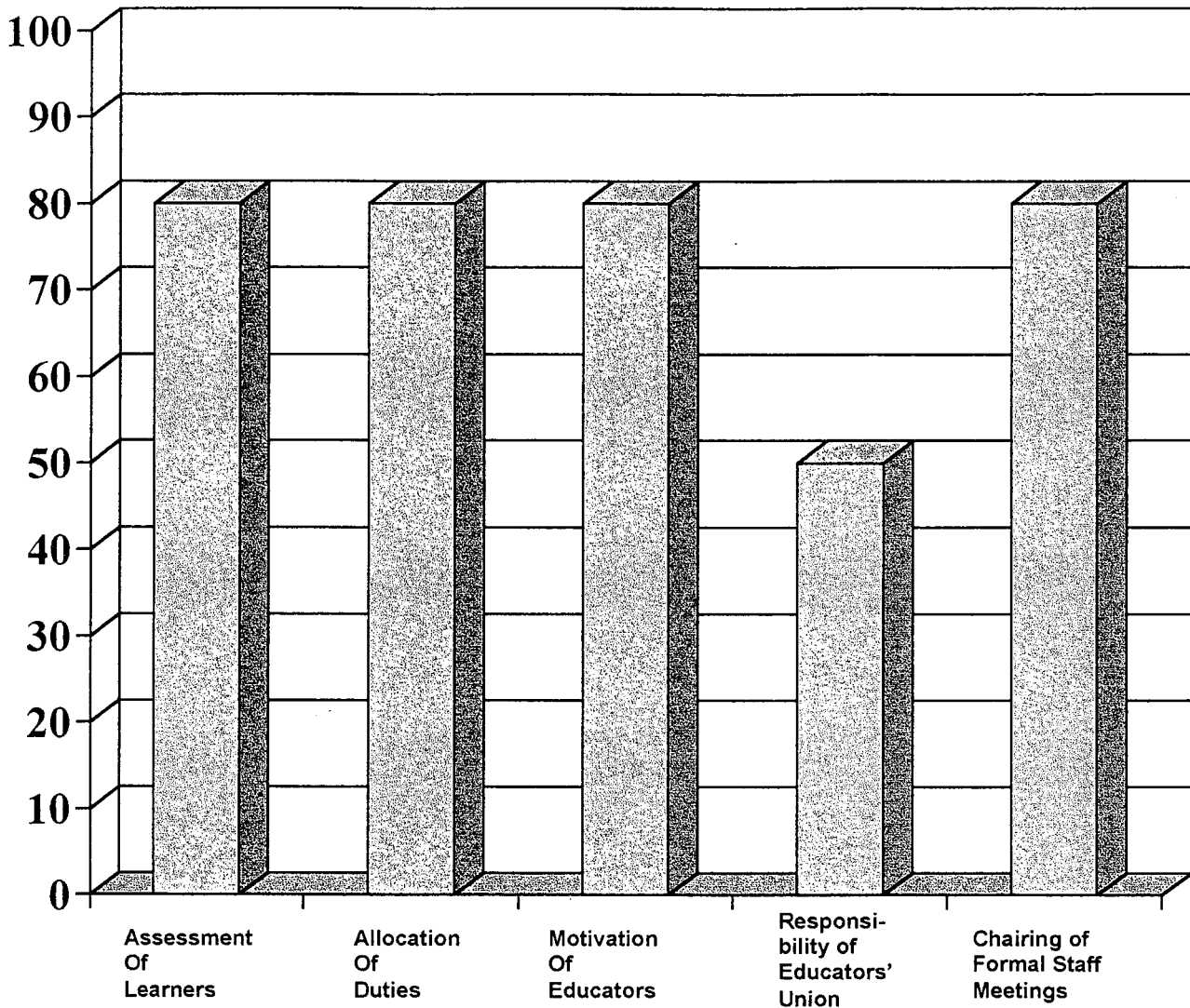
Graph 4.4.7. Planning

Graph 4.4.8. Evaluation

Graph 4.4.9. Physical Facilities

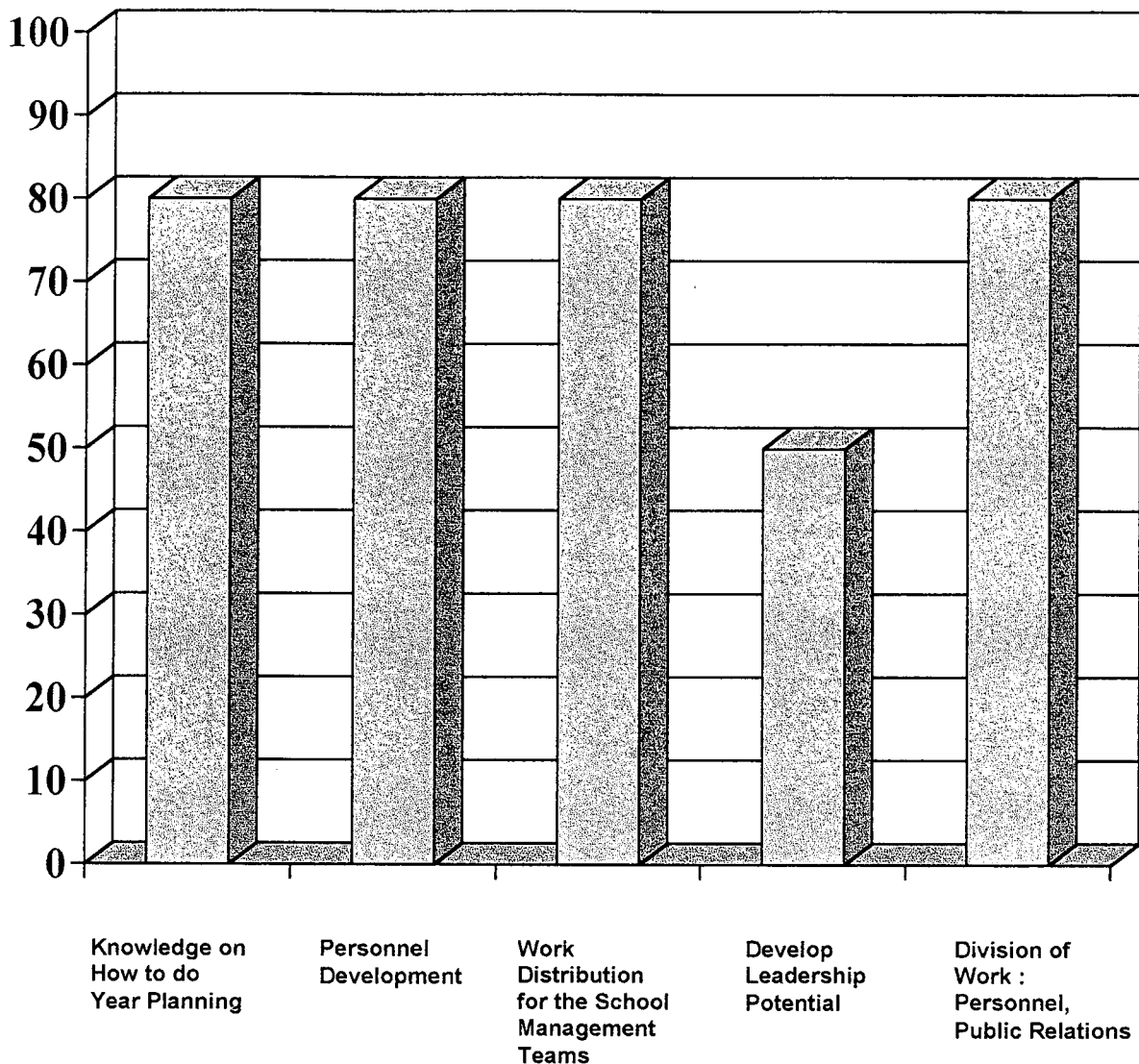
Graph 4.4.10 Communication (see Appendix D).

Graph 4.4.6 Organisation and Administration



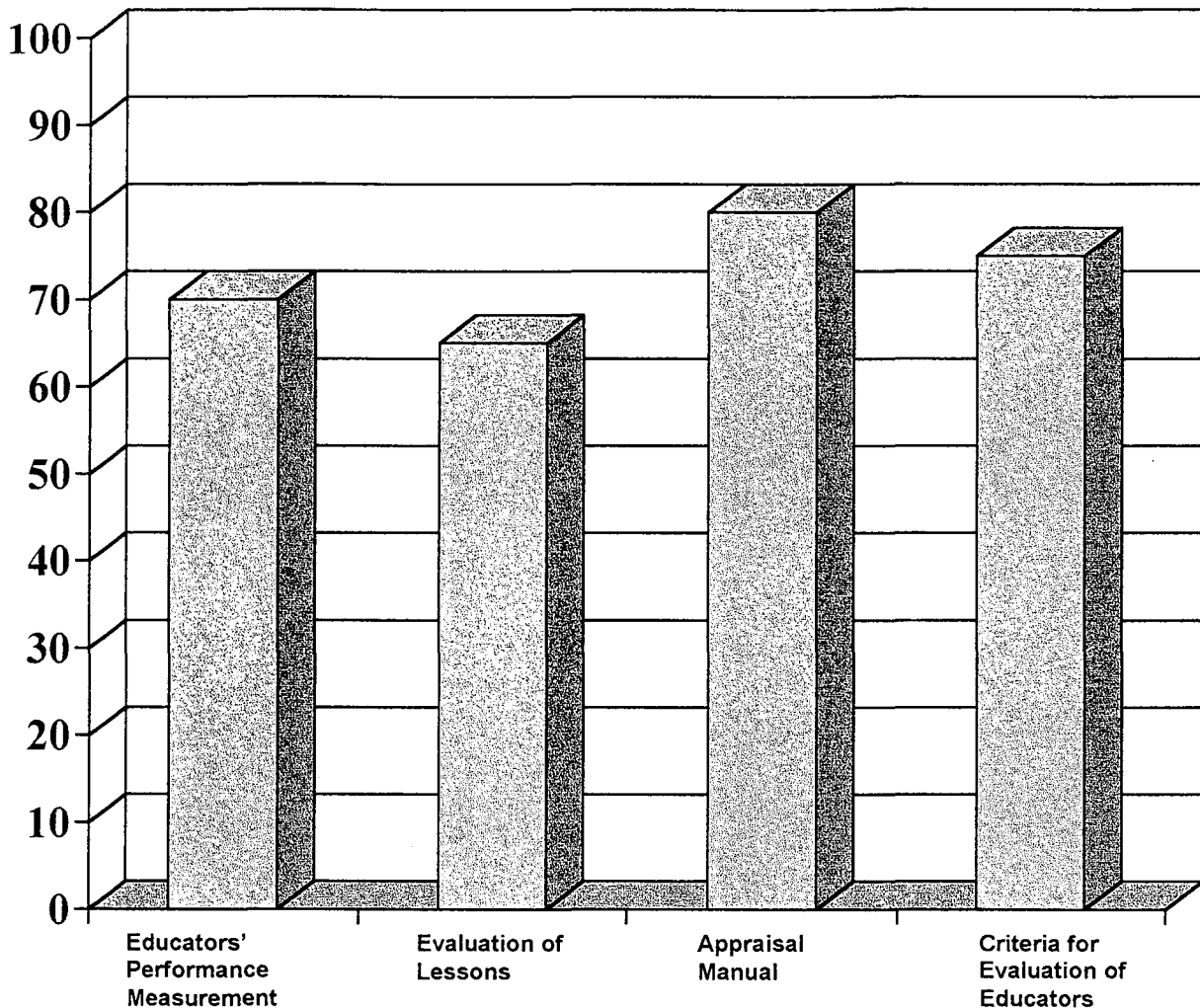
The graph clearly shows percentages in different aspects under the organization and administration that the principals have acquired in workshops in the Vryburg district. 80% of the principals received workshops in assessment of learners; how to allocate duties, motivation of educators, 50% received workshops on the responsibility of educators' union and 80% on how to chair formal staff meetings (Appendix D).

Graph 4.4.7 Planning



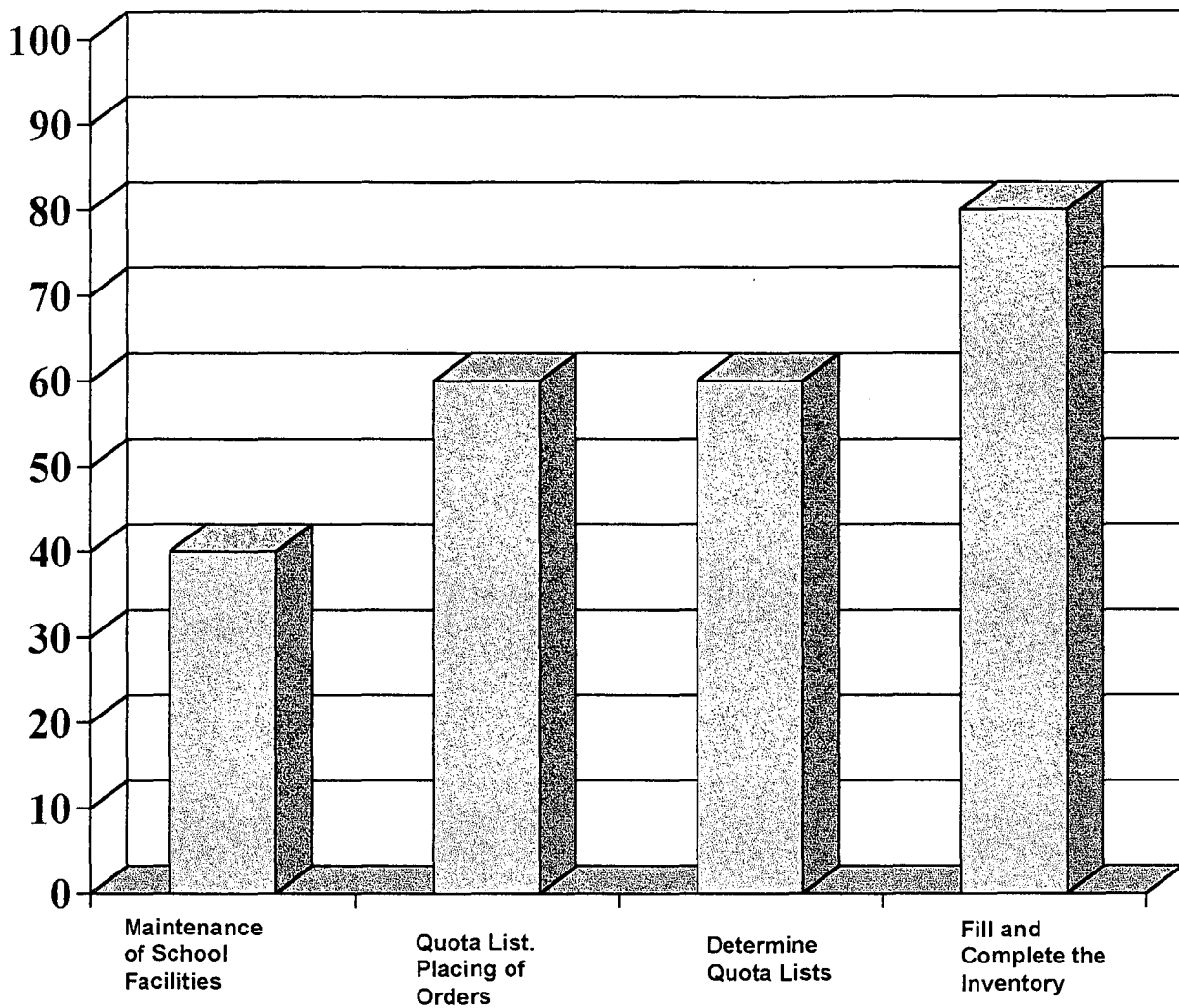
The above graph indicates the percentages of principals that received workshops on different aspects of planning. It shows that 55% of principals received workshops on how to do year planning; 50% on how to create room for personnel development; 70% on how to handle work distribution for the school management team; 45% on how to develop leadership potential and 60% on how to divide work personnel, eg , public relations. It seems that respondents received a fair amount of workshops on different aspects of planning (see Appendix D).

Graph 4.4.8 Evaluation



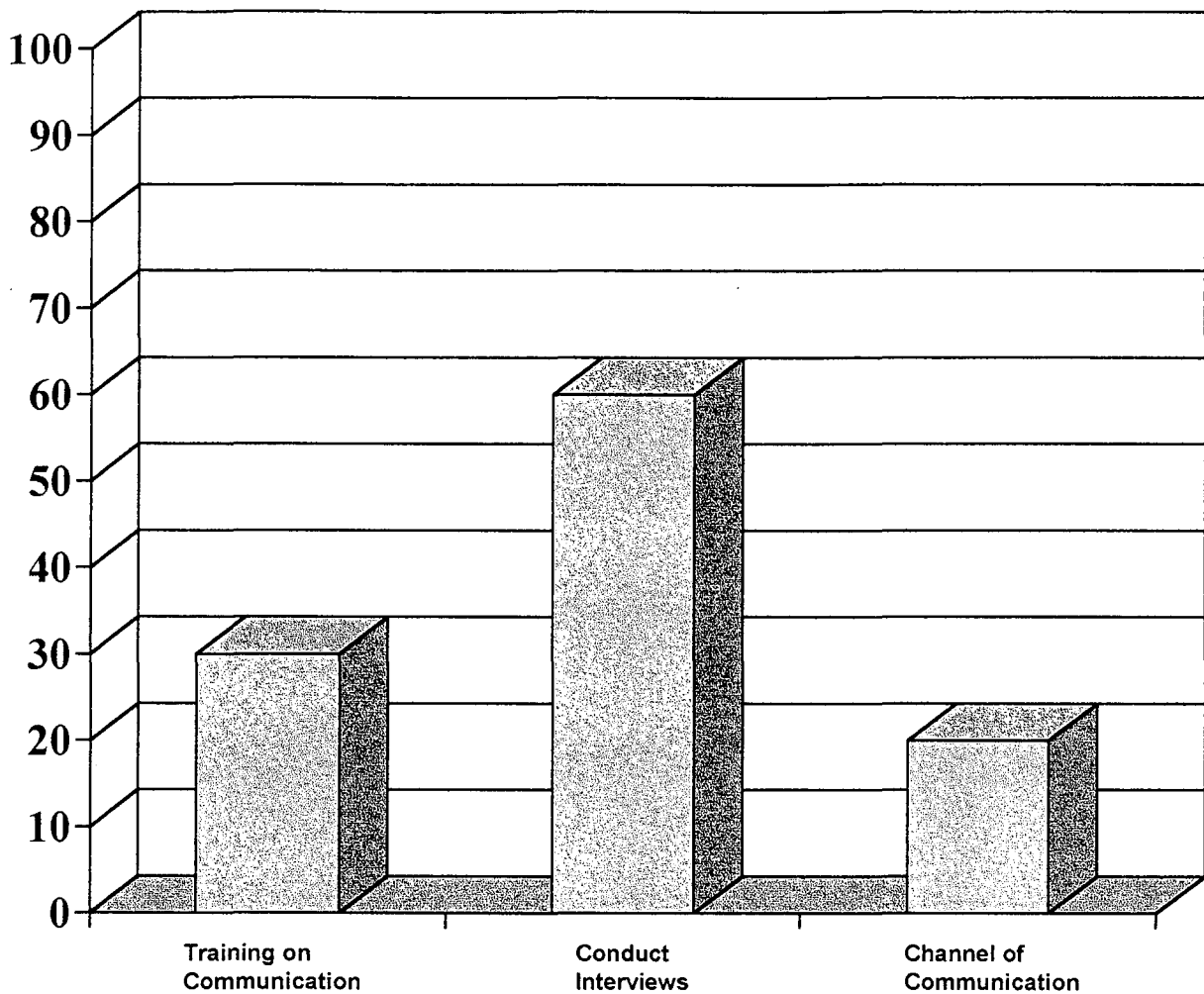
The above graph indicates the percentages of principals that received workshops on different aspects of Evaluation. The respondents indicated that 70% received a class visit structure by which the teacher's performance can be explained, while 65% of the respondents indicated that they received a lesson structure by which lessons can be evaluated. Eighty percent (80%) of the respondents also received an evaluation manual in which classroom activity and the setting of standards are outlined. Evaluation of their teachers seems not to be a problem for the principals because 75% of the respondents know exactly what the evaluation criteria entails (see Appendix D).

Graph 4.4.9 Physical facilities



The above graph indicates the percentages of principals that received workshops on different aspects of schools' Physical Facilities. It shows that 40% of the principals received workshops on maintenance of school facilities, 60% on how to place orders and determine quota lists and 80% on how to fill and complete an inventory register (see Appendix D).

Graph 4.4.10 Communication



The above graph indicates the percentage of principals that received workshops on different aspects of Communication. It shows that 30% received workshops on communication, 60% on how to conduct interviews and 20% on channel of communication. Communication is important for effective school leadership due to the fact that there are three official languages in North West Province, namely English, Setswana and Afrikaans (see Appendix D). In the following chapter findings and recommendations are made and the research is concluded.

## **Chapter 5**

### **Findings, Recommendations and Conclusion**

---

#### 5.1 FINDINGS

The principalship is one of the most durable and critical positions in leading of schools. Principals are considered the major agents of innovation and change, cohesiveness and integration of ideas and, as decision-makers, are called upon to use the best information available.

The principals are nowadays subjected to community pressure groups, the department and also narrow-thinking school governing bodies. Principals as leaders in a pressure-filled world present a challenge to them.

The principal as a leader must not make the school an alien artifact. In an alien artifact school there is little communication between the school and the community in which it is situated. The school is seen as a provision imposed by the government, therefore the gap between the school and the community becomes larger and where the curriculum of the school did not appear to be related to the needs of the community, the gap appears to be unbridgeable. It is the function of the able principal to narrow the gap between the school as an institution and the community. The principal must know that the direct involvement of the community in the school leads to active participation by the whole community. However, making the school a part of the community does not necessarily mean that the school must remain at the general standard of the community at large, but must be

better in terms of equipment, thus giving a lead to improvements in materials of well-being of the people.

To be a professional leader, an educational leader should have a clear view of the needs, possibilities and duties of leadership. The principal should remember that certain leadership techniques can be acquired. Leaders can be born and made. It is true that a certain leader should have certain talents and skills, but these skills are not peculiar to "gifted" individuals. Leadership techniques can be acquired in the same way knowledge is gained. In contrast to management which indicates a job, a profession and a calling, leadership is a characteristic analysis of the word leadership which shows the root of the term to be lead.

While leadership does not operate except in specific situations, it is not passive, nor is it just the possession of certain traits. It appears to be a working relationship among members of a group in which the leader acquires status through active participation and demonstration of his capacity for carrying co-operative tasks through to completion. The result of the principal's leadership should be an understanding of his task and the ability to serve as a change agent in accomplishing the objectives of the educational enterprise.

Another important aspect of leadership is the approach that the principal is adopting. The principal has to develop a "we" approach to common school problems and cease to speak of "my school" and "my teachers". One of the ways that can bring this about is by having a "shared" vision. The "shared vision" establishes views regarding the way people learn and the dignity of human spirit.

From this it follows that in the holistic approach to educational change, the beliefs and attitudes held by the educator must be compatible with the philosophy articulated in the "shared vision".

It is noted that the nature of leadership is largely determined by the nature of the followers and that of the society or situation in which the leader is operating.

For the principal to perform this complex task, the following recommendations may be made.

## 5.2 RECOMMENDATIONS

- The principal must have leadership skills such as planning, control, coordination, etcetera, which will make him able to coordinate his work. Principals must be trained in school leadership. To be effective, the subject of school leadership must also be introduced in colleges of education and universities. This may lead to proper leadership of schools.
- The principal must coordinate the functions of the school with that of the community. If the principal expects the community to do something for the school, the school must render services to the community. The principal must therefore be in a position to know the needs of the community. In this way the principal is in a position to influence the community and bring it into close support for the school.

- As an instructional leader, the principal must hold discussions with the members of staff in an open manner. This will lead to the achievement of instructional aims. It is also important for the principal to know his staff well and this may minimize conflict in the execution of his duties.
- As regards coordination, that is, bringing educators into a proper relation in order to carry out work, the principal should give it a high priority. It should be understood that coordination does not mean that the principal only forms a view as to what the educators and the members of the community should do and then expects them as a matter of routine to do it. It means communicating, understanding individual motivations and problems and reaching agreement on work flow and the division of tasks.
- The principal must involve the parents in the work of the learners. They should ensure that their children do assignments, homework and also study at home.
- For the principal to coordinate properly, there must be less need of being authoritarian but the emphasis must be on leadership and guidance as well as control. The principal plays an important role in introducing reforms to the school system. The principal becomes a coordinator between the school and the educators in implementation of such reforms.
- To coordinate the functions of the educators it is necessary to encourage them to upgrade their qualifications. The purpose of upgrading should be to improve

the status of education. In order to encourage educators to upgrade their qualifications a system of incentive must be revived.

- It is popularly suggested that for schools to be reformed it is necessary that educational administrators be changed into inspirational leaders.
- It is recommended that principals receive instruction workshops immediately after their appointment.
- There should be workshops conducted at regular intervals in the Vryburg Education District in order to empower principals in the skills of leadership. Thereafter principals are expected to cascade whatever workshops or in-service training they received to their school management teams, ie heads of departments and deputy-principals as these people are the future principals. The principal's task used to be focused mainly on teaching, but it has now changed to a more leadership-directed task.

Concerning instructional leadership, the researcher believes that learners should be taught critical thinking skills as a natural part of quality instruction. This can be done by adopting a problem solving approach which can be introduced as an integral part of cooperative learning. The techniques of brainstorming and role-playing in particular, lend themselves to group situations and if properly handled can lead to divergent or lateral thinking.

Evaluation of tests or projects as a result of cooperative learning can be done in various ways. The simplest method is a test given to each member of the group which is written individually – each learner getting his own marks. Another method is to have a group write the test (or do the project) together with each member of the group getting the same mark. (This is not too popular with the high achiever in any group since they feel that they do not want to share "their" marks with other learners.) A more complicated but fairer method is to give individual marks adjusted by the increase or decrease of the group average from the last test.

Cooperative learning requires learners to participate actively in the learning process and allow them to take responsibility for their own learning. *"In addition to motivating learners to do their best, it also motivates learners to help one another to learn, learners who explain to one another learn by doing so, learners can provide individual attention and assistance to one another ....."* (Slavin 1991:4).

The researcher suggests and proposes that an assessment centre for principals be established in the Vryburg district to help in the selection of in-service programmes for principals.

### 5.3 ESTABLISHMENT OF AN ASSESSMENT CENTRE FOR PRINCIPALS

It has become clear that principals need a form of training in order to run schools smoothly. It is also a known fact that it is difficult for inspectors of schools to organize the in-service programmes for principals. This is mainly due to the fact that they cannot cope with the work at their disposal due to the fact that each

inspector is given a circuit which is too big for one person to run smoothly. They also do not have the skills and resources to do it (Dube 1972 : 62).

The best solution in addressing the need of in-service for principals is to establish a training centre for principals. This centre will have a coordinator who will look into the daily running of the centre. He will make a needs assessment of principals and organize courses for them. He must be able to conduct courses and sometimes invite experts in certain fields of study to address the principals. To avoid duplication the coordinator must be able to liaise with private organizations that are presently running courses for principals as well as educator organizations. The coordinator must be able to move from one circuit to another and be prepared to organize courses on holidays and week-ends.

Grier and Draughon (1987:17) maintain that the goal of all centres for principals is to provide development opportunities which will enhance the principals' abilities to fulfill their commitment as instructional leaders by developing their leadership skills. It aims at maximizing effectiveness of school principals by improving or refining their leadership skills (Thompson 1987:13).

#### 5.4 CONCLUSION

Principals play a vital role in determining the quality and the tone of the school. It is not so much the resources in terms of money and humans that determine the life of a school. The quality and vision of the principal is the sole determinant of the school. The other factors merely act as catalysts. It is therefore imperative that relevant incumbents are selected for principal posts.

Research is done with the aim of identifying a problem and making recommendations as to how the problem can be solved. Research which does not help in alleviating the problem is not valuable. This research has been able to identify the problem that principals assume duties without any orientation while some were appointed in the unorthodox manner of a circuit inspector fetching an educator from one school and driving him to another school to be the principal. They also do not get the supporting systems such as in-service programmes from the Department of Education.

Principals are expected to create an atmosphere in which each learner has the opportunity to grow and develop optimally and to acquire knowledge and skills essential to a productive and successful life. They should ensure that their schools cater for each learner's interest and talents. Principals have to maintain sound discipline so that learners know that the school regulations will be applied fairly and consistently. Principals should also encourage consultation and open communication between staff members and parents. This they do by allowing easy access to the schools. Meetings that are called afford principals the opportunity to inform parents on various subjects concerning the running of the school. Principals are also increasingly expected to be instructional and professional leaders. They are expected to provide sufficient instructional support in areas such as time management, classroom control and assisting educators in acquiring leadership skills, etcetera. They are to ensure that their schools have adequate resources such as learning materials and appropriate facilities.

- Can new appointed principals assume duties without orientation? (see 1.2-p.5) It is the duty and responsibility of the Department of Education to see to it that each and every newly appointed principal must be orientated before assuming duties as a principal. The orientation programme should entail a clear and well structured job description. The orientation workshops empower principals to know exactly what is expected of them.

- Can in-service courses be done without any assessment of principals and as a result be irrelevant to the problems of the principal?

The Department of Education should make an assessment of principals to ensure that every problem is identified and immediately addressed. That is why the assessment centre for principals is recommended (see 5.3 - p.71).

- Is anything done to help principals improve their behavioural patterns?

Workshops should be conducted on a regular basis to improve behavioural patterns of the principals. The code of conduct should be thoroughly explained to principals so that this can serve as a starting point for the principal's day-to-day running of the school. This will enable principals to set a good example to educators and learners.

The main purpose of this study was to look critically into the leadership experience acquired by principals in the Vryburg District of Education, North West Province. The study sample consisted of twenty four principals who completed and returned questionnaires developed and administered in this study.

The findings indicated that most principals (sixty percent) that participated in this study did not receive in-service training before being appointed as principals of schools. Furthermore, the findings indicated that only forty percent of the respondents received in-service training in the leadership process of the school. Regarding further in-service training during appointment as principals, the findings indicated that only the evaluation of teachers did not seem to be a problem for the principals.

The researcher encourages the speedy transformation of the education system so as to promote administration effectiveness.

In conclusion, one must look at a number of factors which might have influenced the completion of the questionnaire.

In instructions and questions were not always comprehended correctly and this resulted in the answers being completed incorrectly. In some instances principals interpreted what was expected of them totally incorrectly.

Another factor is that in spite of the anonymity of the questionnaire, the respondents still did not complete the questionnaire honestly. They were afraid that if they did complete it honestly it would appear that they cannot perform their task as principal because they did not receive the required in-service training. Respondents filled in answers as if it will portray a good image of them. This statement is made on the basis that the researcher knows some of the principals very well and is also aware of the type of in-service training that is given to

principals in this district. Other principals did not respond purely on the basis of being afraid what might be said or recommended about them.

This study concludes that the level of in-service training for educational leaders in the Vryburg District of Education is insufficient. The need to identify and to describe some of the most important leadership dimensions of principals on the basis of post-analysis is also in this study.



**APPENDIX B**

Enquiries : B.C. Maruping  
Tel : (018) 489-1112 (W)  
: (018) 468-3742 (H)  
: 082 963 7032 (Cell)

136 Jasmyn Street  
Flimieda  
Klerksdorp  
2571

28 June 2002

The District Manager  
Vryburg Education District  
Private Bag X21  
VRYBURG  
8600

Sir,

**REQUESTING PERMISSION TO DISTRIBUTE QUESTIONNAIRES IN YOUR  
EDUCATION DISTRICT (VRYBURG)**

I herewith request permission to distribute questionnaires in your Vryburg schools Education district.

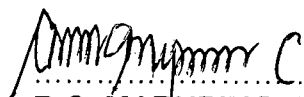
This questionnaire is for academic purposes only and will enable me to successfully complete my M Ed Script.

Herewith find a copy of the questionnaire for perusal only.

Hope that my request will meet your positive response.

Thanking you in advance.

Yours in education.

  
.....  
B.C. MARUPING (MR)



**NORTH WEST PROVINCE  
DEPARTMENT OF EDUCATION**

**VRYBURG DISTRICT OFFICE  
OFFICE OF THE DISTRICT MANAGER**



TEL : 053 927 0405 FAX : 053 927 2335 E-MAIL : tirelc@nwpg.org.za	PRIVATE BAG X21 VRYBURG 8600	SEDIBA BUILDING 17 VAN NIEKERK STREET, VRYBURG 8601
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01 July 2002

**TO : VRYBURG DISTRICT SCHOOLS PRINCIPALS**

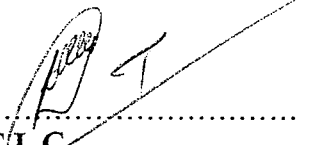
**SUBJECT : PERMISSION TO DISTRIBUTE QUESTIONNAIRE IN  
VRYBURG DISTRICT SCHOOLS**

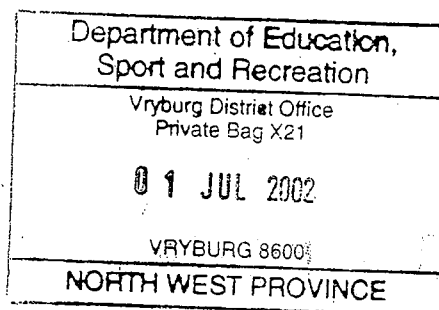
Permission is hereby granted that Mr B.C. Maruping distributes a questionnaire in schools in the Vryburg District.

The purpose of the questionnaire is to collect data for academic purpose only and any information will be treated as confidential as much as possible.

Thanking you in advance.

Yours sincerely

  
.....  
**TIRE L.C.  
ACTING DISTRICT MANAGER**



Re a Soma Dikolong • Re a dira mo dikolong • Ons werk in ons skole • We are working in our schools  
• Re a sebeta dikolong • Siyasebenz' ezikoleni • Ha tšha eswikolweni • Re a shuma zwikoloni  
• Siya sebenta elikoleni • Siyasebenz' ezikolweni • Siya berenga ezikolweni



## APPENDIX D

## QUESTIONNAIRE FOR PRINCIPALS

Please complete this questionnaire by drawing a circle around the right answer or by writing in your answer in the space on the right hand side.

PLEASE DO NOT WRITE ANYTHING IN THE LAST COLUMN AS IT WILL BE USED FOR OFFICIAL DATA

## 1. GENERAL/INTRODUCTION

No	Question	Answer	Official
a	Are you a principal of a public school ?	YES / NO	
b	How many years have you been teaching	years	
c	How old are you ?	years	
d	Are you male or female ?	Male / Female	
e	How many years have you been a principal ?	years	
	i. Were you head of a department prior to being a principal ?		
	ii. If yes, for how many years ?	years	
	iii. Were you a deputy principal prior to being a principal ?	YES / NO	
	iv. If yes, for how many years ?	years	
f	What are your qualifications ?		
g	Have you attended a course for principals ?	YES / NO	
h	If yes, how many courses have you attended		
i	Who gave you in-service training as principal ? circuit manager, subject advisor, etc.		

## 2. IN-SERVICE TRAINING BEFORE YOUR APPOINTMENT AS PRINCIPAL

S No	Question	Answer	Official
2.1	Were you subject-head of your subject ?	YES / NO	
2.2	Who showed you what to do as subject-head ?		
2.3	Who gave you the most guidance ?		
2.4	If you were a department head or deputy principal of your school, did you receive in service training ?	YES / NO	
2.5	If yes, who handled your in-service training ?		

## 3. IN-SERVICE TRAINING DIRECTLY AFTER YOUR APPOINTMENT AS PRINCIPAL

Make a tick in the column next to the statement which indicates :

**SA = Strongly Agree;      A = Agree;      U = Undecided;**  
**D = Disagree;      SD = Strongly Disagree**

S No	Question	SA	A	U	D	SD
	<b>YOU WERE WORK-SHOPPED ON :</b>					
3.1	how to conduct admission of learners					
3.2	how to compile the composite timetable					
3.3	how to go about the management process of the school, eg planning, organization, guidance, control, finance and facilities					
3.4	how to conduct induction for the beginner teacher					

THE FOLLOWING ARE STATEMENTS AND YOU ARE ONLY REQUIRED TO MAKE A TICK IN THE COLUMN YOU HAVE BEEN WORK-SHOPPED ON :

SA = Strongly Agree;      A = Agree;      U = Undecided;  
D = Disagree;      SD = Strongly Disagree

S No	Question	SA	A	U	D	SD
<b>A</b>	<b>ORGANISATION AND ADMINISTRATION :</b>					
3.5	you were work-shopped on an assessment of learners					
3.6	you received in-service training on how to allocate duties to teachers such as subject allocation, class allocation and extramural activities					
3.7	you know how to motivate such teachers to take up their responsibilities					
3.8	you are knowledgeable about the place and responsibilities of the teachers' unions, eg SAOU, SADTU, NAPTOSA					
3.9	you are conversant on how to chair a formal staff meeting					
<b>B</b>	<b>PLANNING :</b>					
3.10	you can do your yearly planning					
3.11	you can create room for personnel development and how to prepare teachers for the management process					
3.12	you can handle work distribution for the school management team, ie, how to delegate					
3.13	you can determine and develop leadership potential in others					
3.14	you can divide the total school management areas, ie, personnel, public relationships, the total learning environment, facilities and pupils					

SA = Strongly Agree;    A = Agree;    U = Undecided;  
 D = Disagree;         SD = Strongly Disagree

<b>C</b>	<b>EVALUATION/APPRaisal SYSTEM</b>					
3.15	you have received an appraisal structure by which the teachers' performance can be measured					
3.16	You have received a lesson structure by which lessons Can be evaluated					
3.17	You have received an appraisal manual in which the teachers' performance and the determining of standards are explained.					
3.18	you as a principal have a clear view of the criteria for the evaluation of teachers					
<b>D</b>	<b>PHYSICAL FACILITIES</b>					
3.19	The preservation/maintenance and utilization of your school's physical facilities, eg, classrooms, sports grounds, school hall, etc.					
3.20	The quota lists by which orders have to be placed					
3.21	you know how to determine quantities on the quota lists					
3.22	you know how to fill and complete the inventory					
<b>E</b>	<b>COMMUNICATION:</b>					
3.23	you have received training in what communication really is, in other words, how the message, ie contents and meaning of message, is to be carried over.					
3.24	you have been trained to conduct meaningful interviews/conversations with teachers, parents, pupils, community leaders, etc.					
3.25	you have received training in writing communication, eg, channels of communication, the significance of communication, the official languages, etc.					

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