

AN INVESTIGATION INTO EFFECTIVE MANAGEMENT BY  
PRINCIPALS OF SELECTED PRIMARY SCHOOLS IN THE  
RUNDU REGION OF NAMIBIA



By

Sebastian Hausiku Kantema

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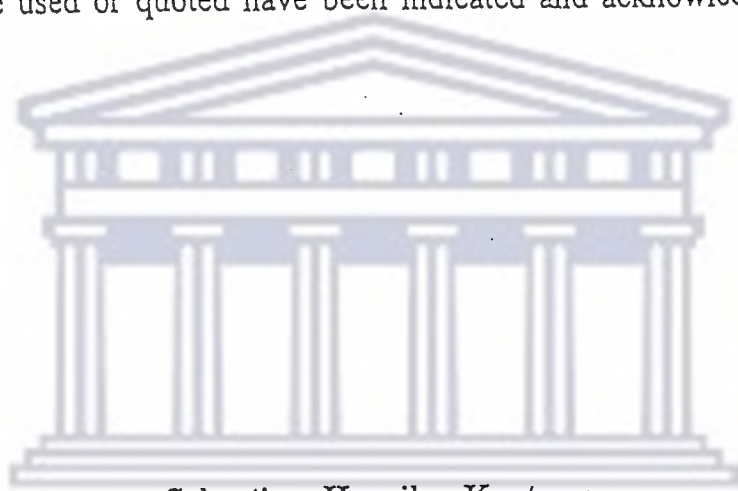
A mini-thesis submitted in partial fulfilment of the requirement for the M.Ed. degree in  
the Faculty of Education, University of the Western Cape,  
South Africa.

October 2001

Supervisors: Prof H.D Herman  
Dr J.J Katzao

## DECLARATION

I declare that this investigation into effective management by principals of selected primary schools in the Rundu Education Region of Namibia is my own work, that is has not been submitted before for any degree or examination in any other University, and that all sources I have used or quoted have been indicated and acknowledged by complete references.



Sebastian Hausiku Kantema

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Signed .....

October 2001

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Keywords

Namibia  
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## ABSTRACT

An investigation into effective management by principals of selected primary schools in the Rundu Education Region of Namibia.

S.H. Kantema

M.Ed. Mini-thesis, Faculty of Education, University of the Western Cape, South Africa.

This M.Ed. mini-thesis is concerned with how schools are managed effectively by primary school principals. The major question addressed is: "What do principals do to manage schools effectively?"

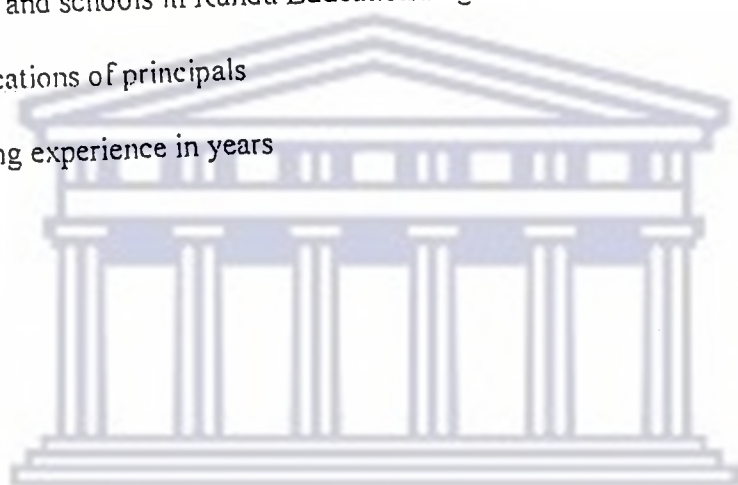
The researcher explored six schools in the Rundu Region of Namibia which are managed by looking at factors such as planning, styles of management, monitoring and evaluation of teaching and learning activities, disciplinary code, communication, motivation of staff and in-service training. The researcher found that all schools studied are managed by means of development plans. All staff members were not involved in decision making, because they did not know the mission statement of their school.

Schools have rules for learners which are not implemented. Communication is not sound, due to the fact that all the teaching staff did not know what was going on at their schools. Staff and learners were motivated to work and achieve better results. No pre-service training in management and leadership was provided to prepare school managers for their work. Finally, the findings indicated that principals, heads of department, and teachers did not know the objectives of their schools. There was no agreement as to the direction in which the schools were moving.

Date: .....

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## CHAPTER ONE: BACKGROUND TO THE STUDY

### 1.0 Introduction

The pre-independence education system of Namibia was characterised by high failure and drop-out rates Snyder (ed) (1991: 12-13). Immediately after independence, the Ministry of Basic Education, Sport and Culture started to address this problem. Teachers and school managers were trained to help learners to achieve maximum performance. Namibian principals were expected to be responsible for the success of their schools. The effectiveness of principals as managers was to be measured by how well all learners in the schools attained the identified goals for learning (Villet 1998: 1). According to Johnson, as cited by Snyder (ed) (1991: 109), when one speaks about the development of a new education system or education reform within a school system one clearly has to address the issue of the role of the school principal, who is the head of the school.

It is commonly acknowledged in literature on school leadership and management that effective leadership contributes to effective schools (Levin and Lockheed 1993; Reynold and Cuttance 1992; Reynold 1996; and Scheerens 1992). The principal is viewed as the central element in the improvement of the institutional programme of the school (Garten and Valentine 1989:1). According to Malakoluntu (1998:2) "the principal is the key actor who can play a crucial role in helping to create conditions for instructional improvements."

It is the principal who can create a school environment where learning and teaching can take place.



receiving quality education. This means that learners are provided with an opportunity to obtain full access to knowledge and skills.

An investigation into the managerial role of the principals which can contribute to better performance is important if the Ministry of Basic Education, Sport and Culture is to improve Namibian schools. Such an investigation could provide valuable information to improve the delivery of educational services. Against this background, this research study seeks to examine how principals provide leadership to enable schools to achieve their educational goals.

The Ministry of Basic Education, Sport and Culture provides school managers with guidelines concerning the job description and roles of the principals. It seems that these roles are misunderstood, because they are not clearly defined, by the Ministry. In the Rundu Education Region, where this research study was conducted, the community at large is of the opinion that principals are not performing their managerial roles effectively. They think so because learners in this region are not performing according to their expectations. Unacceptable number of grades 1 to 4 learners are failing and repeating grades every year.

As indicated before, the school principal is regarded as the key to effective teaching and learning. Principals are charge with the task of maintaining the school environment so as to make it conducive to learning. (Sikongo: 1996: 4).

### **1.1 Aim and Focus of the Study**

In this study the researcher explored how schools are managed by primary school principals. By effective management it is meant those principals who are managing their school effectively so that learners are achieving good examination results,

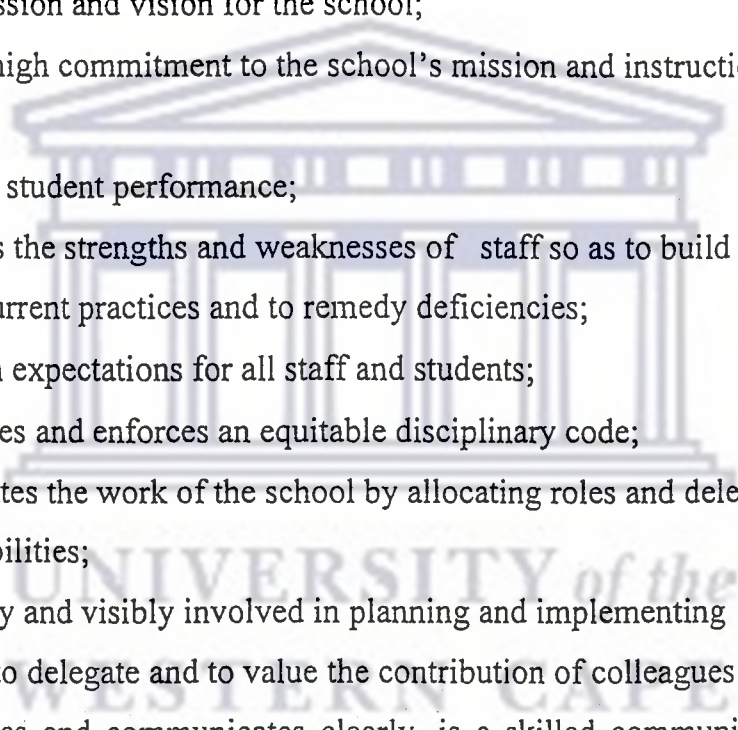
and order and discipline are maintained. The principal have objectives and action plans how to lead everybody to achieve these objectives. Only when the principal knows where he/she is heading can she/he plan, organise, control and lead the school in order to achieve what is aimed at. Only if the school objectives are achieved can we talk of effective management. This study examined what the principals' vision is and assessed whether they were furthering these in practice. In addition, the study assessed the views of the principals about their roles as school managers. An intent was to make education policy-makers, and planners aware of the state of management of primary schools in Namibia in general and the Rundu education region in particular.

The study was also aimed at better understanding why some schools are out performing others at the primary school level. Finally, the study looked at the role of the principal in order to enable the researcher to highlight features of effective school management. The information obtained through the study can be used to inform researchers, practitioners and policymakers about issues that will enhance efforts toward improving school management in Namibia (Villet 1998). This study, therefore investigated the ways in which principals are understanding and experiencing the provision of leadership as one of the management processes at their schools. Understanding in which ways principals facilitate instructional leadership requires insight into the knowledge, values and beliefs held by the individual principals (Villet 1998).

The researcher's fundamental concern with this research is to understand how principals perceive their managerial role in the provision of leadership. It is not aimed at pronouncing judgement as to how bad or good certain principals are. The

researcher found out how principals are leading the work plans of their schools. Their monitoring, organising and controlling of learners and rendering activities were aspects that were looked at.

Furthermore, this study attempted to establish which factors are contributing to effective school management. An effective manager is perceived to have the following characteristics:

- 
- (i) Has a mission and vision for the school;
  - (ii) Inspires high commitment to the school's mission and instructional goals;
  - (iii) Monitors student performance;
  - (iv) Evaluates the strengths and weaknesses of staff so as to build upon the best of current practices and to remedy deficiencies;
  - (v) Has high expectations for all staff and students;
  - (vi) Establishes and enforces an equitable disciplinary code;
  - (vii) Coordinates the work of the school by allocating roles and delegating responsibilities;
  - (viii) Is actively and visibly involved in planning and implementing change;
  - (ix) Is ready to delegate and to value the contribution of colleagues;
  - (x) Establishes and communicates clearly, is a skilled communicator, keeping everyone informed about important decisions and events.
  - (xi) Has the capacity to stand back from daily life in order to challenge what is taken for granted, to anticipate problems and spot opportunities.

- (xii) Is committed to the school, its members and its reputation.
- (xiii) Emphasises the quality of teaching and learning lesson-by-lesson and day-by-day.
- (xix) Recognises that support and encouragement are needed for everyone to give their best. (Dean 1993: 3-4 and Leithwood 1992:20).

The study sought to investigate what role leadership can play in managing schools. Harber (1992), Husen and Postlethwaite (1994), Levin and Lockheed (1993), and Reynold and Cuttance (1992) are of the opinion that a school can be “managed effectively” through appropriate leadership. The most important person who provides this leadership, tends to be the principal or headmaster. Purposeful leadership provided by the principal enables teachers to manage and lead learning. Ellis (1997), Fullan and Stiegelbauer (1991), and Mortimore *et al* (1988), as cited by Dean (1995: 4), assert that leadership determines the quality of what happens in any school. The study intends to establish whether this is the case in Namibia.

The research study centred around the following areas: school policy development, student achievement, instructional supervision, effective principalship, change agency and need for training.

## 1.2 Research Questions

In order to embark upon a study, some idea of what one is looking for is important. This study attempted to answer the following major research question: How does the principal as a manager, provide the leadership which enables the school to perform effectively? The study also tried to answer the following questions.

1. What opportunities exist for teaching staff to participate in decision making?
2. What aspects of management take up most of the principals' time?
3. What would principals like to see happening this year (2000) at their schools? (vision)
4. Do their schools have mission statements?
5. What are the principals doing to make sure that teaching and learning take place effectively?
6. What are principals doing to monitor student achievement?
7. What professional support is rendered to the teaching staff?
8. What system do the principals use to communicate effectively with staff, parents, community and learners?
9. How do principals motivate their staff and learners to perform well?
10. How is discipline maintained at their schools?
11. How are the principals actively and visibly involved in planning and implementing change?
12. How is the "Manual for Primary School Principals" helping them to manage their schools effectively?

### 1.3 Background to the Study

✓The South African colonial government did not pay attention to the training of black teachers in management and administration. Many black teachers were appointed as school principals based on their performance in the classroom. They had very little or no managerial experience and training (Cohen, 1994).

According to Villet (1998:2) "enhancing student learning was not one of the roles of the principals in the pre-independent Namibia." The researcher concurs with



the above-mentioned statement, because during the South African Apartheid Government administration of Namibia, principals were expected to ensure that the rules and regulations as mandated by that government were carried out by teachers and pupils.

The apartheid education system often produced teachers and principals with only marginal understanding, knowledge, and skills of the processes of teaching and learning. In Rundu, many school leavers who had completed only grade 8 and 9 were recruited to the teaching force.

The Rundu Education Region is situated in the northern part of Namibia. The region was a former homeland which was neglected educationally by the former colonial South African government. It is a rural area with almost 90% of its inhabitants making a living from subsistence farming. The region has 292 primary schools and is divided into eight circuits. According to the "1998 Annual Report of the Ministry of Basic Education and Culture," it is the fourth largest of the educational regions in Namibia in terms of both teacher and learner populations. The said report also indicates that the region has the largest number of untrained teachers, some of whom have been promoted to the position of principal.

According to Ravele (1997: 11) "apartheid laws in education impaired effectiveness in the majority of schools particularly, historically black schools." The Rundu education region, being a historically black region was greatly disadvantaged by apartheid laws. This hampered management of schools by principals.

With independence, the change from the former South African authoritarian management style to a more democratic one is a new dimension principals are struggling with. Principals who were used to the authoritarian management style,

are being forced to adopt the new participative management style.

Democratic participation by all stakeholders in the educational process is one of the four broad goals of the Ministry of Education. Student representative councils are seen to be part of the school board at the senior secondary level. This is a new development principals have to cope with. The Ministry's reform initiative also sought more participation and involvement from teachers, parents and other stakeholders in education in an effort to democratise the schooling process.

It is expected that principals will assist in creating opportunities for more successful learning experiences for the majority of the Namibian learners.

The principal's role is to see to it that learners benefit from the educational process. This, however, seems difficult, judging from the level and experience of the principals. According to Villet (1998: 5) "all school improvement initiatives were aimed at benefiting the students." The then Minister of Education and Culture, the Honourable Nahas Angula, stated at the Etosha Conference convened in 1991, that "education reform was intended to promote democratic values, preparing the learners for adult life and enhancing economic opportunities for all," (Angula, cited by Snyder 1991:10).

#### **1.4 The Importance of the Study**

It is hoped that this study will contribute to the creation of knowledge of the effectiveness of principals in Namibia in general and Rundu education region in particular. The determination of effective management techniques is important. Only when the level of effective management has been determined can strategic planning on how to assist schools in Rundu take place.



Principals might benefit from the study by means of self-reflection. It is hoped that the study will “provide a mirror through which the Namibian principals can analyse their managerial roles and behaviour as principals as they come to recognise themselves in the stories of the participants” (Villet 1998: 14).

Principals play an important role in the running of schools. It is the principal who is supposed to be the interpreter and implementer of decisions made at school. This study might help in assisting the school principals to manage schools effectively. If school principals manage schools more effectively, then learners’ performance might improve.

The information generated might be a valuable resource for policy makers, education planners, educators and teacher training institutions. The findings could be important in evaluating and monitoring the roles of principals in effective school management in order to achieve the ministerial objectives of quality education and efficiency. It is also expected that the study will encourage other researchers to use the findings for further research.

### 1.5 Research Approach

The study was carried out in the Rundu education region and focused on primary school management in six primary schools. The Rundu education region has 292 primary schools and is divided into eight circuits. For this study the region was divided into two sections, namely urban and rural schools. Three schools were selected from schools in urban area and three schools in the rural area. Schools selected were those which had an enrolment of more than two hundred learners. The six schools were chosen, because they had enrolment of more than two hundred learners. The researcher deliberately included rural and urban schools in this study so as establish whether the environment affect the management of schools.

### 1.5.1 Research Methods

Cohen (1994: 38) defines methods “as the range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction.”

In this study, the researcher used the qualitative research method because of the nature of his research problem which requires an understanding of the management of schools from the principal’s perspective. This method also allowed the researcher to play a more central role in the elucidation and interpretation of the behaviour of the principals observed (Best and Kahn 1993: 184).

The literature review was used to obtain ideas about effective school management by primary school principals. Fool (1969), as cited by McCann (1996: 25), calls this the historical approach and a first step in most research.

### 1.5.2 Research Techniques

When collecting data, the following research techniques were used.

#### 1.5.2.1 Observations

According to Best and Kahn (1993: 198) “observation is used to note detailed behaviour, events and context surrounding the events and behaviour.” This technique was used to observe styles of leadership, management techniques used at schools, day-to-day duties of primary school principals, relationships among staff, school climate, and maintenance of discipline. A detailed list of things to be observed was made. This method was chosen to get an overall picture of how schools are managed.

### 1.5.2.2 Interviews

An interview is a face to face meeting and oral exchange between the interviewer and interviewee with the end result being to collect data, (McCann, 1996: 27). The researcher made use of both unstructured and semi-structured interviews. The interviews were used to supplement observations made.

The interviews were designed to encompass the objectives of the study:

- to establish the management policies of the selected primary schools in the Rundu educational region,
- to address the views of principals on their roles, and
- to understand how principals are running schools in Rundu.

Each interview was designed in such a way that the respondents should feel as comfortable as possible. The questions were kept open-ended to allow respondents to answer truly and honestly. The researcher was aware of his position as Director of Education of the Rundu Education Region and that of his respondents as principals and other staff. An explanation of the aim of the research was made to avoid any mis-understandings and to allow respondents to feel comfortable and not be intimidated by the researcher's status.

A tape recorder was used to record the interviews. The tapes were replayed as often as necessary for complete and objective analysis at a later stage.

Data collected were then analysed and interpreted. According to Mouly (1978), as cited by McCann (1996: 31), "the findings of one's study needs to be reconciled with the existing knowledge, particularly as related to the literature reviewed." With this in mind, the following key themes were selected:

management style, leadership style, effective principals and the need for in-service training. These themes were analysed and interpreted to identify how primary schools are managed in the Rundu Education Region.

## 1.6 Limitations of the Study

The limitations of an investigation by the Director of Education of the region was constantly realised. Principals and teachers were put at ease as far as possible and encouraged at all times to express their opinions freely, confidentially and without fear of the information becoming part of the official business of the Education Department. The interviews were informal and conducted in a relaxed, constructive atmosphere.

## 1.7 Definitions of Terms

### **Principal:**

The principal is a person who has controlling authority or a leading position at schools. A principal is regarded as the head of an educational institution.

### **Primary Schools:**

Schools offering grades 1 to 7.

### **Management:**

In this study, management is defined as working with and through people to accomplish organizational goals.

## **Effectiveness**

Capable of producing results. In this study effectiveness is viewed as managing the schools to achieve their planned objectives.

## **Leadership**

Leadership in this study is defined as the work of the school manager to provide a clear vision and direction and establish a school climate that is conducive for learning and teaching.

### **1.9 Study Outline**

The study consists of five chapters. The first chapter provides an introduction to the study, information on the background of the research problems, aims of the study, significance of the study and definition of terms as they are used in this research.

The second chapter provides a detailed review of literature and research relevant to the study. The areas reviewed include a historical background of apartheid education in Namibia, its impact on school management, school leadership, the role of the principal as a school manager, and leader.

The third chapter examines the methodology employed to conduct the research. It provides detailed descriptions of the procedures used for data collection organization, analysis and interpretation.

The fourth chapter deals with an analysis of the research results to determine how effective management is.



The fifth and final chapter presents a detailed discussion of key issues that affect school management by primary school principals in Namibia. The chapter also proposes recommendations for future practice as well as suggestions for further research in the managerial arena. Finally, the chapter concludes with a general summary of the study.



## CHAPTER TWO: REVIEW OF LITERATURE

### 2.1 Introduction

The study of literature reveals that the problem of effective management exists in all institutions. The literature reveals that the person who can bring change at school is the principal.

Journals, proceedings of professional conferences, lists of references from professional reviews, theses and books were consulted. For this study, sources on effective schools, effective leadership and effective school management and administration were included.

The main objective of the study as stated in the aim and rationale is to explore factors which contribute to effective management by principals of schools in the Rundu Education Region of Namibia. The study was guided by evidence and experiences from previous studies undertaken by various scholars in the area of school management and school effectiveness. To this end, this chapter reviews the relevant literature and points out similarities and differences of effective school management by principals identified in other research studies. The review of literature helped the researcher to focus on effective management and factors contributing to it. It also helped the researcher to examine the relationship between effective management and student performance.

The review was based on the functions, roles and responsibilities of the principal, style of management, qualities of effective manager/principal, the need for ongoing training, and additional skills effective managers require such as being change agents, good human relations, effective communication and motivation.



The researcher first reviewed colonial and apartheid education and its impact on principals as managers of schools.

## 2.2 Historical Background

Education for Africans in Namibia started long before colonization. Education has always been at the hearts of the Namibian parents even before the advent of Western colonization. Traditional African communities educated their young about their culture. According to Auala (1989: 3) and Villet, (1998: 18), Western education for Africans in Namibia started as an adjunct to missionary endeavours. The main aim of missionary education was Christianisation, to give a rudimentary education to catechists, and to change cultural patterns that were considered to be pagan.

In Rundu where this research was conducted, education by missionaries started in 1910 when the first school for Africans was established at Nyangana by the Roman Catholic Church Mission (Annual Report 1929-1937 on Native Affairs in Kavango). Schools were run by missionaries under strict control of the colonial regime.

The first colonial government to provide western education in Namibia was that of Germany. The Germans laid the foundation of a separate system of education in Namibia. Their education system was based on race. There was separate education for whites, for blacks, and for coloureds (Cohen 1994: 69-70).

The missionaries were in the forefront of providing education for blacks and coloureds in Namibia. Missionary education was mainly based on teaching the converts reading, writing and arithmetic. Literacy was seen as necessary for converts to read the Bible and other evangelical literature.

Both the missionaries and Germans provided the black Namibians with only the most marginal education, in order to let the black Namibians serve the interest of either the church or colonial power. Therefore, the tendency was for missionaries to work hand in hand with the colonial government who often paid their salaries (Villet, 1998: 19).

When the South African Colonial Government took over control of Namibia in 1915, it inherited the educational arrangements of the former German colony. The South African Government maintained and intensified the system of segregated education (Cohen 1994: 82). The new colonizer retained the service of the missionaries, and mission schools remained in existence. The Government continued formally at first to provide education only for whites.

At a conference on African Education in 1923 held in Windhoek, Namibia, attended by most missionaries, it was agreed that education for Africans would last not longer than four years. Those seeking additional schooling would have to be specially approved by the inspector of schools of the Department of Education, depending upon the ability of concerned teachers, the number of learners and the accommodation available. Schooling for Africans was not compulsory, while that for whites was compulsory. White learners had to attend school for at least eight years (Cohen 1994: 84).

Events in South Africa during the 1948 election when the National Party came to power, had dire effects on the education of blacks in both South Africa and Namibia. (Villet 1998: 20). Shortly after the Nationalist party came to power, the Eiselen Commission on Native Education was appointed. The commission was mandated to examine the formulation of a separate system of education for

South Africa's indigenous people. Based on the recommendations from this commission, the system of African education that was followed by South Africa, and extended to Namibia after the adoption of the Bantu Education Act of 1953, was put into place. The South African Government regarded education as the medium through which the regime would implement its apartheid policy in Namibian schools. It was the primary method of inculcating the racial schemes in the minds of all racial groups (Cohen, 1994: 90).

The Bantu Education Act of 1953 codified the policy of separate education. The Act did in no way improve African education, but stressed a separate and inferior education for Africans (Cohen 1994: 91). It was designed to give the central government power to control and direct the development of the black population apart from the white ethnic groups.

According to Cohen (1994: 91) "Henceforth, black education was to be solely determined by the government in its administration, management, control, content and finance." By the late 1950's moves were afoot to implement changes in the former South-West Africa that would reinforce a strong centrally controlled, segregationist system of education.

The Eiselen Commission recommended centralised government control, maintenance and management of African education. It described objectives for a distinctly inferior education for blacks and recommended the alteration of the content of black education. It also recommended a reduction in central government aid towards black education. The ultimate aim of Bantu Education was to provide inferior education for blacks.

Bantu Education took root in the Namibian society. It sowed its seeds of division, mistrust and inferiority. The years of separated and unequal education in Namibia

created a fragmented and divided society, ravaged by poverty and low levels of education for its majority black population. Education in Namibia was later based on tribal lines. The system ensured that apartheid policy and practices became ingrained in the hearts and minds of those it sought to oppress. The principals were targeted as the chief implementers of apartheid policies and practices in their schools (Villet, 1998:22).

### **2.2.1 Impact of Apartheid Policies and Practices on the Namibian Principals**

According to Villet (1998:23), little social sciences research has been done in Namibia by Namibians. So the researcher made use of literature on racism and his own experience as a teacher as sources of information for understanding the impact of apartheid laws on the principalship in Namibia.

In Namibia the apartheid regime expected principals to be key players in ensuring that apartheid policies and practices were implemented (Villet 1998:23).

The Rundu Education Region is situated in the northern part of Namibia. As noted earlier, the region was a former homeland to which few resources were allocated for education until independence on March 20, 1990. The apartheid regime of the South African homeland system ensured that education provided by different authorities had widely differing levels of resources at their disposal. Those effects are still felt according to the "1998 Annual Fifteenth Day Report of the Ministry of Education." Only 36% of the teachers in the Rundu Education Region have formal teacher training and only 14% have qualifications of grade 12 and higher. From the high percentage of untrained teachers, some were promoted to the principalship. Some principals have qualifications of lower than grade twelve. This is the impact of apartheid laws and policies on Namibian education. Such policies hampered the effective management of schools.



It is believed that principals in Namibia were not totally aware as to what their roles in the managerial processes were. It was a requirement for principals to do classroom visits and ensure that quality education was provided. However, emphasis during class visits was on evaluating teachers according to prescribed government criteria rather than supporting teachers in improving the instruction process.

In contrast, the Namibian education system has undergone reform and restructuring in the past ten years of independence. Efforts are aimed at achieving the following broad goals which, the Ministry of Education and Culture set itself after independence:

- (a) equitable access to education,
- (b) improvement of internal efficiency,
- (c) quality education,
- (d) life long learning and democratic participation.

In order for the Ministry to achieve these goals, it issued broad policy directives that attempted to address and rectify the inequalities of the past. The Ministry of Education, Sport and Culture envisaged that the effective implementation of the reform would lead to improved performance in the formally disadvantaged regions.

Principals are expected to spearhead these reform initiatives. Johnson, as cited by Snyder (ed) (1991:109), alleged that when one speaks of education reform within a school system, one clearly must address the issue of the role of the principal as the head of the school. The principal is the on-site interpreter and implementer of decisions made at higher levels.

The change of management from the former South African authoritarian management style to a more democratic style is a new dimension that principals

are struggling with. Various attempts have been made by the Ministry to help principals, for example by the provision of the Ministry's "Manual for Primary School Principals."

### 2.3 Management Theories

Principals in Namibian Schools were never required to receive training for the principalship. According to Villet (1998: 26) the University of Namibia has offered courses in educational administration since the late 1980's. However, principals were not required to take these courses and many chose not to take them. As a result, most principals in Namibia are lacking formal and theoretical knowledge base for their practices.

Theory can help practitioners to organise knowledge and practice in a systematic and orderly manner. For example, the theory of democratic leadership and participatory management can help an administrator to organize and manage an institution according to democratic principles. This theory helps the principal to allow and encourage teachers to participate in important as well as routine decisions. Similarly, if theory informs managers that bargaining and negotiation is needed when a conflict arises in the organization, then he or she will not force a decision on people.

It should be clearly understood, however, that a theory should not be regarded as a recipe. The situation managers find themselves in should also be taken into consideration. Theory alone is not enough to guide practice (Bush 1995: 154).

It is clear school management training is crucial in Namibia, and that this study could contribute to a better understanding of the issues and ways to improve the effective functioning of primary schools.

The conceptualization of management as a function was primarily developed in faculties of public and business administration where management was an activity aimed to facilitate the achievement of particular goals or objectives with a minimum delay. In order for us to understand Educational Management better, it is advisable to have knowledge of its historical background. In this study the classical, social system and contingency theories were studied.

### 2.3.1 Classical Management Study

Classical management theory includes the work of Max Weber (1947), Henry Fayol (1916) and Frederic Taylor. This theory has a strong link to the scientific movement which reduced workers to the level of machines and tools (Morgan 1986). Only formal structures of the organization were considered. Inputs and outputs were considered to be of vital importance. In classical theory, motivation was considered to be a simple matter. Workers were only needed to satisfy the needs and goals of the organization. Their feelings were considered to be irrational.

According to Villet (1998:27), classical theory's ideas are carried over to school where teachers and principals are often regarded as implementers of highly refined systems. Principals receive mandates from inspectors and advisory teachers and expect teachers to uncritically implement such mandates. Principals are expected to supervise teachers closely in order for them to ensure that approved guidelines are carefully followed.

According to Owen (1981), scientific management and classical theory has had a long lasting impact on the way in which schools are organized and administered. The major effects of this theory on education include emphasizing efficiency in the form of low cost units, the rigid application of detailed uniform work procedures and accounting procedures. Organizational charts showing vertical lines of



authority and responsibility with little or no connection between operating divisions of the school, are still found in most schools in Namibia. Even though this form of management can still be found in most schools in Namibia, it is currently not favoured.

### 2.3.2 The Social System Theory

The social system theory was initiated by Elton Mayo. It emphasized that management should take into account the social psychological affairs on the level of output. The theory identified conflict between the needs of individuals and the goals of the organization. There was a realization that needs, besides material ones, played an important role in the motivation of workers and the functioning of the organizations.

Whereas classical theory emphasized structures and how people should behave in the organization, the focus shifted from inputs and outputs to interaction between people and groups within the organization. The theory emphasized the use of democratic procedures and communication between managers and workers to solve problems in a friendly and congenial manner.

### 2.3.3 Contingency Theory

The contingency theory was employed by Fred Fiedler. This theory emphasized the use of an appropriate management style for a particular situation. Fiedler's contingency theory asserts that three major situational variables seem to determine whether a given situation is favourable to leaders: the personal relations with the members of the group, the degree of structure in the task that their group has been assigned to perform, and the power and authority that their position provides (Hersey and Blanchard 1982:84).

According to Hersy and Blanchard (1982) Fiedler defined the favourableness of a situation as the degree to which the situation enables the leader to exert his influences over the group. According to Fiedler's theory the basic responsibility of managers is to get work done with and through people. Their success is measured by the output of the group they lead. According to Villet (1998:30), leadership stressing flexibility is likely to be effective in situations that are ambiguous. Effectiveness in this study was examined in terms of performance and satisfaction of subordinates.

The next section examines the management style and its implications for effective school management.

## **2.4 Styles of Management**

The management theories are important for the researcher to identify which style is mostly associated with effective management. Management style affects the professional work climate (Keith and Girling, 1991:31). Principals use different forms of management styles to accomplish their tasks. According to Calitz (1992), as cited by McCann (1996:70), there are three main management styles, namely: democratic, authoritarian, and laissez-faire (don't care attitude). Each one of these management styles will be discussed next.

### **2.4.1 The Democratic Style**

This style of management is applied when the whole staff is consulted before decisions are made. The democratic manager believes that his/her staff should take decisions jointly in order to work together. When a school is run democratically, the task of the principal becomes easier and he/she continues to be a truly professional leader (McCann 1996:70).

If the principal runs a school democratically, then he or she should provide information, make suggestions, offer praise and criticism and try to influence but never dominate the group. People will easily implement a decision if they feel that they were part and parcel of that decision.

#### **2.4.2 The Authoritarian Style**

This style of management is applied when the manager dominates the group. The manager determines the role of group members and sets the objectives towards which they must work, (McCann, 1996:71).

According to McCann (1996:71) "this style of management which emphasises production, would have a negative effect on morals, since the leader is being regarded as inconsiderate. This style of management can cause that the work of the staff comes to a standstill when the manager is away." The staff are not used to make decisions on their own. This can cause that the staff end up being disloyal to the manager. The principal using this style of management makes all the decisions. All the thinking and planning is made for the group and it is largely the principal's responsibility to guide and control the group. No delegation of authority takes place. Communication flows mostly in a single direction, from the principal to his or her followers.

#### **2.4.3 The Laissez-Faire Style**

School managers apply this style of management when they assume that the group has the necessary skills, knowledge and ability for each one to determine his or her own goals. The manager only assists the group members to achieve their goals if requested to do so. This style of management can succeed when the staff are highly motivated and skilled. According to McCann (1996:71) this style of management can lead to disunity, if applied in the wrong situation.

This study argued for a democratic style of management which is educative in nature. A democratic style of management allows the staff to participate fully in all the affairs at their school. Staff members are involved in planning and implementation of the school's goals and objectives and the sharing of responsibilities and commitments. The Namibian education system emphasizes the democratic style of management. All schools are urged to have management committees consisting of Heads of Department, the Superintendent and Representatives of the Student Council. The principal should be the chairperson of the School Management Committee (MBESC Directive No. 001/016/095). The next section explores the role of the principal in providing effective management.

## 2.5 The Role of the Principal as an Effective School Manager

There are many definitions of management. In this study management is defined as working with and through individuals and groups to accomplish organizational goals (Certo 1980:97, Holt 1993:3, Rees 1991:21 and Hersey and Blanchard 1982:3). Everard and Morris (1996:4) defines management "as setting direction, aims and objectives, planning how progress will be made, organizing available resources so that the goal is achieved, controlling the process and setting and improving organizational standards."

From the above one can deduce that management has to do with a specific type of task which is goal-oriented and practised by people who should be responsible. The principal of the school should be seen as a manager and should be a responsible person.

Principals are effective managers when they create a stimulating and motivating environment, so that students achieve as well as possible (Hughes and Ubben 1989:3 and Dean 1993:5). According to Van der Westhuizen (1991:135), in order to manage effectively, the manager must perform the following effectively: planning, organizing, guiding and controlling. These are called the main



components of management. This means that an effective manager will set direction, aims and objectives, plan how progress will be made, organize available resources in such a way that objectives are achieved, control the process and set and improve organization standards. Morris *et al* (1984:13) sees the role of the principal as a manager as that of providing instructional leadership, spending much time to supervise instruction and staff development. Teachers should be observed and evaluated in order to help them improve the competencies. Morris *et al* (1994:184), further see the role of the principal as establishing of a climate conducive for learning in the school that will facilitate opportunities for student progress.

Davis and Thomas (1989: 19) regard the role of the principal as that of monitoring school activities, serving as spokesperson, disseminating information to the school staff, handling disturbances and allocating resources.

A main role of the principal is that of providing professional educational leadership. This involves planning, consultation, coordinating the various activities in the school and control that consists of evaluating responsibilities, reviewing and regulating performance and providing feedback (Sikongo 1996:30, Sergiovanni 1991:17, Piek 1991:15). The principal is expected to monitor staff and student performance. This is done by observing and evaluating teachers through class visits. By so doing, teachers are assisted to improve their competencies which might lead to better academic achievement. The principal is the one who has the responsibility of creating an orderly, purposeful and peaceful school climate in which there are rules, regulations and guidelines that teachers and learners are expected to know and observe (Hughes and Ubben 1989:6, Blank 1987:69).

The principal is expected to set direction and support the work of others to accomplish objectives. According to Bennet, *et al* (1994:19) the principal should help define the goals of the school and provide means for attaining of these goals.

The present study focused on the effective management by the principal to enable schools to achieve their goals. Effective management implies that the principal should provide a clear vision and direction and be able to delegate certain responsibilities to competent staff. Effective principals are capable of translating visions into attainable goals and establishing a school climate that is not only conducive to learning, but is supportive of teachers (Hoberg 1994:45).

By setting objectives and striving to achieve them, observing teachers, work by means of class visits, involving parents in their children's education, creating a positive school climate, schools can be managed effectively. The study investigated whether principals in the Rundu Education Region are managing schools by providing effective instructional leadership. The next section investigates how an effective principal could lead to effective management.

## 2.6 The Qualities of Effective Principals

It is recognized by the school effectiveness literature that principals play an important role in determining the nature and quality of schools. Harber (1992), Hussen and Postleithwaite (1994), Levin and Lockheed (1993) and Reynolds and Cuttance (1992) argue that the school can be headed in the right direction by the leadership. The most important person who provides that leadership tends to be the principal or headmaster.

Davis and Thomas (1989:17) argue that effective principals should have the following characteristics:

- (a) have a strong vision of what their school can be and encourage all staff to work towards realizing that vision;
- (b) hold high expectations for both students' achievement and staff performance;



- (c) observe teachers in the classroom and provide positive constructive feedback aimed at solving problems and improving instruction;
- (d) encourage efficient use of instructional time and design procedures to minimize disruptions;
- (e) use material and personnel resources creatively,
- (f) monitor the individual and collective achievement of students, and use that information to guide instructional planning.

The researcher view the principals as the keystone of the managerial arch within the school itself. The principal is the one responsible for organizing, planning, directing, supervising and coordinating staff efforts in the development of effective instruction. For the principal to be effective, he or she is expected to possess certain qualities.

It is the school principal who can make a real difference in the lives of learners and teachers at a school. Dean (1995:5) and Leithwood (1992:20) contend that an effective principal should have the following characteristics:

- (a) has a mission and vision for the school;
- (b) inspires high commitment to the school's mission and instructional goals and gives direction and purpose to work;
- (c) monitors student performance;
- (d) evaluates the strengths and weaknesses of the staff so as to build upon the best current practices in remedying deficiencies;
- (e) establishes and communicates clearly;
- (f) has high expectations for all staff and students;
- (g) establishes and enforces a disciplinary code; coordinates the work of the school by allocating roles and delegating responsibilities;
- (h) is actively and visibly involved in planning and implementing change;

- (i) is ready to delegate and to value the contributions of colleagues;
- (j) is a skilled communicator,
- (k) keeps everyone informed about important decisions and events;
- (l) has the capacity to stand back from daily life in order to challenge what is taken for granted,
- (m) anticipates problems and spots opportunities;
- (n) is committed to the school, its members and its reputations;
- (o) emphasizes the quality of teaching and learning lesson-by-lesson and day-by-day;
- (p) and recognizes that support and encouragement are needed for everyone to give their best.

Cawood (1982:19) lists the qualities of an effective leader as: believes in team work; believes that a task is best performed through group coordination; utilises the group's talent; builds high morale in his or her group; plan together; does not take decisions on his or her own; does not accept all the praise himself or herself; gives recognition to group members and works hard and inspires others to work hard. The researcher concurs with the views of teamwork and team spirit. Teachers are supposed to be involved in planning the school goals and objectives. By so doing teachers will strongly identify and commit themselves to the school and its mission.

Walters (1984), as cited by McCann (1996: 81-82), regards the effective principal to have the following qualities:

- (a) concerns herself or himself primarily with the education and welfare of children in the school;
- (b) trains, supports, encourages and values his or her staff and assists in furthering their careers;
- (c) sees him or herself as the leader of a team in which all the talents, imagination and efforts of the staff are coordinated and weaknesses are supported;

- (d) able to evaluate the work of all those involved in the school - including himself or herself;
- (e) is approachable and available to children, teachers, parents and others involved in the work of the school,
- (f) is able to carry through right but occasionally unpopular policies and difficult decisions;
- (g) has a justifiable pride in the school and effectively promotes its image to the outside world;
- (h) he or she must be the director, ensuring that the school is functioning as it should on a day-to-day basis and providing it with the necessary impetus;
- (i) must be a conflict-manager, because the principal always finds him or herself in the role of problem solving; is impartial, fair-minded, tactful and discreet (j) and is courteous and appreciative.

Hughes and Ubben (1989:10) contend that “effective principals as managers should have the following qualities:

- (a) the ability to plan and organize work;
- (b) the ability to work with and lead others;
- (c) the ability to analyse problems and make decisions;
- (d) the ability to communicate orally and in writing;
- (e) the ability to perceive the needs and concerns of others;
- (f) and the ability to perform under pressure.

Robbins and Alvy (1995:10) see effective principals as effective managers who should have the following qualities: “communicate and develop relationships with teachers, custodians, secretaries, counselors, students and parents; should display respect for every individual who contributes to the success of the school.” The researcher views effective principals as those who communicate effectively with different stakeholders in the school. There is a need for an effective communication system that ensures the smooth flow of information in the school

and the general coordination of activities.

According to Hughes and Ubben (1989:19) effectively managing and leading any organization requires daily interaction with a large number of groups and a wide variety of individuals comprising these groups. In the researcher's opinion such strategies, if used by effective principals, are likely to have an impact on the performance of schools.

In this study, the researcher investigated how committed principals are to improve performance at their schools. The next section explores the need for training.

## **2.7 The need for training**

The principalship today is different and much more demanding than in the past. Jacobson (1973), as cited by McCann (1996:83), is of the opinion that this difference is "caused by changes in the curriculum; teacher militancy; student unrest, the existence of social injustices, and dissatisfaction of principals with the failure of training programmes to keep current with many aspects of the job." The entire community expects only good performance from the principal. Since in Namibia, teachers are promoted to the principalship position without formal training for the position, they struggle a lot to manage schools effectively. They need assistance in the form of in-service training.

### **2.7.1 In-service Training for Principals**

In Namibia, there is no pre-service training institute or formal courses for training primary school principals to perform their duties. Very few principals in the Rundu

Education Region have undergone in-service training to enable them to cope with their management duties.

The Ministry of Basic Education, Sport and Culture in Namibia assisted by the Commonwealth Fund investigated the need for training in 1992. The survey was carried out at secondary schools. The end result was that the ministry started to give in-service training to only a few principals.

Walter (1984), cited by McCann (1996:84), has urged that all principals receive training to prepare them for their management responsibilities. This training should deal with curriculum and methods, school organization, personnel relationships within the school, as well as purely administrative aspects. Principals should be encouraged to be students all the time. They should continually read literature which applies to their field in order that they may stimulate teachers to experiment with methods and materials.

Mullins (1996: 634) and Van der Westhuizen (1991: 2) argue that there is an urgent necessity for education leaders to receive both academic and professional training in educational management. The purpose of training is to improve knowledge, skills and to change attitudes. According to Mullins (1996:635), training can increase the confidence, motivation and commitment of staff; provide recognition, enhance responsibility and the possibility of increased pay and promotion; give a feeling of personal satisfaction and achievement and broader opportunities for progression; and help to improve the availability and quality of staff.

Training can lead to improved organizational performance. It can help to reconcile the gap between what should happen and what is happening (Mullins 1996: 635). Training may have the following results:

- (a) the principals become aware of themselves as educational leaders;



- (b) the principals are able to develop and define goals, objectives and strategies for their schools and themselves;
- (c) they are able to develop a programme of school assessment;
- (d) the principals are able to assess the competencies of their staff;
- (e) the principals are able to understand the learning and growth of children;
- (f) the principals are able to develop child assessment procedures;
- (g) the principals become competent in curriculum development;
- (h) they develop their schools as total a learning environment;
- (i) they enable participants to become more competent in organizational; finance and personnel matters;
- (j) and the principal is able to be more effective with parents, organizations and communities Snyder (ed): (1991: 15). Up-to-date theories of educational management and information on current research on the principalship can only be obtained through training or extensive reading.

In conclusion here, it should be stated that training is not a recipe for effective management. However, training can develop skills, help the principal to analyse various theories and other practices, and use these experiences of others to improve the performance of his or her school.

## 2.8 Additional Skills Effective Managers Require

### 2.8.1 The Principal as a Change Agent

Walters (1984), as cited by McCann (1996:101), states that the principal in a primary school is probably in the best position to institute change. It is the principal who should know what is going on, assess the needs of the school and consider how these can be met. In Namibia, many things have changed since independence. The principal should be in the forefront to implement Namibia's education reform initiatives, even though according to McCann (1996:101), "today, it seems as though things are changing at a faster rate than we possibly adjust to."

Successful management of change is imperative for organizational effectiveness. For change to be implemented successfully, staff have to co-operate, teachers unions have to cooperate and all members of school management, that is the schoolboard, deputy principal and heads of department should support changes that need to be made (Mullins 1996:738). Schools which are good at change are characterized by openness of communication, a high level of communication skills, a widespread desire for collaborative work, a supportive administration, good agreement on educational goals, and previous experience of successful change.

The literature on school organizations indicates that principals can be a decisive element in determining whether organizational change efforts succeed or fail. Principals play a very important role in bringing about changes in schools. It is unlikely that significant change can come about in the school without the active support of the principal.

### **2.8.2 Good Human Relations**

The principal of a school spends most of his or her time in face to face contact with teachers, learners, parents and community. The work of the principal is thus concerned with people. People are regarded as the chief resource of a manager (Van der Westhuizen 1991: 294).

In carrying out his/her daily tasks the school principal is in constant engagement and in interactive relationship with people. It is imperative that the headmaster is sensitive about creating and maintaining good relations with staff, parents, and others. According to Robbins and Alvy (1995: 43), good human relations is a key to leadership on every level. The author states that it is a thread that runs throughout the organization and affects the culture, climate, personnel practices and every individual who has contact with the school. Van der Westhuizen (1991:

294), states that the principal should have the ability to inspire and motivate his or her staff so that their initiative and creative abilities are developed to the maximum.

If the principal is lacking in sound human relations, his or her work will be of an uphill nature and not reach a satisfactory level. The principal has to get on with each and every staff member.

Robbins and Alvy (1995: 46) state that the principal should take note of the following recommendations for skilful human relations: He or she should project him/herself as a person first, and a principal second. They should let their staff know that they are approachable; and be consistent about what matters. Teaching staff will have trust in their principal if they know what to expect, what can be predicted in the principal's actions; take time to look at people, smile, respond, and laugh; use active listening so people sense that they are really listening and that they do care; respect and nurture diversity, and be accessible, open and supportive. It is imperative that the principal has a sound working relationship with all involved in education. "People have a need to connect with one another, especially during change process when many people feel lost, needed, incompetent, vulnerable and out of control" (Robbins and Alvy 1995: 47).

Basset (1967), as cited by McCann (1996: 92), is of the opinion that a principal must be or must become the sort of person who has a genuine concern for the welfare of others, particularly those who are placed under his/her control.

The principal is always interacting with a large variety of role-players at different levels in education. These include colleagues, teachers, community, members of the school board, leaders, learners, inspectors and other education officials. As a result, the principal should display excellent communication skills and sound human relations. If the interpersonal relations are sound, positive and harmonious; every staff member will instinctively want to give his/her best. The staff member

will not want to disappoint such an outstanding principal (Van der Westhuizen 1991: 294).

### 2.8.3 Communication and Motivation

According to Van der Westhuizen (1991: 205), communication is the mutual exchange of ideas and interpretation of messages. The school principal communicates with the intention to make contact, inform, interpret and give messages. The purpose of effective communications is to ensure a flow of information by conveying messages, to publicise planning and objectives, to ensure effective co-ordination of various tasks, to bring about mutual contact between people and tasks, to facilitate guiding and ensure effective control (Van der Westhuizen 1991: 206). If the above mentioned qualities are displayed by the principal, then the school will probably be managed effectively.

The principal should not only communicate effectively, but should also motivate staff. Motivation is getting results through people, influencing and uniting the course of human action (Everard and Morris 1996: 20, Van der Westhuizen 1991: 194).

It should be remembered that people are best motivated to work towards goals that they have been involved in setting and to which they therefore feel committed. Involvement is thus important for motivation purposes. If staff members are involved they feel part of any decision taken.

According to Van der Westhuizen (1991: 202) the following are principles of motivation:

- (a) principle of participation: The more staff become involved, the more they are prompted to help achieving objectives.
- (b) principle of communication: If staff are informed about the objectives and the result achieved, they are inclined to cooperate.



- (c) principle of recognition: Staff who receive recognition are inclined to work harder.

Before the principal as a school manager motivates staff it is important to know the staff and factors which can enhance or weaken the effect of motivation. Van der Westhuizen (1991: 296) states that motivation focuses to a great extent on goal directed human activity. Without motivation management is not possible, because it is motivation which is the key to management. It is motivation which makes staff readily available, accept and overcome some administrative flaws.

## 2.9 Namibian Expectations of Principals

At this juncture the researcher looked and considered literature in terms of how the Ministry of Basic Education, Sport and Culture in Namibia sees the principal. The Ministry of Basic Education, Sport and Culture in Namibia regards the principal as the head of the school management who is expected to provide leadership for the implementation of the curriculum, establishes and maintains procedures for efficient administration, and gives effective leadership to school staff and the community (MBESC, 1995).

It is expected that principals will ensure that schools are effective, efficient, equitable and democratic. The principal in Namibia is appointed to lead and manage schools, to ensure that learners are receiving quality education. Principals should do class visits in order to give help where it is needed (MBEC 1995:2). Principals have a responsibility to keep discipline at schools. The Ministry also emphasizes the need for training for school principals, including deputy principals and heads of department in order to equip them with the necessary management skills. The Ministry expects every school principal to motivate and inspire staff to improve their performance (MBESC: 1996: 57).



There is a widespread and justified belief that the success or failure of a school is determined in large part by the quality of the principal. The effectiveness of the principal is examined in terms of such things as performance and satisfaction among subordinates.

## 2.10 Conclusion

The study of literature on key aspects of management and leadership provides insights into what a principal of an effective school should do. There is little doubt that the principal plays an important role in ensuring that the school meets its instructional goals.

The literature suggests that the principal's role in the instructional arena is fundamental to the school's ability to achieve its goals. He or she is the determining factor for a school to perform well. "However, the traditional top-down approach that assumed that the principal is the source of all decision and activities, is making way for a principal who facilitates and collaborates with colleagues about change." (Villet, 1998: 50).

The literature suggests that school principals are key players in school improvement. It is through principals that all efforts to achieve meaningful school improvement must flow. The school principals are responsible for bringing about any changes at their schools. In Namibia, if we want to improve education, then principals must be effective. According to Villet (1998: 51), "schools in which principals lack skills and understanding of the practices that make for the most effective school improvement initiatives, will be unable to accept and engage effectively in the challenges that education in Namibia faces."

## CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

### 3.1 Introduction

This chapter outlines the research methodology and strategies which were used to attain the research aims. It explains how the researcher attempted to find answers to the research questions, namely are principals providing leadership needed to enable teachers and learners to perform and which forms of management practices are associated with performance.

### 3.2 Research Design

In order to understand why the methodology described in this chapter was selected, it is necessary to briefly explore the background of this research study. This study focussed on principals' understanding of the effective management of schools. It also investigated how heads of department and teachers viewed their principals' management of their schools.

The Namibian education system has seen a number of reforms and restructuring efforts between 1990 and 2000. School principals are key role players to the successful implementation of reforms at the school level. The Ministry envisioned that effective implementation would bring about an increased academic success for learners in the Namibian schools. It is required from principals to plan, monitor and supervise the implementation of the reform programme. "Investigating how principals go about their jobs deepens understanding of what their tasks entail." (Villet, 1998: 53). The review of the literature suggests that principals play an important role in effective schooling practices.

In this study, the qualitative approach of inquiry was best suited to observe and interact with participants at grassroots level. By using a qualitative research approach which included observations and interviews, the researcher was able to observe how principals actually manage their schools. The qualitative research method, according to McMillan and Shumacher (1993: 372), involves researchers collecting data by interacting with selected persons in their settings and by obtaining relevant documents. Best and Kahn (1993: 81) argue that qualitative research is concerned with the description of events scientifically without the use of numerical data. This does not mean that numerical measures are never used, but that other means of description are emphasized.

Qualitative methods in the form of ethnography were employed for the design of this research study, collection of data, as well as the analysis and the interpretation of data. The approach entailed designing the study to focus on the actual process of everyday practice to alert educators to unforeseen constraints emerging from the grassroots level. (Villet 1998: 58).

According to Spindler (1982), as cited by Villet (1998: 59), when one is involved in the process of ethnography, one is engaged in a thoroughgoing process of inquiry, aided by certain fundamental anthropological precepts. Ethnographic research allows a researcher to go out to schools and observe participants in their cultural settings. This field focus creates opportunities to observe participants, interview, record, describe and interpret effective management practices by primary school principals in their settings as they happened.

The main reason for the use of qualitative research techniques in this study was its focus on everyday realities of the principal's function and role in effectively managing schools. The researcher focused on how principals view factors which contribute to effective management and how they relate to international literature. He concentrated on particular activities, that is management in a school situation,

interacted with the principals and described his findings in a qualitative manner.

### 3.2 Research Questions

As the researcher was a beginning researcher, he chose to have research questions to provide clarity and focus to his study. These questions, presented in chapter one were formulated to provide a research focus for the problem under investigation. The questions were aimed at establishing how schools are effectively managed by the primary school principals.

Using the questions, the researcher was able to focus his observation and interview themes. The questions thus operationalized his conceptual framework.

### 3.3 The Researcher

The researcher was motivated to undertake this research study due to his involvement in the Namibian education system since 1976. As a senior regional manager he started this study with a vested interest in its outcome. He was driven to undertake this research because of his desire to facilitate the improvement of schooling in Namibia and in particular the Rundu Education Region. These are his biases.

The researcher is fully aware of his position as a Director of Education for the Rundu Education Region and those of his participants as principals and other regional staff. The researcher attempted to address this relationship by explaining to the respondents what the aim of the research was in order to avoid any misunderstandings. The respondents were informed that the aim of the research

was to explore the ways in which schools are managed by principals and not to pronounce any judgement on how well or badly schools are managed. The researcher hoped that by so doing, the respondents would be kept at ease.

### 3.4 Procedures

Data were collected by observing and interviewing the principals, heads of department and teachers. These two research techniques, interviews and observations, were used to explore how principals provide leadership needed in order for learners and teachers to perform.

These data collection techniques are mostly used for final research in the qualitative research approach (Best and Kahn, 1993: 198). The researcher visited each school for one week. Four school days were used for observations and on the fifth day interviews were conducted with principals, heads of department and teachers. It was decided to make use of these research techniques, because observations provided the researcher with the true picture of school management by principals, while the interviews supplemented the observations.

#### 3.4.1 Observations

The researcher spent six weeks in the field observing how principals manage their schools. Four school days were actually spent with each participant over a six week period. A detailed list of things to be observed was made (See addendum D). Space was provided on an observation schedule to record observations made.



A visit started around 08:00 and ended at around 13:00. The researcher followed each principal as they went about their day-to-day activities. Notes were taken during this period. These notes contained descriptions of everything worth noting during the observations. This technique was chosen to enable the researcher to get a true picture on how the school principals spent their days in the running of school affairs. This method also enabled the researcher to discern ongoing behaviour as it occurs and make appropriate notes about its salient features (Cohen and Manion, 1994: 10).

### 3.4.2 Interviews

The researcher conducted formal, open-ended interviews with the principals, heads of department and teachers. These interviews were scheduled to take place after school in order to avoid disruptions of the daily duties of the participants. The researcher obtained permission from interviewees to tape-record the interviews. The researcher did not transcribe recordings made, but only used the recorded information to verify responses provided by the interviewees. The interviews were used to supplement observations which were done first.

The researcher prepared three sets of interview questions for each of the population samples that was to be used in the collection of data, namely principals, heads of department and teachers (See addendum A, B, C).

The interviews were designed to enclose the objectives of this study: to understand how primary school principals are providing leadership which can enable teachers and learners to perform well, to establish which style of management can lead to effective school management and to assess the views of principals on their roles.

Each interview was constructed in such a way that respondents felt as comfortable as possible. That is why the questions were kept open-ended, to allow respondents to answer truthfully and honestly.

### **3.4.3 Review of school documents**

School documents, like school journals, school development plans, school policies and codes, annual work plans, class visits records, and the “Manual for Primary School Principals” were reviewed to establish whether school principals were making effective use of them.

## **3.5 Data Processing, Analysis and Interpretation**

### **3.5.1 Organizing the Data**

During the weeks of data collection, the researcher made field notes of his observations of each participant. Four full school days of observations for each participant over a period of six weeks were recorded. These observations focused on what activities the principals are carrying out to manage their schools effectively. Field notes were recorded at the end of each day's observations based on short notes made during the school visits. Each participant's information was kept separately.

### **3.5.2 Interpretation and analysis procedures**

The researcher put each participant's information together, interviews as well as field observations. This information was processed for detailed analysis and interpretation in terms of effective management factors identified during the

literature review and its operation in the schools. Data analysis was mainly descriptive followed by critical interpretation.

### 3.5.3 Population and Sampling

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. A population may be all the individuals of a particular type, or a more restricted part of a group (Best and Kahn, 1993:13). The target population of this study consisted of all primary school principals, deputy principals, heads of department and school teachers in the Rundu Educational Region.

The Rundu education region has 292 primary schools and is divided into eight circuits.

**Table 1: Circuits and Schools in Rundu Education Region**

	Number of circuits		Numbers of schools	
	Circuit Inspectors	Circuits	Secondary schools	Primary schools
Total	8	8	9	292

Source: MBESC summary of the 15th school day statistics, February 2000.

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they were selected. (Borg and Gall, 1959: 219). The purpose of sampling is to gain information about a population. Therefore, if a samples is well selected, the result based on it will be easily generalisable to the target population.

In this study a purposeful sample was selected. Circuit inspectors were asked to identify schools which were considered to be managed effectively. They were

further asked to select in each circuit one school which has an enrolment of more than two hundred learners. Three of these schools should have been from the urban area and the remainder from the rural area. The five circuit inspectors provided names of the schools as requested. Three inspectors declined the invitation to provide names of the schools as requested, the reasons not declared by them. The researcher is of the opinion that these inspectors did not want their schools to participate because they thought that the findings could be used to judge the effective management of their principals. Many schools in these circuits are not managed effectively. Schools selected to be in the sample ended up being three urban schools, and three rural schools. The schools selected were those which had three hundred and more learners.

The study was confined to schools in the Rundu Education Region. For this reason, while the results can be generalised to schools in the Rundu Education Region, they cannot be seen as representative of the whole country.

### **3.6 Themes for Observations and Interviews**

The following themes were focused upon when making observations and interviewing people:

#### **1. Planning**

- establish whether the school has a school development plan,
- establish whether the plan has goals,
- establish whether goals are operationalized into objectives.

#### **2. Coordination of Learning and Teaching Activities:**

- find out how the principal is coordinating daily teaching and learning activities,
- establish how the principal is ensuring cooperation among the staff to achieve school objectives.

3. **Student performance**

- Establish what the principal does to monitor student performance.
- Establish whether the principal is giving guidance to students to enable them to perform.

4. **Decision making**

- Establish whether decisions are made democratically.
- Observe the style of management at school.

5. **Policy and disciplinary code**

- Establish whether school policies and disciplinary codes exist in the school.

6. **Quality of teaching and learning**

- Establish whether the principal is monitoring , supervising teaching activities.
- Establish whether the principal is monitoring learners' written work.

7. **In-service training**

- Establish how the manual for primary school principals is helping principals to manage schools effectively.

**Interview themes**

1. **Mission and vision**

- To establish whether schools have mission and vision statements.
- Establish whether the vision is translated into practice
- Find out whether staff were involved when the vision was created.
- Establish whether the vision is communicated to staff.
- Find out how the principal is inspiring commitment of all to the vision.



2. **Monitoring of student performance**

- Establish how the principal is encouraging learner-centred teaching.

3. **Provision of support**

- Find out how the principal is evaluating the strengths and weaknesses of the staff and how the support is provided.

4. **Disciplinary code**

- Establish whether a disciplinary code exists for teachers and learners and whether the code is put into practice.

5. **Style of management**

- Find out how decisions are made
- Find out which style of management is used; classify them as democratic, authoritative and laissez-faire.

The logo of the University of the Western Cape, featuring a stylized classical building with columns and a pediment.

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## CHAPTER FOUR : RESULTS: PRESENTATION AND DISCUSSION

### 4.0 Introduction

This chapter presents an analysis of the observation and interview data gathered. The main purpose of the study was to establish how principals, as instructional leaders, are managing schools effectively. Two types of instruments were used to collect data from principals, heads of department and teachers and the findings were recorded separately. The first part includes an analysis of observations on how principals manage schools effectively, and the second part deals with the analysis of the interviews of six principals, six heads of the department and six teachers. A total of six schools were visited of which three were in a remote area of Rundu Education Region.

### 4.1 Data Gathering

Initially, the researcher visited one sample school for four days to conduct a pilot study through observations and interviews. The researcher used this opportunity to attend a staff meeting to observe how decisions are made at this school. The researcher appreciated the cooperation and hospitality of the principal, heads of department, teachers and learners.

In all six schools the same interview questions were put to the principals' heads of department and teachers. In all, the same methods were followed. Each interview, lasted for forty-five minutes. Similarly the same observation schedule was followed at all six schools.

The results of the observations and interviews are presented separately because of the nature of the results which differ considerably. The first part reports on

the findings resulting from use of the observation schedules. The second part reports on the interviews conducted.

What now follows is a report on the observations and interviews conducted with the principals, heads of department and teachers on “effective school management by principals.”

#### 4.2. Observations

Observations were made for the researcher to familiarise himself on how schools are managed in respect of the following aspects.

- planning
- mission statement
- coordination of learning and teaching activities
- student performance
- decision making
- policy and disciplinary code
- quality of teaching and learning
- in-service training.

##### 4.2.1 Qualifications of the Primary School Principals

**Table 2: Qualifications of principals**

Qualifications	Number of Principals
Grade 12 + Degree	0
Grade 12 + Basic Teacher Diploma	3
Grade 12 + Teacher Certificate	2
Below grade 12 + Teacher Certificate	1
Below grade 12 without Professional Qualification	0
TOTAL	6

Three of the six principals interviewed had completed the Basic Teacher Diploma. They had been trained to teach grades five to seven in a specialised field. The course did not include management and leadership. Two of them were qualified to teaching grades one to seven, while one had a qualification to teach grades one to four, but the person is heading a school which had grades one to seven.

These principals were promoted to the rank of principalship based on their outstanding performance in the classrooms.

#### 4.2.2 Teaching Experience of the Principals

**Table 3: Teaching Experience in years**

Years of experience	Number of participants
20 and above	2
19	1
16	2
12	1
0 to 10	0

The results show that the respondents have more than ten years teaching experience at the primary school level. Five of them had between 16-20 years experience.

#### 4.2.3 Planning

It was established that four schools (A, B, C and D) have school development plans. These plans contain the motto, school aims and objectives and action plans of the school. The goals of these schools are operationalized into objectives. Two schools (E and F) only have objectives and action plans.

There was evidence of planning daily teaching and learning activities at school A. This is done through daily morning briefings. At this school, the management first meet for 15 minutes to plan the daily teaching and learning activities. This plan is communicated to the teaching staff during daily staff meetings. Then the management and teachers plan together what to do. The researcher attended two of these planning meetings. In these meetings the teaching staff planned how to assist learners with reading difficulties, by providing extra classes in reading.

Planning meetings were not observed at the other five schools (B, C, D, E and F). The staff of these schools did not meet daily, but only twice a week. All that could be observed was how the daily lesson plans were done.

It was observed that human resources were well utilized at all schools. Every member of the teaching staff has a written responsibility, clearly stating what is expected from the staff member. Material resources were also fully utilised. All the schools visited have plans of activities to be carried out to achieve the school objectives.

#### **4.2.4 Mission Statement**

Three schools (A, C and D) had mission statements which are clearly formulated. Three schools (B, E and F) had no mission statements. Schools A and C strive to provide quality education, while school D strives to involve the community in the education of their children.

#### **4.2.5 Coordination of Learning and Teaching Activities**

“When people work together to complete the same or different tasks aimed at achieving the same goal, it is necessary to coordinate their activities” (Van der



Westhuizen, 1991: 178). At all six schools, the programme of teaching and learning of activities are coordinated by principals in order for the schools to achieve goals set.

Principals cannot do all the tasks at the school. That is why some tasks are delegated to teachers. Coordination is necessary when delegation occurs which is facilitated by organizing structures.

Principals at these schools made use of the various aids to ensure good coordination. The following aids were used:

Meetings ensure coordination so that ideas may be exchanged, problems solved and feeling of unity and common motivation generated.

Constant follow-up activity: Regular monitoring of teaching and learning activities is carried out. This is done at all times during the course of the year that the objectives set have been attained. Continuous coordination is better than coordination once only.

By means of coordination of the various teaching and learning tasks, principals provided guidance to teachers and learners and gained knowledge of the group dynamics.

#### **4.2.6 Student Performance**

The principals of five schools reported that student performance was being monitored through class visits and/or the continuous marking of homework and other tasks. The researcher did not see whether the principals conducted class visits, but the records of visits were found in the files of five schools. School C had no records because no class visits were conducted.

Furthermore, learners at all the schools were encouraged and motivated during assemblies to study hard. It could not be established how the principals provide guidance to learners to perform well. Some homework books of the learners were monitored by the researcher. It could, however, not be established that principals were monitoring the learners' work. Even though class visits were conducted and learners written work monitored, the students in the Rundu Education Region are not performing as required. Many learners are still failing. Thus, it appears that the monitoring of student performance is not effective as the respondents suggested.

#### **4.2.7 Decision Making**

Decisions are made by means of consultations with teachers. Staff members at all the six schools were given the opportunity to participate and express their views before final decisions were taken. It was reported by the principals that after decisions were made, the school management then monitors the implementation of those decisions. It was observed at all schools that projects were about to be completed. It was the responsibility of management to ensure that projects are implemented as agreed. In the staff meetings which the researcher attended, it was noticed that the principals dominated the proceedings. Only a few teaching staff participated in the discussions. Thus, the participation was not so effective and decisions were made based on the views of only few staff members. Even though staff were given the opportunity to participate, many did not, may be because the use of the official language hampered their full participation fully.

#### **4.2.8 Policy and Disciplinary Code**

All schools have disciplinary codes in the form of rules. The disciplinary committees, consisting of the teaching staff, are responsible for the implementation of the disciplinary codes. If a learner transgresses the rules,

he or she appears before the disciplinary committee. When this learner is found guilty, the parents are summoned and a warning is given to this learner. The learner who persists with the misbehaviour is suspended based on the recommendations of the disciplinary committee.

#### **4.2.9 Quality of Teaching and Learning**

The researcher attended morning staff meetings. During these meetings it was observed that principals did not emphasize the quality of teaching and learning, lesson-by-lesson and day-by-day to teachers. Although it was reported that principals are supporting and encouraging teachers and learners to do their best, this was not observed in practice.

Principals evaluated or monitored teaching and learning by means of class visits, with the exception of school C where class visits were not conducted. Records of class visits show that discussions were held after the class visits and suggestion made about how teachers could improve their teaching.

#### **4.2.10 In-Service Training**

Only three schools (B, D, and E) have the Ministry's "Manual for Primary School Principals." Although it was reported that the principals use this manual to help them to conduct effective class visits and to communicate effectively with staff and learners, it could not be established how principals actually made use of these manuals. Three schools (A, C, and F) do not have the manual.

Principals at schools A and C are using the "whole school management," course materials provided by the Institute for Educational Career Development. They are presently being trained in management and leadership by this Institute,

an organization which specialises in management and leadership training. This institute is a Namibian non-governmental organization established in 1991 to help with the training of principals in Namibia.

According to the principals at these schools the principals' course is helping them to draw up school development plans, set goals and evaluate the achievement of these goals. However the researcher could not observe how the achievement of the goals are evaluated.

The principal of school F said that she does not have a "Manual for Primary School Principals," or any other course materials. This principal said that she did not receive any management training, making it difficult for her to manage the school effectively. Schools are supposed to be managed effectively, but without support from circuit inspectors, this principal is finding it difficult to manage her school effectively.

#### **4.3 Interview with principals**

Six principals heading primary schools were interviewed. Results of these interviews are contained in the following sections.

##### **4.3.1 General Management**

Principals were asked to indicate what they do to manage their schools effectively. The principals of two schools (A and D) indicated that they manage their schools effectively by identifying the needs of the school. They then plan what they should do to manage the school to address the needs identified. The principals further stated that they supervise teaching and learning activities by means of class visits.

In one school (B) the principal stated that she manages the school effectively by



supervising and guiding teachers and by training subject heads, who are given the responsibility to supervise and evaluate teaching in their respective subjects and to conduct class visits to ensure that teaching and learning are taking place. In another school (F), the principal stated that she manages the school effectively by controlling teachers and learners' work and by monitoring and controlling the lesson plans and preparation of teachers. The principals of schools (C and E) indicated that they manage schools effectively by involving teachers and parents in the school activities.

#### **4.3.2 Time Management**

Principals were asked to indicate what takes up most of their time. The principals of all schools indicated that monitoring the teaching activities of teachers and marking of homework take up most of their time. Being teachers themselves, they spend a considerable time teaching. Administration also takes some of their time. This ranges from attending to disciplinary problems, monitoring registers, responding to correspondence, filing circulars and meeting parents of learners with disciplinary problems for discussions.

#### **4.3.3 Promotion and Maintenance of Effective Parent and Community Relations**

Principals were asked to indicate what they do to promote and maintain effective parent and community relations. All of them indicated that parents and community relations are maintained and promoted by means of effective communication. The principals stated that they are the initiators of these healthy relationships. If the human relations are positive and harmonious, every parent and community member will give his or her best. The researcher is of the opinion that by maintaining a healthy relations with parents and community, the community have a better insight into the activities of the school and support



the school effectively. According to the principals, the maintenance and promoting of the parent and community relations had helped them to generate trust and interest in the community for the school.

The establishment of relations with parent community is necessary, because parents are concerned with the school, because their children are helped. In turn, the school is dependent on the protection and support of parents. This ensured that the community supports and participates in the school activities. Conflict situations are reduced and positive attitudes promoted by means of a healthy school community relationships.

#### **4.3.4 Implementation of Decisions Taken**

Principals were asked to indicate what they do to implement decisions taken. The principals of four schools (A, B, C, and F) responded that when decisions are made, they supervise and monitor implementation of the decisions. This is done by setting target dates when the staff should implement what was decided. Constant follow up is done by the principal. The principal of one school (E) indicated that a member of management is delegated to oversee the implementation of decisions taken, while the principal of another school (D) responded that due dates are given for the implementation of decisions taken. These are evaluated periodically to see how decisions are implemented. The principals indicated that at their schools they made a decision that their grade 7 learners should perform well. They drew up action plans which principals monitored and supervised daily.

#### **4.3.5 Creation of Conducive Learning Environment**

With regards to the creation of a stimulating and conducive teaching and learning environment, all principals interviewed indicated that they are

improving the physical facilities of their schools. New classrooms have been constructed by the communities at these schools. This created a conducive learning environment. They stated further that they established a relationship of mutual trust and respect between staff members and themselves. The researcher observed that at school A there is a mutual understanding between the school principal and members of staff as well as between the staff members and learners. That is why a high staff morale is maintained and staff and learners are motivated to deal with problems. This could, however, not be observed at the other schools.

#### **4.3.6 The Achievement of School Goals**

As far as the achievement of school goals are concerned, all principals interviewed indicated that there is a plan of activities aimed at achieving school goals. These principals indicated that as school managers they always supervise, control and monitor the achievement of the school goals. The principals of two schools (D, and E) further indicated that regular evaluations of programmes are done. By so doing, the principal could be sure whether goals are achieved or not. All organizations should be managed against goals. In the researchers' view only if the principal is striving to achieve the goals set, can the school progress be assessed. It is the responsibility of the principal to keep their schools moving.

#### **4.3.7 Utilization of Materials and Human Resources**

Principals of two schools (B and C) indicated that human resources are used effectively by allocating teachers to teach only subjects for which they are qualified. By so doing, effective utilization of teachers is enhanced. Furthermore, principals make sure that learners receive materials required. The principal of school A indicated that a committee is entrusted with the task of

ensuring that materials are used effectively when teaching tasks are assigned. The principal of that school also regularly monitors the effective use of resources.

The principals of three schools (D, E and F) responded that human resources are effectively used by supervising teaching, and by guiding teachers to teach effectively. Teaching staff are assisted in how to execute certain tasks to achieve the objectives. Materials at these schools are effectively used by making sure that each learner is provided with the necessary learning materials. However, the researcher is of the opinion that school managers at these schools did not identify staff development activities that are needed to support them to perform.

#### **4.3.8 Achievement of School Plans and Objectives**

The principals of four schools (A, B, C and D) stated that teaching staff are assigned responsibilities to achieve the objectives of the school. The principals also indicated that they supervise and monitor the implementation of school plans.

The principal of school A stated further that to achieve school plan and objectives one has to create an environment where all teaching staff cooperate. Every staff member should commit him/herself to the achievement of the school plan and objectives. The principal monitors teaching staff activities on a regular basis. By so doing the principal knows what staff are doing to carry out the school plan and achieve its objectives.

The principals of two schools (E and F) stated that the school plan and objectives would be achieved if teachers are reminded continuously of the school plan and objectives and the importance of achieving them. Class visits

are conducted by the school management team consisting of the principal, deputy principal and heads of departments, to monitor and supervise achievement of the school objectives.

#### **4.3.9 Vision Statement**

Principals were asked to indicate what their vision of their school is. The principals at all six schools responded that they would like to see their learners do well in their examinations. According to them, this could only be possible if a conducive teaching and learning environment is created and parents are involved in the education of their children. However, only one school (A) had a written vision statement. Thus, it appears that the five schools do not have vision statements as suggested by principals.

#### **4.3.10 Mission Statement and Achievability**

The principals of three schools (B, E and F) indicated that their schools do not have a mission statement. The principals of the other three schools (A, C and D) indicated that their schools do have mission statements. The mission statements according to them were created by all staff members. According to these principals, the mission statements are used as roadmaps to guide all the activities at their schools. According to them the mission statements are easily achievable. Even though schools B, E and F did not have written mission statements, their schools had objectives which are easily achievable according to the principals. The researcher is of the opinion that every school should have a mission statement. It is the mission statement that determines the kind of a school the management is trying to create. The school's goals and objectives should be formulated with reference to the mission statement.



#### 4.3.11 Learner Performance

Principals were asked to indicate what they do to make sure that learners receive the best education. The principals of five schools (B, C, D, E and F) responded that this is done by conducting class visits. Furthermore, during such visits the principals can make sure that learners are receiving the education they deserve. During such visits, the principals review test scores and grades obtained by learners.

The principal of school A indicated that teachers should be given training to equip them to give the best education to learners. Furthermore, the principals indicated that they motivate learners during assemblies to study hard and to report those teachers who are not turning up for their classes. An important feature of an effective school is the attainment of high academic achievements. It is expected from the principal to set high standards of performance at his or her school. All learners should be expected to attain the mastery level and all teachers should ensure that their learners reach the required levels. Judging from the responses of the respondents, it is clear that no single answer is correct as to what to do to improve learners' performance. Class visits and training of teachers can contribute to it. The principal of school A in the researcher's view believe in the notion that the performance of a school does not only depend upon on individual, but it is determined by the contribution of every member of the institution.

#### 4.3.12 Data the Principals Collect to Make Sure that Learners are Learning

##### What is Expected

The principals of all schools stated that they look at test and examination results to see in which subjects the learners are performing well and which subjects need more attention. By so doing, they can discover whether learners



are learning what they are supposed to learn. Class visits are done at least once a trimester. Those teachers who need help are visited at least twice per trimester.

However, it could not be established whether these principals took stock of what they were achieving already and decide where their strengths and weaknesses lie. By so doing they could concentrate their efforts where changes is most needed and where it is likely to make some difference to the quality education learners receive.

The researcher is of the opinion that the principal should take a systematic look at:

- learning outcomes
- teaching and curricular process
- learner support and guidance
- management, leadership and self-evaluation.

These are data principals should collect to make sure that learners are getting what is expected.

#### **4.3.13 Monitoring and Evaluation**

Principals were asked to indicate what they do to monitor and evaluate teaching. The principals of all schools responded that monitoring and evaluation of teaching and learning activities has to take place. Information is obtained by means of reports and classroom observations. Furthermore, they indicated that they monitor and evaluate to identify the merits and deficiencies and advise on solutions. The researcher is of the opinion that the quality of teaching and learning tasks are measured by means of evaluation. Evaluation indicates

Careful, thorough and objective analysis of each individual and programme to determine strong and weakpoints. It is disturbing to note that at these schools, principals were mainly evaluating teaching and learning activities and not the entire programme of the school activities.

#### **4.3.14 Support Provided to Teachers**

The principals responded that by means of class visits problems are identified and teachers are advised accordingly. It was reported that after a class visit the principal sits with the teacher to discuss his or her findings. Those teachers who did well are encouraged to do more. Those who did not do well are guided and advised as to which aspects they should pay more attention to in order to improve. A strategy is then worked out to address the weaknesses identified. Advisory teachers are invited to the school to come and give specialised assistance to those teachers who are not improving after advice is provided by the principals.

#### **4.3.15 Monitoring and Evaluation of the Achievement of School Objectives**

The principals stated that this can be done by regular evaluation of activities carried out to achieve the school objectives. The principals indicated that targets are set and there are indicators which are used to evaluate the achievement of the objectives.

#### **4.3.16 Assessment of School Effectiveness**

Principals were asked to indicate how they assess their schools' effectiveness in achieving their objectives. The principals of two schools (C and D) stated that their schools are effective in achieving their objectives. Almost 65% of the objectives set are achieved. The principals of four schools (A, B, E and F)

indicated that their schools are not effective in achieving their goals. The researcher found that these schools had a plan of activities, but the principals did not oversee the teaching staff when implementing what was planned. This led to these schools not being effective in achieving school goals. Two of the principals (schools C and D), made sure that what was planned was implemented. Hence the achievement of the set goals.

Everard and Morris (1996:4) suggest that an effective school manager is one who sets objectives, plans how to achieve them, organizes available resources to achieve the objectives set, and improves organizational standards. The response of the principals of schools C and D shows that they seem to manage their schools effectively, because they are effective in achieving their objectives. The principals of schools A, B, E and F do have objectives, but fail to achieve their objectives. The principals of these schools are thus less effective. They are not guiding and directing staff to achieve objectives set.

#### **4.3.17 Communication and Coordination**

On the question of how effective their communication is with staff, parents, the community, and learners, the principals stated that their communication is effective. Parents always respond positively when invited to meetings at these schools. The schools communicate mostly through meetings and letters. The principals use communication to publish their planning and school objectives, to ensure effective functioning of the organization, and to inform people.

Communication is one of the important management tasks of the school leader. No management can take place without communication. Communication is used by the principal to convey message on what he or she wishes to carry out, about what should be done, how it should be done and when it should be done, to ensure effective coordination of tasks and to bring about mutual contact

between people and tasks (Van der Westhuizen, 1991:206). The school must interact with outside bodies, whether for official reasons or because of parental involvement. In Namibia parents are encouraged to get involved in their children's education. Members of the school board, who are the representatives of parents, are urged to work with the school authorities to make sure that quality education is provided to all children (MBESC 1999:4). Communication is thus an important means which the principal uses to interact with the staff and as a way of exerting influence.

#### **4.3.18 Delegation of Duties**

On the question whether their staff members know what should be done, all principals indicated that all staff members know what is expected of them. At their schools responsibilities are delegated to staff members in writing. Duties are well spelt out. Furthermore, annual programmes also indicate what, when and by whom certain responsibilities should be carried out.

#### **4.3.19 Utilization and Delegation of Duties as a Means of Staff Development**

The principals indicated that they use delegation of duties as a means of staff development. Teaching staff to whom tasks are delegated gain more knowledge. They stated further that they use delegation as a basis for in-service training because staff members are guided to assume greater responsibility and to work independently, accept responsibility and practice it.

#### **4.3.20 Disciplinary Code**

Principals were asked to indicate what problems they encounter in the execution of disciplinary codes. Four principals (A, B, C and D) stated that they experience problems with undisciplined learners and teachers who do not want

Principals are dealing with these problems by telling the learners and teachers that at schools everybody is expected to obey the rules. Serious disciplinary problems are dealt with by a school disciplinary committee. Principals of two schools (E and F) stated that they do not experience any difficulties in executing their disciplinary codes. However, no school had rules and regulations to guide teachers' behaviour.

#### **4.3.21 Principals' Views on Staff Motivation**

All principals responded that their teachers are encouraged to teach learners effectively. They are told how important it is to teach effectively to enable their learners to perform well in the examination and for the school to be known as the best school in the region. Learners, on the other hand, are motivated by means of rewards in the form of certificates. Motivation includes all efforts a leader makes to incite his or her colleagues to perform to the best of their abilities. Motivation focuses to a great extent on goal-directed human activity (Van der Westhuizen 1991: 296).

#### **4.3.22 Managing Change**

The principals stated that they are role models and play an important part to bring about change at their schools. They come up with ideas about what changes they want to bring about and then sell their ideas to the school communities. This implies that the school community becomes more involved - they are not only taking orders, but take part in school affairs. By so doing principals listen to colleagues, solicit their views and draw on their experiences.

The principals indicated further that it is their responsibility to improve their schools. All principals see themselves playing the role of change agent. These



principals maintained that educational change has to take place in Namibia due to the new government policies. The respondents maintained that the role of the principal in the change process must be that of facilitator and coordinator.

#### **4.3.23 Problems Encountered in Managing Change**

With regards to problems encountered in managing change at their schools, the principals indicated that there is always resistance to change. People like to cling to old practices. Furthermore, some teachers lack the skills to implement changes. Such teachers can be motivated to accept changes implemented at the school by training them to be equipped for the changes.

#### **4.3.24 In-Service Training**

The principals of five schools (A, B, C, D and E) stated that they attended some in-service training courses. The in-service training assisted them to manage their schools effectively. They were taught how to draw up objectives and how to plan the implementation of activities and objectives.

They were also taught how to conduct effective class visits and use resources effectively. The principal of school F indicated that she did not undergo any in-service training. This happened because the National Institute for Educational Development (NIED) which is responsible for training, only trained very few principals. Up to this stage not all principals underwent in-service training.

#### **4.3.25 Utilization of the “Manual for Primary School Principals”**

On the question of the usefulness of the “Manual for Primary School Principals,” principals of three schools (A, C, and F) indicated that they did

not receive the manuals. The principals of the other three schools (B, D and E) stated that the manual is assisting them to become effective school leaders. The manual is helping them understand how to involve parents in the education of their children, which leadership style is needed for effective leadership, and how to administer the school effectively. However, it could not be established how the principals made use of these manuals. These manuals were stored in school cupboards. When requested to show the researcher the availability of these manuals, it was not easy for the principals to produce them. This clearly demonstrated that little use is made of these manuals.

#### **4.4 Interviews with Heads of Department**

Six heads of department were interviewed. The results of the interviews are summarized in the following sections.

##### **4.4.1 Management by Principals**

Three heads of department (schools B, C, and F) stated that their principals are giving guidance to teachers on how to improve teaching activities, allocate duties to staff, monitor and supervise the work of the heads of the department, draw up an annual plan of activities to achieve school objectives, and encourage and motivate the teaching staff to perform well. The head of department of school A stated that his principal involves every staff member in the planning of learning and teaching activities.

The head of department of school E stated that his principal encourages staff members and stakeholders to be active participants in the education of their children, builds teamwork, and initiates the plan of activities. That of school D responded that his principal encourages the staff to work independently and has an open door policy.

#### **4.4.2 Leadership and Guidance Expected from the Principal**

Heads of department were asked to indicate how their principals are leading and guiding staff to perform. The head of department of one school (D) responded that this is done through class visits and control of learners written work, while those of five schools (A, B, C, E and F) stated that this is done by influencing and motivating teachers to perform well. The head of department of school A went further by stating that the principal leads and guides staff by establishing various committees. Each committee is given a responsibility and is expected to give feedback to the principal. Since people are delegated responsibilities, they feel part of the school, are motivated, and will work hard to achieve school goals.

#### **4.4.3 Time Management**

The heads of department of two schools (A and B) stated that their principals spent most of the time during the school hours monitoring and supervising teaching and learning activities and solving problems. The heads of department of four schools (C, D, E and F) indicated that their principals spent most time in the office, doing administrative duties. This was not in agreement with the responses of the principals. It would seem that the responses of the principals that they spend most of their time monitoring class activities are not a true reflecting of what is happening at these schools.

#### **4.4.4 Decision Making**

The heads of department of all schools indicated that all teaching staff are involved in decision-making. Any decisions taken at their schools comes as a result of consultation. They indicated that decisions are taken after a thorough discussion by all staff with suggestions given by the staff members. However,

the researcher observed that only few staff member participated in the discussions. Thus, it appears that discussions were not as thorough as these respondents suggested.

#### **4.4.5 Implementation of Decisions**

On the question whether action is taken to implement decisions taken, all the heads of department responded that their principals make sure that decisions taken are implemented. They monitor and evaluate on a regular basis to make sure that action is taken on decisions made.

#### **4.4.6 Monitoring and Evaluation**

Heads of department were asked to indicate how their principals are monitoring teaching and learning activities. The heads of department responded that their principals conduct class visits. During the class visits principals ascertain whether effective teaching and learning is taking place. The principals also monitor learners' written work, lesson plans, and preparation of teachers. The principals do this to get information in order to advise teachers as to what needs to change.

#### **4.4.7 Teacher Support**

The heads of department indicated that the principals hold discussions with teachers after class visits. Those teachers that are doing well are praised for their strengths and motivated to do more. The weaknesses of teachers are addressed by pointing them out to the teacher and providing advice and guidance on how the weaknesses can be minimized or eradicated.

#### 4.4.8 The Achievement of School Objectives

The head of department of school A indicated that periodic evaluation of teachers' work is carried out to find out the progress made in achieving objectives. In the event of poor teacher performance, the teachers are assisted to achieve the objectives.

The heads of department of schools B and E indicated that the principal drew up a plan of action to achieve school objectives. The plan is evaluated regularly to find out whether it facilitates the achievement of the objectives. The head of department of school C stated that the principal allocates duties and responsibilities to teachers and makes sure that these duties and responsibilities are carried out to enable the school to achieve the set objectives. The head of department of school D indicated that class visits are conducted, while the head of department of school F indicated that no follow up was done, since the principal spends most of her time in the office doing administrative work.

#### 4.4.9 Coordination of Various Teaching and Learning Activities

Heads of department were asked to indicate how principals coordinate the various teaching and learning activities. The heads of department of two schools (A and D) indicated that the principals delegate responsibilities to teachers and subject heads. This creates a feeling that everybody is involved in the planning and implementation of teaching and learning activities. Heads of department of four schools (B, C, E and F) stated that learning and teaching are coordinated by the whole group (the entire teaching staff). Each and everybody is encouraged and motivated to regard the school as their own and thus to work hard.



#### **4.4.10 The Building of an Effective Management Team**

The heads of department indicated that their principals are always delegating certain responsibilities to them and encouraging them to carry them out. They indicated further that all members of staff at their schools form teams under the leadership of the principals who have clear goals, clear strategies and a role for each team member to play. Teachers teaching the same subjects are grouped together and heads of the department are recognized as the formal leaders of such groups.

#### **4.4.11 Delegation of Duties**

The heads of department responded that delegation of responsibilities is used as a way to develop the staff. The staff member to whom certain responsibilities are delegated gain experience and knowledge and develop as a result. For example, those staff members who are given responsibilities to be subject heads gain experience in administration of the subject concerned.

#### **4.4.12 Administration of Finances and Personnel to Achieve Maximum Results**

The heads of department indicated that school funds are used to acquire learning materials for learners. The principals also make sure that teachers come to school well prepared. The principals monitor the work of teachers by controlling the preparation books.

#### **4.4.13 Professional Support**

On the question of what support the teaching staff expects from principals that would motivate them to work better, the heads of department of three schools (A, B, and F) indicated that they expect the principal to support them in gaining

more knowledge on leadership and management issues and how to administer schools. The heads of department of two schools, C and D, indicated that the principal should support them in monitoring and supervising the implementation of the curriculum, which was done. The head of department of school E indicated that he expects the principal to motivate and advise him on how to improve his qualifications, which will enable him to perform his teaching duties effectively.

#### **4.4.14 Motivation**

Heads of department of five schools, A, B, C, D and F indicated that the principals are motivating learners and teachers to perform well. This is done by telling both learners and teachers to work hard. The heads of department of school E indicated that motivation is done through rewards in the form of certificates given to teachers and learners that perform well.

#### **4.4.15 Communication**

In this section heads of department were asked to indicate how effective the communication at their schools was. The heads of department of all schools responded that their principals communicate by talking to people in a friendly and open way. The principals are also good listeners. The principals communicate in an effective way, because when meetings are convened parents do not hesitate to attend. Staff and learners are always addressed in a good spirit. The principals communicate through meetings and letters. However, the researcher is of the opinion that communications at these schools are not effective, because the teaching staff did not know the school objectives.

#### **4.4.16 Discipline**

The heads of department stated that there are rules and regulations to be followed. The schools have disciplinary committees which see to it that the disciplinary codes are followed. According to Squelch and Lemmer (1994:42) good discipline depends on good management, both within the school as a whole and within the classroom context.

#### **4.4.17 School Goals/Mission Statements**

The heads of department of four schools (A, C, E, and F) indicated that their schools have easily achievable goals. The heads of department of two schools (B and D) do not have goals or if there are goals they are not known to the heads of department.

#### **4.4.18 Achievement of School Goals**

The heads of department of five schools (A, B, C, D and E) indicated that this is done by monitoring and supervising programmes aimed at achieving school goals. Periodic evaluations are carried out to see how far the schools are achieving the school goals. The heads of department indicated that the principals evaluate how the goals are achieved, for example through class visits and by monitoring the teaching and learning activities of teachers.

#### **4.4.19 Managing Change**

The heads of department stated that the principals are the ones who mostly initiate changes at the schools. The principals share ideas with the staff and are in the fore-front of the implementation of changes.

## **4.5 Interviews with Teachers**

Six teachers were interviewed. Results of the interviews are summarized in the following sections.

### **4.5.1 Effective Management**

Teachers were asked to indicate what their principals are doing to manage their schools effectively. The teachers of school A indicated that the principal involves all teaching staff and stakeholders in school affairs. The principal delegates responsibilities to various committees, with clear instructions. She supervises the implementation of all responsibilities she has delegated. The teacher of school C stated that the principal sets objectives and plans how to achieve them. The teacher of school E stated that his principal identifies problems and devises methods to solve them, and also plans jointly with the staff how teaching and learning activities should be carried out effectively. The teachers of school B and F indicated that their principals manage their schools effectively by giving tasks to teachers and monitoring the execution of these tasks.

### **4.5.2 Opportunities for Decision Making**

All teachers responded that they are involved in decision making. Decisions made at their schools are the result of consultation. Any decision taken is first discussed, with views given by all teaching staff. At all the schools, teachers who serve on disciplinary committees are given the opportunity to summon parents of undisciplined learners, take decisions and inform the principals of the decisions taken. They make decisions in accordance with school policy.

#### **4.5.3 Implementation of Decisions Taken**

Teachers of all schools indicated that their principals make sure that decisions taken are implemented. They further stated that their principals monitor and evaluate the implementation of decisions taken on a regular basis.

#### **4.5.4 Teaching Staff Involvement in Planning of Teaching and Learning Activities**

On the question as to how the teaching staff are involved in the planning of teaching and learning activities, the teaching staff responded that every teacher plans his or her daily teaching and learning activities. Subject heads, who are also teachers, are given responsibilities on how to plan teaching and learning activities in their respective subjects.

#### **4.5.5 Time Management**

Teachers of four schools (A, B, C, D) indicated that their principals spent most of their time monitoring teaching and learning activities by means of class visits. They assist teachers in daily teaching and learning activities. At one school (F) the principal spent most of her time in the office doing administrative work. This was observed by the researcher to be true. The researcher is of opinion that an effective school manager should spend most of his/her time supervising learning and teaching activities.

#### **4.5.6 Vision Statement**

All teachers said that the vision statement of their schools is to perform well and to be the best school in their respective circuits. With the exception of two



schools (A and D) the four other schools did not have written vision statements. The researcher is of the opinion that these teachers did not know the vision of their schools. They could not distinguish between a vision and goal.

#### **4.5.7 Realisation of Schools Vision**

On the question how principals make sure that their schools' vision is realised, the teachers responded that this is done by the principals monitoring and evaluating constantly how the vision is being achieved or not achieved. The principals also establish the short comings in the vision statements and address them. They said that teaching staff are constantly reminded of the school vision and the importance of achieving it. No teachers, however, could tell the researcher what the vision of their schools was.

#### **4.5.8 School Goals/Mission**

Teachers were asked to indicate whether their schools have goals. The teachers of five schools (A, C, D, E and F) stated that their schools have sets of stated goals, which are achievable. The teacher of one school (B) stated that her school does not have stated goals even though the researcher saw written goals at this school. As a result it can be concluded that these goals were only known to the principal of this school. The teachers stated further that the principals build teamwork to let the teaching staff members feel that they are part of the school and motivate them to contribute to the development of the schools. It is, however, disturbing to note that at some schools, none of the teaching staff knew the school goals.

#### **4.5.9 Monitoring of Teaching and Learning Activities**

The teachers indicated that the monitoring of teaching and learning is done

through class visits. During the class visits the principals find out what needs to be done to improve teaching and learning in the class observed. The principals also make sure that teachers are assisted to do their work effectively.

#### **4.5.10 Student Achievement and Staff Performance**

Teachers responded that the principals monitor student performance by monitoring learners' written work, control continuous assessment, and progress reports of learners. For those learners who are not performing, follow-up activities are organized by the principals to enable teachers to bring them up to standard. Furthermore, the teachers said that the principals are monitoring the teachers' work regularly. The teachers' daily lesson plans and preparations are reviewed every Friday. However, the researcher noted that principals were not monitoring learners' work.

#### **4.5.11 Teaching the Curriculum**

With regards to the teaching of the curriculum, the teachers of five schools (A, B, C, D and F) responded that this is done by conducting class visits. During the class visits principals find out how teachers are performing. In addition, learners' work is reviewed. The performance of the learners indicates how the teachers are performing. The teachers of one school (F) indicated that the teaching of the curriculum is done by means of encouraging and motivating teachers to perform. During the morning meetings this principal encourages teachers to perform well.

#### **4.5.12 How Principals Ensure that the Teaching Staff is Performing**

Teachers of five schools (A, B, C, D and E) responded that the principals ensure that the teaching staff is performing well by conducting class visits. During the

class visits, principals find out how the teachers are performing. Also, learners' work is reviewed. It is assumed that the performance of the learners will indicate how the teachers are performing. The teacher of one school (F) indicated that by encouraging and motivating teachers to perform, the principal helps ensure that the teachers are performing well. His principal encourages teachers to perform during the morning meetings. It could, however, not be observed that the principal of school F actually encouraged and motivated teachers to perform well.

#### **4.5.13 Post Observation Discussions**

Teachers were asked to indicate what the principals did after a class visit was conducted. Teachers stated that post observation discussions were carried out. Principals ask the teachers to reflect on their lessons, after which the principals communicate their findings to the teachers. The teachers are praised on their strengths and encouraged to do more. Advice is given specifying what needs to be done to improve weak points. Follow up class visits are conducted.

#### **4.5.14 Professional Support**

Teachers were asked to indicate the kind of support they expected from school management that would motivate them to do their work better. They responded that school management should do class visits and provide guidance. Teachers should be given in-service training to help them to teach effectively. Teachers regard the practice by school management to evaluate them as one of the crucial techniques they expect from school management.

#### **4.5.15 Communication**

Teachers indicated that the principals mostly use meetings as a means of

communication. Sometimes written messages are provided. The communication at these schools are not effective, because staff members did not know their schools vision and objectives.

#### **4.5.16 Delegation of Duties**

On the question whether staff knows what should be done, the teachers responded that written responsibilities are given to them. The written responsibilities clearly state who should do the work, its content, how and when it should be done. All schools have plans of activities which indicate clearly what should be done, when and also who the responsible person is.

#### **4.5.17 Motivation**

The teachers said that principals are motivating and encouraging teachers to perform. The principals also complete a performance appraisal form for all teachers. Teaching staff strive to be the best schools in the region. Furthermore, learners are motivated to perform well by rewards in the form of certificates.

#### **4.5.18 Discipline**

Teachers of five schools (A, B, C, E, and F) responded that discipline is maintained by applying school rules strictly. Disciplinary committees are established to attend to all disciplinary problems. At one school (D) the school counsellor is the one who deals with all disciplinary cases.

#### **4.5.19 Corrective Measures to Address Problems**

On the question of what corrective measures are taken if problems arise the teachers at two schools (A and D) indicated that the disciplinary committee and

the school counsellor find out the cause of the problem and solve it by counselling the culprits. Four schools (B, C, E and F) indicated that the culprits are punished. If the behaviour is not improved, the case is referred to the School Board and parents of learners are summoned to attend the School Board meeting. Usually after this, the learner or teacher improves his or her behaviour.

#### 4.5.20 Change Agent

On the question whether principals are involved in planning and implementing change, the teachers stated that principals are the brains who initiate changes at the schools. They come up with new ideas, share them with the teaching staff, plan and implement the new ideas. At all the schools visited the principals brought about some changes, especially in the form of creating conducive learning environments, by constructing new classrooms at the schools. Furthermore, the teachers stated that the performance of their schools improved when the current principals were appointed to these schools.

#### 4.6 Analysis and Interpretation

In this study the researcher focused on effective school management as identified in the literature on the subject. Davis and Thomas (1989:7) are of the opinion that for the schools to be managed effectively, principals should have the following characteristics: have a vision, hold high expectations of student and staff performance, observe teachers, and provide feedback. The researcher succeeded in investigating the existence of the following effective school management factors in six schools (A, B, C, D, E and F) in the Rundu Education Region. The role of the principal involvement in decision making, school's vision and mission, student performance, conducive learning environment, monitoring and evaluation, communication and coordination, discipline, motivation, change agent and in-service training were the main



themes of study. Through observations and interviews with the principals, head of department and teachers in the six schools the researcher was able to collect data related to effective management by primary school principals. That data begs for analysis and interpretation which the researcher will now do.

#### **4.6.1 The Role of the Principal as an Effective School Manager**

The main role of the principal is, viewed by Reynolds and Cuttance (1992), as that of providing professional education leadership. This involves planning, consultation, and coordination of various activities at school. It is recognized by literature dealing with effective schools that the principal plays an important role in determining the nature and quality of schools (Harber 1992). During this investigation the researcher observed various manifestations of the role that principals play in managing their schools effectively.

During the observations and interviews, it was found that principals manage their schools, in part, by means of development plans. These plans are the main tools for the improvement of learners performance. The school development plans focus on raising learner achievement, allocating tasks and responsibilities, and ensuring that all staff share the same vision and objectives.

All schools have a plan of activities drawn up by their management under the leadership of the principals. In this regard, the roles of the principals are viewed as that of setting objectives, supervision, and monitoring and evaluating teaching and learning.

These views and observations are in agreement with the literature on the role of the principal as an effective school manager. Squelch and Lemmer (1994:12) states that principals should have an ability to plan, organise, supervise and motivate people, if schools are to be managed effectively. At all schools,

teachers do not come to school late and the schools function well because of the direction and good organization provided by the principals and their management.

#### 4.6.2 Management Style

With regard to the management style practised at the schools, none of the principals, heads of department, and teachers believe in the autocratic style of leadership as they were making decisions jointly to work together. Such a “management style refers to regular and significant employee involvement in organizational decision making” (Keith and Gerling 1991: 27). The respondents maintained that by involving the stakeholders - parents and teachers - it will ensure a school with minimum turbulence and in this way the principal is able to manage the school more effectively.

In this study it was found that principals provide information to their staff, and invited their staff to share ideas and suggestions before decisions are made. However, the principals dominate, and influence the staff before a decision is made. After a decision is taken, the school management, under the leadership of the principal, see to it that it is implemented. This is in line with the opinion of Everard and Morris (1996: 46) which states that consultative decision-taking will commit all those involved. Such an approach combines motivation with effectiveness. At all schools heads of department work closely with the principal in the day to day running of the schools. They formed management teams.

In Namibia and Rundu Education Region the heads of department have a teaching load that is generally lighter than those of other teachers in order to assist with responsibilities other than that of their own classroom teaching. Principals are meeting with them over school related issues on a regular basis.

In Namibian schools the Ministry of Basic Education, Sport and Culture is encouraging a participatory management style. Principals, teachers, parents and students are encouraged to work together as partners in shaping school policies. Principals are required to apply leadership styles that are more collaborative and to see themselves as colleagues working at an equal level with teachers and other stakeholders to improve the process of teaching and learning at their schools.

Democracy is one of the four goals of education in Namibia. It is, however, disturbing to note that education is centrally formulated and organized in Namibia. The school boards do not have much real decision-making power.

A democratic principal should assist the group in order to achieve the agreed upon goals, create an atmosphere of collegiality; utilise the talents, abilities and knowledge of others, acknowledge and respect the values of others, recognize collective decision making, develop a sense of accountability to individuals and the group (Muavia, 1996: 30).

It is expected from all learners in the Namibian schools to study how democratic societies operate and the obligations and rights of their citizens. "Learners must understand that democracy means more than voting." (MBESC, 1993:41). It is expected from all Namibian teachers to practice democracy.

It is expected from the principals to facilitate broad participation in making major decisions at their schools. Schools are organised to enable communities and parents to be active participants in school governance, active contributors to discussions of school management and administration and active evaluators of the quality of instruction and learning (MBESC, 1993:42).

#### 4.6.3 Schools's Vision and Mission Statement

The literature on school effectiveness and effective principals views the school vision and mission statement as a vital factor for the definition of goals and objectives that the school intends to achieve. An effective school manager should provide a clear vision and direction. The school's vision and mission statement have the potential to empower and energize the stakeholders in the school (Ravele, 1996:21). The vision and mission statement should be the product of involvement and participation of all concerned to enjoy their commitment to it.

Effective principals as instructional leaders should be capable of translating the vision into attainable goals.

The researcher noted that only in three schools had well articulated mission statements that embody their visions with regard to their goals and objectives as educational institutions. The mission statements of schools A and C have as an objective to provide quality education through quality teaching. School D is committed to involve stakeholders in the education of their children in order for the learners to perform. Schools B, E and F do not have well articulated mission statements.

The existence of a mission statement is not necessarily evidence of a democratic process. The three schools which have written statements could not proof that these are the product of involvement and participation of all concerned. Heads of department and teachers of these schools did not know the mission statements. Similarly, principals, heads of department and teachers did not express a common view on what the school wanted to achieve.

The researcher is of the opinion that many schools in Rundu Education Region and Namibia at large do not have vision and mission statements. This is



the case because many principals lack theoretical knowledge that could help them and guide them how to go about drawing up vision and mission statements.

#### 4.6.4 Implementation of Decisions Taken

Effective school principals are those who have ability to take and implement decisions. For decisions to be implemented effectively the principal should have clearly defined objectives and communication structures for implementation, and the staff must have a commitment for implementation on what was decided upon.

In this study the respondents indicated that principals are making sure that decisions taken are implemented. It could, however, not be established that the principals are ensuring that reviews take place to ascertain whether decisions taken are implemented. It is imperative to review the action plans to establish whether there is somebody who is unable to fulfil his or her part in the action plan on time. By so doing an update of the plan may then prove necessary. This, however, is not the case in the schools visited.

#### 4.6.5 Time Management

In this study the principals responded that they spend most of their time monitoring teaching and learning activities. This is contrary to the heads of department who indicated that four of the principals (C, D, E and F) spend most of their time doing administrative work. The researcher observed that only one principal (F) spends most of her time in the office doing administrative tasks. These contradictions could be explained that heads of department might perceive the objective of the study as a means to find out the wrong doings of principals. This, however, was not the case. The researcher is of the opinion that principals have to spend most of their time in the classroom giving feedback to teachers and learners, as well as developing and conducting or arranging for professional staff development.



#### 4.6.6 Student Performance

Davis and Thomas (1989: 17) view the principal who holds high expectations for both students' achievement and staff performance as an effective school manager. All six principals in this study indicated that their goals for schooling centred on student achievement. To accomplish this goal, the principals said that they spent much of their time guiding, supervising and evaluating teaching and learning activities.

In the study it was found that principals used tests and examinations scores to measure both students' and teachers' performance. The principals identify subjects which seemed to have experienced problems in terms of the number of students who fail tests and examinations. They then meet with the individual teachers and identify problem areas and possible strategies to address the problems. By so doing students' performance improves. This seem not be the case in Rundu Education Region, because despite classvisits, learners' performances remain low in grades 1 to 4.

It appears that principals have not studied the subjects they need to provide support for they lack content knowledge. Thus, it appears that their teachers did not gain much from their insights as they knew too little about their subjects to help them. As stated earlier some of these principals are under-qualified. This makes it difficult for them to do a proper job.

Student achievement was celebrated at all six schools. Special ceremonies at the end of the school year are organized to acknowledge those students who achieved well academically and in areas like sports and culture. Parents are invited to these ceremonies as guests. The best achievers are given certificates and other gifts on these occasions, the principals said. Thus, a value, concern,

and emphasise on high learner achievement was observed at the schools.

The researcher is of the opinion that in the Rundu Education Region and Namibia at large goals for schooling should centre on learner achievements. Principals in Namibia are expected to spend most of their time on activities that directly or indirectly impact on supervision and evaluation of instruction. Principals are assisted by deputy principals and heads of department with the supervision and evaluation of the quality of instructional process in their schools.

Learners achievement are acknowledged during whole school assemblies where they are handled awards in recognition of their achievements. According to Snyder (1991) as cited by Villet (1998:181), by making learners the focus of learning in Namibian schools, government hopes to create opportunity for learners to one day participate fully economically and politically, in Namibian society.

#### **4.6.7 Conducive Learning Environment**

According to Jansen (1995: 185), the creation of a conducive learning environment is crucial to school effectiveness. A conducive learning environment refers to an environment where teaching and learning activities take place smoothly. The principal sees to it that learners and teachers are in a "healthy environment" where mutual respect and good healthy working relationships prevail. A conducive school environment is linked to important school outcomes such as student achievement (Sikongo: 1996: 14). Sikongo has suggested that the basic leadership task of the principal is to direct teachers and students in an environment conducive to learning.

During this investigation, it was observed that principals are trying to improve the physical environment of their schools. It could not, however, be observed

that the working relationships are healthy. At one school, even members of management did not know what is going on at that school.

According to Villet (1998: 182) "the ways in which Namibian principals promote instructional climate were closely aligned with their purpose for schooling and the role of the educational reforms introduced by the Namibian government." "Principals in Rundu Education Region and Namibia at large working hard on facilitating conditions in their schools that would help learners learn. However, the researcher is of the opinion that the working relationship is not healthy. In Rundu Education Region, most staff members do not know what their schools' vision and mission statements are. The researcher visited many schools and confirmed that this is the case. Thus, it appears that the learning environment is not as effective as the respondents suggested.

#### **4.6.8 Utilisation of Materials and Human Resources**

When analysing the data, the respondents indicated that materials and human resources are effectively utilised. It is unfortunate however, that learners are not performing well academically in Rundu Education Region. If materials and human resources are effectively utilised as the respondents suggested, then the picture could be different in Rundu Education Region. The researcher is of the opinion that even though the region does not have adequate materials and equipment, learners could still do well if the available resources are utilised approximately, not relying mainly on the principal.

#### **4.6.9 Achievement of school plans and objectives**

The achievement of school plans and objectives depends primarily on the way schools are managed. In this study the respondents indicated that principals are

striving to achieve the objectives set for the year. The researcher is of the opinion that schools should be actively managed against objectives that will strive as markers whereby school principals can assess progress. By striving to achieve the school plans and objectives the principals will enable their school to move in the right direction. It is however regrettable to note that not all principals are effective in achieving their objectives. As stated earlier only schools C and D are successful in achieving 65% of the objectives set. The principals are not effectively monitoring the plans of action as the respondents suggested.

#### **4.5.10 Promotion and Maintenance of Effective Parent and Community Relations**

Under Namibia's education reform parents and the community at large are regarded as equal partners in education. An effective teaching and learning requires close cooperation between teachers and parents, and positive home-school relations. In the light of changes that have taken place in education in Namibia during the past eleven years, parents and the community at large are now expected, more than ever before to assume greater responsibilities for the day-to-day management of schools. Parents can only participate fully in school activities if the relationship between them and the school is sound.

The respondents indicated that primary school principals in the Rundu Education Region have established a sound relationship with the parents and the community at large. This is encouraging and a step in the right direction. Schools are supposed not to function in isolation and the school principals have to enter into a variety of relationships within as well as outside the school. In building sound relationships, principals should express appreciation and give recognition to the contributions made by parents and the community at large. What the researcher found, however, was that parents are brought in when there is a discipline problem and there was little recognition of the contribution parents make.



#### 4.6.11 Data The Principals Collect to Make Sure That Learners Are Learning

The respondents indicated that test and examination results are data they use to see in which subjects the learner are performing well and which subjects need more attention. It is however, regrettable to note that the data is not used to improve the performance of learners. In the researcher's view the data collected should be discussed in staff meetings and decisions taken on what have to be done to address the shortcomings. A definite plan of action is to be requested from advisory teachers to address the subject related problems identified. By so doing the data might be used to make sure that learners are learning.

#### 4.6.12 Monitoring and Evaluation

Van der Westhuizen (1991: 95-96) views monitoring and evaluation as very important, because it is by means of monitoring that the problems can be identified and the performance of a school can change.

By means of evaluation, the strengths and weaknesses of teacher and learner performance can be identified. If teachers are evaluated, then appropriate assistance can be rendered.

In this study, it was found that principals are monitoring and evaluating the performance of teachers and learners by means of class visits. Heads of department were also involved in conducting class visits. They also gave feedback to principals about what was going on in each individual classroom.

According to Villet (1998: 174), Namibian principals supervise and monitor the teaching process in their schools in a variety of ways; through observations of classroom teaching, reviewing teachers, preparation files and students' progress



records. This was aimed at helping teachers to grow professionally ensuring that teaching content was covered and holding teaching accountable for student performance. Villet's statement was confirmed by the study.

#### **4.6.13 Support Provided To Teachers**

The teaching staff interviewed reported that they receive adequate professional support from the principals. Whether this support is helping them to improve their performance, was difficult to determine during the short period the researcher visited these schools. In the researcher's view some principals in the Rundu Education Region who are lowly qualified find it difficult to provide effective professional support to teachers who might be better qualified than her/him. That is why the training of these principals to equip them for their tasks is imperative.

#### **4.6.14 Communication and Co-ordination**

Dean (1995:5) and Leithwood (1992:20) state that one of the characteristics of an effective school principal is that he or she is an effective communicator. If staff, learners and stakeholders are informed about objectives and results achieved, they are inclined to cooperate more and feel that they are part of the group. According to Van der Westhuizen (1991:206), the purpose of effective communication is to ensure the flow of information by conveying messages, sharing planning and objectives, and bringing about mutual contact between people and tasks.

Principals, heads of department and teachers of schools observed in this research study indicated that the communication at their schools is effective. The principals reported that they communicate all the plans and objectives to stakeholders, learners and staff by means of meetings and letters.

The researcher is of the opinion that the information flow is not sound. Many parents in Namibia in general and Rundu Education Region in particular do not know the schools vision and mission statements. This is happening because schools are not communicating with these parents. The researcher attended various parent-meetings convened at the beginning and middle of the year. Parents were not informed of the schools' goals.

#### 4.6.15 Delegation of duties

Delegation is the task carried out by the principal in entrusting duties, within their attendant responsibilities, to others and to divide the work meaningfully and ensure its effective execution by making people responsible for the results or the achievement of objectives (Van der Westhuizen, 1991: 172). In this study it was found that principals delegate responsibilities to the subordinates.

According to Everard and Morris (1996:49) effective delegation depends on

- (i) clearly defined objectives, with a timetable;
- (ii) clearly defined criteria which should be born in mind in achieving the objectives; and
- (iii) review procedures or check points.

The schools visited had clearly defined objectives, with a timetable, but the clearly defined criteria used to achieve the objectives and review procedures were not there. Thus delegation could not be regarded as effective as the respondents suggested.

#### 4.6.16 Learner Discipline

The establishment and enforcement of a disciplinary code is viewed by Robbins and Alvy (1995: 223) as crucial to student success. According to Van der Westhuizen (1991: 223), exercising control is aimed at making planning and organising succeed. Robbins and Alvy (1995: 223) suggest that disciplinary programmes enable students to be clear about expectations and allow them the information they need to be successful in school.

During this study, the researcher observed and found that discipline is maintained by means of school rules. At all schools disciplinary committees have been established to enforce the rules. This was done to exercise control aimed at achieving positive results. The rules are designed to monitor the learners' behaviour, homework and absenteeism.

If learners break a certain rule, then the disciplinary committee deals with remedial actions as prescribed in the rules. However, all principals, told the researcher that they were struggling with issues of discipline and finding effective replacements for corporal punishment, which was outlawed in Namibia during 1990.

The researcher is of the opinion that a code of conduct be extended to the teaching staff too. In the Rundu Education Regions rules are only meant for learners. In Namibian schools in general and the Rundu Education Region in particular, the issue of discipline is a matter of concern. Teachers who were shaped by the culture of corporal punishment are finding it difficult to find effective replacement for it. In the Rundu Education Region absenteeism of both teachers and learners is very high. This is due to the lack of self-discipline.

Education is an orderly process. Stakeholders involved in education, especially the teachers and learners must exercise self-discipline in order to achieve the school objectives. For any code of conduct to succeed the implementer and recipients must commit themselves to it. This seem not to be the case in the Rundu Education Region.

#### 4.6.17 Motivation

Van der Westhuizen (1991: 296) regards motivation as a key factor for the principal to manage a school effectively. He suggests that to fulfil his/her function effectively, the educational leader should have knowledge about human needs and how to satisfy them. Motivation is getting the best out of people. Everard and Morris state that people are best motivated to work towards goals they have been involved in setting, and to which they feel committed. (Everard and Morris, 1996: 20).

During this study, it was found that the principals in the schools are trying by all means to motivate their staff and learners to perform. At some schools, rewards and certificates are given in order to motivate students. At other schools, they are just encouraged verbally.

The researcher is of the opinion that principals in Namibia and the Rundu Education Region are trying their level best to motivate teachers and learners to perform. Various forms of motivation are used, for example rewards in the form of certificates. Teachers who are improving their qualifications are motivated by the recognition of the qualification obtained and increase in their salaries. It appears that, even though principals are trying to motivate learners

and teachers, the performance of schools in Rundu Education Region remains low. Learners and teachers are not intrinsically motivated.

#### 4.6.18 Change Agent

Walters (1984) as cited by McCann (1996: 101) states that the principal in a primary school is in the best position to institute change. It is the principal who should know what is going on, assess the needs of the school and consider how these needs can be met.

For change to be implemented successfully, staff have to cooperate and all members of school management, that is the school board, deputy principals and heads of department, should support it.

The school principals of the schools visited are in the forefront of planning and implementing changes. At all schools visited, the principals are striving for change. They want their schools to be known as best schools, hence they set and implement school objectives and are building closer links with communities.

Principals in the Rundu Education Region and Namibia at large are striving to manage and bring changes at their schools. It is expected from principals in Namibia to create a school climate that is conducive to teaching and learning.

In Rundu Education Region, all principals are striving to bring about changes to address the high failure rates.

According to Squelch and Lemmer (1994:141) successful change only be accomplished if principals do have clear goals to be achieved. Change should be planned and all staff should have a clear sense of direction. In order for change to be accomplished staff should be involved and authority be delegated.



#### 4.6.19 In-Service Training

In-service training is regarded by Van der Westhuizen (1991: 5) as imperative for principals to manage schools effectively. This training should deal with curriculum and teaching methods, school organization and relationships in the school as well as purely administrative aspects. The in-service training should take place in the form of seminars, courses, and workshops.

In-service training can lead to improved organizational performance. Mullins (1996: 635) emphasized that training may result in principals becoming aware of themselves as educational leaders and being better able to develop goals and objectives for themselves.

During this research, it was found that five principals received in-service training conducted by the Ministry of Basic Education, Sport and Culture, from 1996-2000. The in-service training equipped them with certain knowledge and skills. This included how to involve parents in the education of their children, how to conduct effective class visits, how to train staff, and how to create an effective human relationships.

In Rundu Education Region and Namibia at large only few principals received in-service training conducted by the Ministry of Basic Education, Sport and Culture. Many principals lack the theoretical knowledge on management and leadership. The researcher is of the opinion that the few who got training are struggling to put the knowledge gained into practice, because there is no support system in place.

Newly appointed principals are not given induction courses to equip them to manage their schools effectively.

One of the principals did not undergo any management and leadership training. She is just managing the school by common sense. The lack of theoretical knowledge is making it difficult for this principal to manage her school effectively.

Only three of the six principals are in possession of "The Manual for Primary School Principals" which was issued by the Ministry of Basic Education, Sport and Culture to assist teachers to manage and lead schools effectively. The principals who have the manual are using it to help them to know what their responsibilities are towards teachers and learners, how to conduct class visits, how to communicate effectively with staff, learners and parents and how to establish an orderly working condition within the teaching and learning environment. It is regrettable to note that even though the Ministry provided all principals with the manual, these manuals are not utilized. They are just gaining dust in the cupboards.

It is expected that principals will facilitate the professional development of their staff and provide ongoing support. Hence, principals need training to equip themselves with more information than the teacher has.

#### **4.7 Concluding Remarks**

Some factors suggested by Everard and Morris (1996), Davis and Thomas (1989), Dean (1995), and Leithwood (1992) are not operating at schools in Rundu Education Region. These authors emphasize that in order for the school to be managed effectively, the principal should provide a clear vision and direction. Four of the schools did not have clearly stipulated vision statements that could guide and inspire the schools. Only three schools had mission statements. These were the products of the school principals themselves and not a result of the involvement and participation of all concerned.

School rules and codes of conduct were in place for learners, but no regulations and guidelines formally existed which teachers are expected to know and observe. It could not be observed how the rules and codes of conduct for learners were implemented. The implementation of rules and policies is important for enforcing authority and discipline among teachers and learners (Christie *et al* 1997: 10).

Another important issue is the question of setting objectives for the schools. The researcher concluded from his observations that there was no consensus reached by principals, heads of department and teachers with respect to what the six schools wanted to achieve. This became evident from the way the principals, heads of department, and teachers provided different answers as to what the objectives of the schools were.

There is a great need to improve the communication at schools. All staff and parents need to be informed of the school objectives. If staff are informed about the objectives and results achieved, they are inclined to co-operate more and feel that they are part of the school. All teachers should know what is expected of them and how their tasks form part of the total plan of the school.

In addition, the community needs to value what teachers are doing. This will serve as motivation for school management to perform well.

School managers should motivate staff by means of having knowledge of their needs, their work circumstances and the requirements of the community. Many teachers in the rural areas are performing their duties under difficult circumstances. They need incentives to be motivated to perform under these circumstances.

All schools in the rural areas do to not have office blocks. Principals are carrying out their managerial tasks in the storerooms. Well qualified teachers are difficult to recruit, due to lack of incentives, such as housing and amenities.

That is why these principals are finding it problematic to run these schools. Most untrained and under qualified teachers are found in these schools. It is commendable that these principals are still performing well under these circumstances.

The Ministry should provide the structure for initiating and implementing training programmes for principals and heads of department. Currently, too many departments are involved, the National Institute for Educational Development, the Directorate of Educational Programme Implementation and the Directorate of Inspectorate and Advisory Services. Coordination is lacking and little is done to train school managers.

Ongoing training is essential to boost the confidence of principals when facing challenges that come their way.

## CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

### 5.0 Introduction

This study investigated how primary schools are managed in the Rundu Education Region of Namibia. This chapter intends to summarise the major findings of the study. The six primary schools studied are offering grades one to seven. Three schools are serving the urban communities, while the other three are serving rural communities in remote areas. The rural schools are not able to attract well qualified teachers due to (a) the distance between the school and the nearest town and (b) a lack of teacher accommodation and amenities.

The discussion focuses on what principals, heads of department and teachers said about what principals do to manage schools effectively in the six schools. Conclusions drawn from the school observations are also discussed.

This study was designed to examine some factors that influence effective school management. These include:

- The role of the principals
- Management issues
- Decision making
- Support expected
- Quality of teaching and learning
- Student performance
- Monitoring and evaluation
- In-service training,

The researcher hoped to better understand how primary schools are managed. Towards the end of the chapter specific recommendations are made.



## 5.1 The Role of the Principals

The roles and functions of the principals were not well articulated. It could not be established whether the roles that principals are supposed to play, which are stipulated in "The Principal Manual," were known to them. The manual, inter alia, stipulates that the principal should provide leadership to staff.

The heads of department and teachers argued that the principals did not know their roles because:

- principals lacked administrative direction
- they provide no orientation for teachers
- they do too much office work (school F).

The success of a school depends on the principal's skills in organizing and managing the teaching and learning activities effectively. Principals can manage schools effectively if they have professional knowledge and skills gained from theories on educational management and leadership. It is unfortunate, however, to note that principals did not know what was expected from them. They lack theoretical knowledge, due to the fact that even the content of "The Principal Manual," was not known to them. Effective management by primary school principals in the Rundu Education was affected by personal factors such as academic qualifications, long association with school apartheid education as well as their limited professional and practical knowledge. Three of the principals who participated in the study were academically and professionally qualified for their positions. In the Namibian context this meant a three year college training in the field of education. Changing the majority of principals into effective school managers in Namibia will require a strategy geared to factors perceived as contributing to effective school management, particularly on how they impact on the individual principal and school that will require more focus on ethnographic case study research.

## 5.2 Management Issues

The results of data analysis of this study revealed that:

- There was no understanding why schools should have vision and mission statements. A school without a vision, to this researcher's mind, is a school without direction. An effective principal is the one who directs the activities of the staff towards a purposeful pursuance of given objectives. The findings revealed that is not the case in Rundu Education Region. This demonstrates clearly why schools are not performing academically. The vision and mission statements are the driving force for change from the present situation to what schools should be after years to come.
- The non-urban school principals were finding it difficult to manage schools without office blocks. Administrative tasks are carried out by these principals in store rooms. However, these tasks did not differ considerably from those in urban areas.

In this study it became clear that the schools studied were managed differently. No school was managed effectively in the same way. All the principals produced sets of rules but it was not evident whether these rules were applied or not.

All the principals admitted not having policies and regulations that guide the behaviour of teachers. In the absence of clear policies the principals, therefore, did not know what to do in case a teacher misbehaved.

The objectives the principals have are not the product of staff involvement. Heads of department and teachers did not know the schools' objectives.

Furthermore, the researcher concluded that the communication at these schools was not effective. To effectively manage schools, principals have to involve all the staff in objective setting and planning of school activities. The findings revealed that this was not the case in Rundu Education Region. The researcher is of the opinion that effective management makes a school work. An effective principal establishes policies, strategies and procedures and implements them. The school is not then considered as coincidental organization where things merely come together in an ad hoc fashion but where well-orchestrated activities are organised and effectively managed.

### **5.3 Professional Support Expected from the Principals**

Teachers and heads of department interviewed were asked to identify the kind of support they needed from the principals that would assist them to improve their performance. Heads of department felt that principals should support them in gaining more knowledge on leadership and management issues. The teachers on the other hand felt that the school management should conduct class visits and give guidance to them.

It could not be established at all the six schools that principals were training heads of department in leadership and management issues. The need for professional development and support cannot be overemphasized in view of the fact that Namibia has embarked upon reforming the whole education system and the fact that many teachers in Rundu Education Region are unqualified. The researcher is of the opinion that principals should invite advisory teachers and inspectors to assist them with professional development.

### **5.4 Quality of Teaching and Learning**

The schools visited have a number of teachers who are professionally untrained. The Government, through the Ministry of Basic Education, Sport

and Culture has, not succeeded in providing all regions with well-qualified teachers. Principals are supposed to support teachers by means of in-service training. According to the researcher's view all schools were not effective in management, teaching and learning in the absence of in-service training to teachers and giving guidance to learners. Human and material resources contribute to the quality of teaching and learning. Trained and committed teaching staff and materials can contribute gratefully to learner academic achievements. Rundu Education Region lacks both human and material resources. The researcher is of the opinion that quality teaching and learning is not taking place in the Rundu Education Region, because many learners are failing grades 1 to 4. This means that schools are not delivering quality education that meets or exceeds the needs and expectations of the community. Quality teaching and learning is the heart of any school activities.

### **5.5 Decision-Making**

The Government, through the Ministry of Basic Education, Sport and Culture, is encouraging principals, teachers, parents and students to work together as partners in shaping school policies. It was, however, disturbing to note that even heads of department did not know what the schools' mission statements and objectives were. In the researcher's view, the principals do not use leadership styles that are very collaborative. The contradictions between the response According to this researcher's view, the principals do not use leadership styles that are very collaborative. The contradictions between the response of the principals and the heads of department and teachers could be attributed to the fact that the latter were suspicious about the objectives of the study. Principals might think that their responses could be used to assess their performance.

### **5.6 Student Performance**

It has been noticed with great concern that the Rundu Education Region has experienced high failure rates over the past ten years, especially at grades 1



and 2 (Annual Report of the Ministry of Basic Education, Sport and Culture ending December 1996).

The respondents indicated that principals and heads of department are conducting class visits and monitoring learners' written work. The researcher is of the opinion that the class visits are not as effectively conducted as the respondents suggested. Class visits are supposed to be used to assist teachers and learners to improve performances.

There is thus a contradiction between what the respondents said and what is actually happening in the region. This contradiction could be attributed to the fact that there was a lack of conceptual framework and understanding as to what are the inter-related variables which affect student performance. Class visits are supposed to be used to offer feedback to teachers on what learners are learning and not learning and should become the basis for planning to improve learners' performance. Learner achievements are usually used to determine how schools are effectively managed.

### **5.7 Monitoring and Evaluation**

Namibian principals monitor and evaluate the teaching and learning process in their schools in a variety of ways: through observations of classroom teaching, review of teachers' preparation files and students records. This is done with the aim of helping teachers to grow professionally, ensuring that teaching content is covered, and to hold teachers accountable for student learning. (Villet, 1998: 175).

The principals of all schools visited indicated that classroom observation are important, because observations are used to assess how well teachers were understanding and implementing what is required by the curriculum. It was, however, disturbing to note that the principal of school F did not conduct



class visits.

## 5.8 In-Service Training

Principals in Namibia are not given management training before they are appointed. The absence of such training for principals' leaves most of them just trying to manage schools by trial-and-error. All principals were promoted based on the fact that they were regarded as good classroom teachers.

All the principals interviewed felt that they needed to be up-to-date with what was happening in the field of education management. According to them, they are expected to facilitate the professional development of their staff, but they are not well equipped to do so.

It is very important that school principals are trained and empowered to manage human and materials resources effectively, set target and goals and achieve them.

It is sad to note that very few principals have received in-service training. They do, however, have some material support. The Ministry of Basic Education, Sport and Culture, has attempted to provide each principal with "the Manual for Primary School Principals" to support them. What was disturbing, however, is that not all principals were in possession of that manual.

According to the principals, the circuit inspectors who are supposed to be the main source of help, are not very supportive. It is worrying to note that, in addition to their poor training, principals are working in the absence of circuit inspector services. The principals need immediate support.

In Namibia circuit inspectors are expected to stimulate the professional development of school managers to motivate them to a better level of performance, visit each school once per year to provide support and guidance to principals.

The inspectors should help school managers to establish a learning environment conducive to efficient teaching, learning and caring.

The inspectors are expected to guide teachers in what will be done, set criteria and determine the actions for the teacher to follow. They should assess standards of teaching and learning and provide encouragement and constructive evaluation in promoting acceptable curricular changes. However, it is regrettable to note that inspectors are not providing the support as expected. Principals and teachers, more especially in the Rundu Education Region, need their support.

## 5.9 Conclusions

Conclusions reached by this research study are as follows:

- Principals lacked the knowledge and training in educational change and the effective leadership and management practices. That is why they are unable to effectively intervene in the instructional process.
- Principals were not aware it is their task to get copies of “The Manual for Primary School Principals” and make use of it to help to manage their schools effectively. They did not know where to obtain copies of these manuals.
- The Ministry of Basic Education, Sport and Culture is busy transforming the entire education system. Principals should be at the forefront of implementing the changes introduced by Government.

### 5.10 Recommendations

The recommendations that follow are based on the review of literature on effective school management as well as an analysis and interpretation of findings of this study in the six schools on how such schools are managed.

- 1) For schools to be managed effectively, principals should play a leading role. The principals should provide instructional leadership and spend significant time to direct supervision of instruction and staff development (Morris et al 1984:13). Teacher observation and evaluation should be conducted effectively. Traditional appointment requirements which are based on academic qualifications and experience only should be revised. The recommendations of the 1999 Namibian Presidential Commission on Education, Culture and Training state that principals should be appointed on contract for five years at a time, in order to review the performance of the principals. The researcher supports this idea.
- 2) Through collaborative efforts with teachers, students and parents, principals should develop their school's mission statement so that all involved can acquire a sense of what is at the core of their school's instructional programme. Such a collaborative mission should guide all instructional activities.
- 3) The principals should be capable of understanding schools as learning organizations that are to be changed and improved in order for the learners to benefit. The principal must be a change agent. The issue of change is extremely important in schools in the Rundu Education Region right now. The "change agent" should commit him/herself to change. The principals as change agents should first recognise the need for change and plan for change. The performance of learners must

change for the better as well.

- 4) Effective in-service and staff development are needed for schools in the Rundu Education Region. Principals should be trained how to manage effectively and to conduct staff development programmes and activities. Educational Planners in Namibia should consider developing an national institute or academy for leadership development in schools.
- 5) Currently there are no certification procedures in place in Namibia that would help in the preparation of school principals. A formal set of procedures needs to be in place that will assist in the selection and preparation of those individuals currently seeking to become school principals. (Villet, 1998: 195). The Ministry of Basic Education, Sport and Culture should have a policy that only certified teachers with leadership abilities should be appointed to the position of principals.
- 6) Principals should focus more on instructional leadership, spend much time to direct, supervise and monitor what is going on in the classroom, and provide guidance to the teaching staff. They should encourage good aspects of the work of teachers and pupils, giving recognition to them which is worthy of praise.
- 7) Principals must know their teachers. Knowing the teacher will help the principal realise what needs the teachers have and how to support their professional development.
- 8) This study only focused on six principals, six heads of department and six teachers in schools in the Rundu Education Region. More studies of this kind in other schools in the Rundu Education Region and Namibia would give a fuller picture of the issues underlying effective school

management. It is recommended that such studies be conducted.

- 9) The study focused on the perception of principals, heads of department and teachers as to what the principals do to manage schools effectively. Future research on the experiences of students and the interpretation of the leadership that principals provide, can shed more light on the effectiveness of the principals' management practices.
- 10) The Ministry of Basic Education, Sport and Culture is busy transforming the entire education system. The principals should be at the forefront of implementing the changes introduced by Government. Principals at the schools in the rural areas must be provided with administration blocks to enable them to perform their tasks effectively. The creation of a conducive working environment should not only be confined to urban schools.
- 11) Incentives should be given to principals in the rural areas to motivate them to perform their managerial task well.
- 12) In many countries of the world, leadership training of school principals and the professional development of teacher is an important aspect of the work of education departments. Two possibilities which could be considered in Namibia are:
  - 12.1 The establishment of a leadership academy/institute for the professional development of school principals.
  - 12.2 The expansion nationally of the National Institute for Educational Development (NIED) to enhance the professional development of teachers through for example, regional professional development centres in regions such as Rundu.



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## ADDENDUM A

### SEMI-STRUCTURED INTERVIEW SCHEDULE: PRINCIPAL SUBJECT: EFFECTIVE MANAGEMENT OF SCHOOLS

*Venue: School:* ..... *Date:* .....  
*Respondent: Principal:* ..... *Gender:* .....  
*Qualifications: Academic:* ..... *Professional:* .....  
*Experience:* .....

#### Themes

##### (a) General Management

1. What do you do to manage this school effectively?
2. What aspects of management take up most of your time?
3. What do you do to promote and maintain effective staff parent and community relationship that support achievement of the school objectives?

##### (b) Decision making

4. What opportunity exists for your teaching staff to participate in decision making?
5. How do you ensure that action is taken on decisions made at your school?

##### (c) Conducive environment

6. What do you do to create a stimulating and motivating teaching and learning environment?

##### (d) School goals

7. How do you make sure that the school goals are achieved?
8. What do you do to make sure that the material and human resources are utilized effectively to achieve the school's goals?
9. What do you do to lead your staff so that the school plan and objectives are achieved?



## EFFECTIVE PRINCIPAL AS A MANAGER

### (a) Vision

10. What would you like to see happening at your school this year? (Vision)

### (b) Mission statement

11. What is your school's mission statement and how achievable is it?

### (c) Performance of students

12. What do you do to make sure that learners are performing well?
13. What is the data that you as the Principal collect to make sure that students are learning what is expected?

### (d) Monitoring and evaluation

14. How do you monitor work in the classroom?
15. How do you do to support the teaching staff to address their strengths and weaknesses?
16. How do you monitor and evaluate the achievement of your school objectives?
17. How do you assess your school effectiveness in achieving its objectives?

### (e) Communication and coordination

18. How effective is your communication with staff, parents, community and learners? What means do you employ to communicate with them?
19. Does that staff know what must be done, by whom, with what and when the work should be done?
20. How do you use delegation of duties to effectively form a means of staff development?

### (f) Disciplinary code

21. What difficulties are you encountering in the execution of a disciplinary code and how do you deal with them?

**(g) Motivation**

22. How do you motivate staff to teach effectively and learners to learn?

**(h) Managing change (change agent)**

23. What role do you play to facilitate change?

24. What problems do you encounter in managing changes at your school?  
How do you solve them?

**(i) In-service training**

25. Did you undergo any in-service training and how did it help you to manage your school effectively?

26. How is the "Manual for Primary School Principals" helping you to manage your school effectively?



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## ADDENDUM B

### STRUCTURED INTERVIEW SCHEDULE: HEAD OF DEPARTMENT SUBJECT: EFFECTIVE MANAGEMENT OF SCHOOLS

*Venue: School:* ..... *Date:* .....  
*Respondent: Head of Department:* ..... *Gender:* .....  
*Qualifications: Academic:* ..... *Professional:* .....  
*Experience:* .....

#### Themes

##### (a) Management

1. What does your principal do to manage this school effectively?
2. How is the principal leading and guiding the staff to influence them to work willingly and to strive to achieve the school goals?
3. What does your principal do that takes up most of her/his time?

##### (b) Decision making

4. What opportunity exists for the teaching staff to participate in decision making at the school?
5. How does your principal ensure that action is taken on decision made?

##### (c) Monitoring and evaluation

6. How is the principal monitoring the various teaching and learning activities?
7. What does your principal do to support the teaching staff to address their strengths and weaknesses?

##### (d) Coordination

8. How does your principal monitor and evaluate the achievement of your school objectives?
9. What is the principal doing to coordinate the various teaching and learning activities into meaningful and purposeful group endeavour?

10. What is your principal doing to build an effective management team? :
11. How is the principal clarifying delegated responsibilities to make sure that effective management takes place at this school?
12. How is the principal controlling the use of finance, personnel and planned activities to achieve the maximum results?

**(e) Professional support**

13. What professional support do you expect from the principal as an instructional leader?

**(f) Motivation**

14. How is the principal motivating staff and learners to perform to their maximum?

**(g) Communication**

15. How does the principal communicate with staff, learners and community effectively?

**(h) Discipline**

16. How is discipline maintained at your school?

**(i) School goals/mission statement**

17. Has your school got a stated set of goals or a mission statement? How achievable is it?

18. How does your principal make sure that the school goals are achieved?

**(j) Managing change**

19. How is your principal actively and visibly involved in planning and implementing change?

## ADDENDUM C

### INTERVIEW SCHEDULE: TEACHER SUBJECT: EFFECTIVE MANAGEMENT OF SCHOOLS

Venue: School: ..... Date: .....  
Respondent: Teacher: ..... Gender: .....  
Qualifications: Academic: ..... Professional: .....  
Experience: .....

#### Themes

##### (a) General Management

1. What is your principal doing to manage the school effectively?
2. What opportunity exists for the teachers to participate in decision making?
3. How does your principal ensure that action is taken on decisions made at your school?
4. How is the teaching staff involved in the planning of teaching and learning activities?
5. What aspects of management take up most of your principal's time?

##### EFFECTIVE PRINCIPAL AS MANAGER

##### (a) Vision

6. What is the vision of your school?
7. How does the principal make sure that the vision of the school is realized?

##### (b) School goals/mission

8. Has your school got a stated set of goals/mission statement? How is the principal ensuring that there is a cooperation among staff to attain the school goals?

##### (c) Monitoring

9. What is the principal doing to make sure that teaching and learning take place effectively?



10. What is the principal doing to monitor the individual and collective achievement to students?

11. How does your principal makes sure that teachers are teaching the curriculum?

12. How is your principal seeing to it that the teaching staff are performing?

**(d) Professional support**

13. What form of follow-up is there after class visits?

14. What professional support from the school management do you regard as important?

**(e) Communication**

15. What system does the school use to communicate effectively with staff, parents, community and learners?

16. How does the staff know what must be done by whom, with what and when the works should be done?

**(f) Motivation**

17. What actions are taken at this school to improve the motivation of teachers and learners?

**(g) Discipline**

18. How is discipline maintained at your school?

19. If problems arise, what corrective measures are taken?

**(h) Change agent**

20. How is your principal actively and visibly involved in planning and implementing change?

**ADDENDUM D**

**CHAPTER THREE  
SCHOOL OBSERVATION SCHEDULE**

**Subject** : **Effective Management of Schools**

**Observer** : .....

**Venue: School** : .....

**Respondent** : .....

**Qualifications** : .....

**Experience** : .....

**Number of teaching staff** : .....

**Number of learners** : .....

**OBSERVATION SCHEDULE**

<b>THEMES</b>	<b>MANAGEMENT PRACTICE</b>	<b>COMMENTS</b>
<b>PLANNING</b>	1. Does the school plan contain defined goals?	
	2. Is the school mission clearly described?	
	3. Are the school goals operationalized into objectives?	

THEMES	MANAGEMENT PRACTICE	COMMENTS
	<ol style="list-style-type: none"> <li>4. Is there any evidence of planning the daily teaching and learning activities with is/her staff?</li> <li>5. Is there evidence of planning the use of human and material resources to effectively adhere to the school goals?</li> <li>6. Is there evidence of planning how to achieve the objectives set?</li> </ol>	    
<b>CO-ORDINATION OF LEARNING AND TEACHING ACTIVITIES</b>	<ol style="list-style-type: none"> <li>1. How is the Principal co-ordinating the daily learning and teaching activities in the school?</li> <li>2. How is the Principal ensuring that there is a co-operation among staff to attain the school objectives?</li> </ol>	  
<b>STUDENT PERFORMANCE</b>	<ol style="list-style-type: none"> <li>1. What is the Principal doing to monitor student performance?</li> <li>2. Is the Principal giving proper guidance to students to enable them to perform?</li> </ol>	  



THEMES	MANAGEMENT PRACTICE	COMMENTS
DECISION-MAKING	<ol style="list-style-type: none"> <li>1. How are decisions made at the school?</li> <li>2. Is the Principal implementing decisions taken?</li> <li>3. Are decisions taken which contribute to the achievement next of the school objectives?</li> </ol>	<hr/> <hr/> <hr/>
POLICY AND DISCIPLINARY CODE	<ol style="list-style-type: none"> <li>1. Does the school have a policy and disciplinary code?</li> <li>2. How is the disciplinary code executed?</li> </ol>	<hr/> <hr/>
QUALITY OF TEACHING AND LEARNING	<ol style="list-style-type: none"> <li>1. Is the Principal supporting and encouraging everyone at the school to give their best?</li> <li>2. Is the Principal supporting and encouraging everyone at the school to give their best?</li> <li>3. How is teaching and learning evaluated/monitored at the school?</li> </ol>	<hr/> <hr/> <hr/>
IN-SERVICE TRAINING	<ol style="list-style-type: none"> <li>1. How is the "Manual for Primary School Principals" helping Principals to manage their schools effectively.</li> </ol>	<hr/>