

**THE QUALITIES NEEDED FOR EFFECTIVE PRIMARY
SCHOOL LEADERSHIP IN THE DISADVANTAGED AREA OF
LAVENDER HILL, CAPE TOWN.**

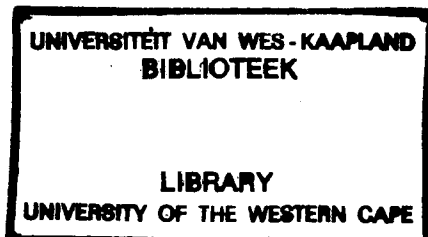
BY

EARL HENRY McCANN

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Supervisor : PROFESSOR H.D HERMAN



DECLARATION

I, Earl Henry McCann, hereby declare that the work done in this mini-thesis is my own work, that has not been submitted to any other institution for degree purposes and that all sources, references or quotes have been indicated and acknowledged.

Signed: 

Date: 15/6/96

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ABSTRACT

The South African education system is currently at a major crossroad. Apartheid education with its associated bureaucracy, its curriculum and underlying assumptions, is in a process of transformation. Amidst all this, the role of the school principal has become more and more complex. Principals have come under severe criticism from teachers, parents, pupils, teacher unions and even university researchers. They are faced with competing images of what their role should be in the effective running of their schools, in this complex era of change in South African education.

This mini-thesis is an attempt to locate the primary school principals, more particularly those whose schools are in the socially disadvantaged area of Lavender Hill, a poor, crime-ridden suburb of Cape Town, within the changing content of educational transformation and to identify the leadership qualities and skills they require to be effective in their work.

A literature study of the international and local literature on leadership qualities of principals was done. Broad areas of leadership were identified to initiate an investigation through interviews of the views of five primary school principals in Lavender Hill. The interviews were conducted in August 1995 on a semi-structured basis. The five principals were questioned on their training experiences as school leaders in Lavender Hill, their management styles, views on

leadership qualities and additional skills which may be needed to be an effective manager in this school context.

The interviews were carefully transcribed and the data systematized under five themes, namely: management style, leadership qualities, leadership style, the need for ongoing training and additional skills.

The position of school principals as managers and school leaders was analyzed against the findings of international researchers.

The investigation led to the conclusion that effective leadership of principals in primary schools in Lavender Hill requires:

a democratic participative management model with shared decisionmaking; effective conflict and stress management; good human relations; effective management of change and understanding the community in which the school is situated.

Another big finding is that principals of schools need ongoing training, co-ordinated by the education department, mostly of a short term, in-service type. The study shows that the challenges for educational leadership in a deprived, poverty stricken area such as Lavender Hill are enormous, and that a movement away from autocratic management towards a participative - democratic model with shared decision-making is advisable. The study also suggests that much research is yet to be done on the topic in years to come.

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CHAPTER 1

1.1 INTRODUCTION

Since the mid 1980's principals of particularly Black* schools have become the focal point of school critics. It is evident that the S.A. education system is at a major crossroad. Apartheid education, with its associated underlying assumptions, bureaucracy and curriculum is in the process of transformation. The role of the principal has come under severe criticism during this phase of transformation. Principals have come under fire from university researchers, teachers, parents, pupils and teachers' unions. Principals frequently take the brunt of multiple and usually conflicting expectations over issues ranging from pupil discipline to the problems of personnel administration, compliance with increasing numbers of departmental policies, mandates and maintaining a smooth-running educational programme that serves the needs of a school community. The school community has become increasingly less homogeneous in the character of pupils abilities and parents aspirations, for themselves and their children.

Principals are faced on a daily basis with pressures of competing images about what their role should be in running an effective school. Principals also have a difficult time maintaining an appropriate balance between the task of managing a school and serving as a catalyst for facili-

*The term Black for the purpose of the study refers to population groups in S.A. who were classified by law (The Population Registration Act of 1950) as Coloured, Indian, or African during the apartheid era.

tator of instructional improvement. In a nutshell we see that in the era of change in South Africa, the school principals role is becoming highly demanding and controversial.

1.2 THE NEED TO IDENTIFY LEADERSHIP QUALITIES IN A CHANGING SOUTH AFRICA

At the end of 1993 many principals took the voluntary rationalization "packages" that were offered to them by the Department of Education. In the Lavender Hill-Retreat area, five principals of the eight schools in the region, made use of the opportunity to "get out". These principals could presumably not face the new climate and challenges that were to come in the era of change in the new South Africa.

With the era of change came the abolishing of apartheid, and a new elected government. Our new government propagates democracy and a complete policy change in the governance of schools. The autocratic style of managing schools had to go and in place of that a more democratic - participative model must be implemented.

It seems that principals of the old order were legends in their own life times, running their own mythical empires by a personal set of unwritten laws. They often saw themselves as the ultimate arbiters of the fate of the children in their care - and the teaching staff. These principals ran their schools on orthodox lines, rigidly enforcing a code of behaviour. Teachers were always in awe of such principals, never questioning a decision or daring to make a suggestion unless invited to do so and then it was probably ignored.

But imperceptibly changes were taking place. The despots were

becoming more benevolent. During the 1980's a new attitude among workers surfaced and during the 1990's sweeping changes in the way schools were or could be managed came to the fore. Traditional forms of authority were becoming less fashionable. Authoritarianism had proven to be unsatisfactory in educational institutions. Furthermore the new government propagates a democratic governance of schools. In the African National Congress draft document : A Policy Framework for Education and Training (1994) their policies were clearly against a high degree of centralisation and authoritarianism in all of the parallel educational sub-systems which lack mechanisms, particularly at the lower levels. The non-consultative, opaque and top-down style of these bureaucracies that restricted wider participation in policy formulation and ensured political control by the top echelons of the bureaucracy also come under criticism.

It is interesting to note that in this climate of change where teachers and pupils wanted to be part of managing the school and decision-making, it was the younger teachers who could no longer accept the way schools were being run, along lines which their older colleagues took for granted. The right of the principal to run the school unchallenged was now being questioned. Since they were affected very directly by the decisions made in the school, they felt they should be involved in matters at the discussion stage, and not simply at the point of action.

Within the school this new-found militancy amongst teachers and the support of teacher unions like the S.A. Democratic

Teachers Union, caused many headaches for principals. The insistent demands for democratization were seen as a threat to themselves as the appointed leaders of the school. However all that most teachers wanted was to be better led and not to subvert the work of the school.

Traditionally and historically the principal is accountable and responsible for the pupils, teachers and school and it is therefore vital to look carefully at the principal's role and consider what changes were necessary to take into account the various new pressures from both inside and outside the school. Firstly principals have to let go of the past where autocratic leadership models of management prevailed and have to adopt a more democratic participative leadership style. This will obviously cause situations of tension for the principal and feelings of uncertainty. However, leadership is still required, but it must take a very different form, demanding different skills and qualities. Like Eduard Short, Secretary of State Education of England speaking of the different role of the principal remarked : The captain of the ship is now giving way to the Chairman of the Committee, Waters (1984:20). Furthermore, because of the nature of their jobs, principals find themselves in a work situation composed of a complex range of personal and interpersonal and contextual factors, including the divergent and often conflicting values and perceptions and characterising the teaching force, students parents and non-parent community. Due to this complexity and a vast array of other problems, principals feel isolated unprepared and untrained to deal with their very important but

demanding leadership and management position.

It seems that most educators, especially those trained when the National Party government was in power, believed that only one model of school management can apply to schools - a model derived from classical organisation theory. According to Hanson (1979:9) classical theorists believed that an application of the bureaucratic structure and processes of organisational control would promote rational, efficient and disciplined behaviour, making possible the achievement of well-defined goals. Efficiency then is achieved by arranging positions within an organisation according to hierarchy and jurisdiction and by placing power at the top of a clear chain-of-command. Principals who adopt this model often talk about "going by the book", rule by fear; insist on disciplined obedience to policy, as enforced through the chain-of-command; considers himself or herself to have ultimate authority and responsibility over everything that goes on in the school. Can the latter be because of the fact that the principal's work is exceptionally varied and fulfils many roles.

Viewed as an educationist, a school principal is a specialist, but when regarded as the leader and manager of an organisation, he is a generalist performing a variety of functions. It was with this in mind that Knezevich (1975:43) referred to the school principalship as a constellation of positions. Work that is performed by a social worker, an accountant, personnel manager, a public relations officer, or

a company secretary has to be handled by the principal in the case of a school.

Given the wide range of duties of principals, it is understandable that they find themselves fulfilling a number of different roles. Some of these roles are implicit in the brief summary of the principal's functions contained in the former Department of Education and Culture: ex-House of Representatives Handbook for Principals.

Besides his primary duty as an educator, the principal is in the first place a professional leader. He is responsible for determining policy, planning, organisation, effective management, and supervision and control all facets of school life.

Thus we note, the prime roles indicated in this short job description are those of educationist, professional leader, manager, supervisor and policy-maker.

Richard Gorton (1976:49) summarised the major roles of a school principal as follows:

Manager, the person who by careful planning and organisation ensures that the school is administered smoothly and efficiently.

Leader, particularly with regard to the school's educational programme ensuring that objectives are set, and progress and development achieved.

Disciplinarian, maintaining order and dealing with

misbehaviour, and fostering a positive attitude to self-discipline.

Facilitator of human relations, developing co-operation and harmonious relationships among the staff and in the school as a whole.

Change agent, assessing needs, developing and implementing solutions, orienting staff, and evaluating results.

Conflict mediator, a growing role in view of the conflicts associated with changed attitudes towards authority and less agreement among people over values.

With so many roles to fulfil, the principal is especially exposed to the pressures of role conflict. J Lipham and H Hoeh (1974:133) identified four main types of role conflict.:

"Wearing many hats" Some of the roles held simultaneously by the principal may conflict. The Administrative role interferes with the teaching role.

"Man in the middle" The principal holds an intermediate position between various groups, such as the Department of Education and the teaching staff, the teachers and the pupils, the parents and the teachers etc.

"Caught in group crossfire" This involves different expectations held by teachers for the role of the principal, resulting in conflict.

"The man versus the job" This type of role conflict, arises from discrepancies between the demands of the job and the personality characteristics and needs of the principal.

Furthermore, there has been a far greater emphasis on the need for the principal to be a leader. It has been realised anew that high quality performance in the schools cannot be brought about by the actions of head-office planners and administrators alone, but requires the good leadership of the principal at the individual school level.

Leadership involves more than the efficient administration of an organisation. Leadership involves a proactive approach rather than a reactive one; leaders shape ideas rather than respond to them. It has to do with determining future directions and obtaining the commitment of others to them. The most important function of a school principal is his/her ability to provide the key ingredient to the success of the school.

However the major ingredients that go hand in hand with the role of the principal's duties and tasks is their management and leadership model that the principal is going to adopt. In today's climate this kind of model will determine if the school is going to be a successful school and if the principal is going to be an effective principal. Where management is concerned, a participative model may well be the answer. A democratic/participative style of leadership seems to be the answer. Today it also seems that because of the new government which propagates democratic participation in school governance, it would benefit principals to adopt a democratic

/participative model of management, especially in the new South Africa.

Hopefully, by adopting a new management style and through effective leadership, the criticism that principals encounter everyday will abate if the community at large sees evidence of a well-run and productive educational institution. However, to achieve this, principals should have additional skills and need certain leadership qualities. This they could acquire if they receive ongoing training and professional development.

Especially in a disadvantaged area like Lavender Hill, situated in Retreat, principals of schools in this area need certain skills and leadership qualities to ensure the school to be an effective school. The community environment of Lavender Hill is characterised by high unemployment, poverty and a high crime rate. These factors make it impossible for parents to provide a suitable study environment and adequate encouragement for their children or support for the principal of the school. This in return makes the managing of a school in this particular area more difficult. Seen from this viewpoint, principals of schools in this area need the listed effective skills and leadership qualities even more.

1.2 LAVENDER HILL ; A COMMUNITY PROFILE

This profile of Lavender Hill, introduces the reader to the area by describing its location, demographic characteristics and social problems.

Lavender Hill is situated close to Muizenberg in the southern suburbs of the Cape Peninsula. It is a Cape Town City Council housing estate which was constructed between 1972 and 1974, largely as a result of the Group Areas Act. Under this Act, black people who lived in Claremont, District Six and Steurhof were forced to move to Lavender Hill.

The official population figure for Lavender Hill, according to the Municipality of Cape Town, is approximately 21 000. However, "illegal" tenants are not counted. Most of the people have very little education, especially the parents. Between 1989 and 1993 the matric class at the high school, Lavender Hill Senior Secondary has increased from 35 to 122 pupils, with a total enrolment currently of 655 pupils. The enrolments at the four primary schools built to accommodate 800 pupils, are between 1 000 and 1 200 pupils per school.

Principals of the schools reported the following:

- a. Overcrowding of the school is detrimental to the pupils because it results in inadequate individual attention being given to pupils.
- b. Due to the high cost of living, both parents are forced to work. Children are left at home by themselves and this gives rise to truancy.
- c. Children are intimidated by gangs in the area.
- d. Children of single parents have a problem with discipline and normal school routine.
- e. Children from the area have a low self-esteem.

f. Vandalism and burglary of the school is rife.

The clinic in Lavender Hill is responsible for a lot of home visiting in the area. Other services which are provided at the clinic include: immunisation, family planning, dental care and geriatric care. The nearest day hospital is in Retreat.

The community centre is about 20 years old. It is state funded and provides various services to the community, including a creche, after school care and a senior citizen's club. The hall is also used by St Johns, the Red Cross and the churches in the area.

New World Foundation is a community centre which was opened in 1985. Social work services, child care, skills training, youth work and work with the aged are available here. An advice office, staffed by members of the community, operates from an office at New World Foundation.

A predominant feature in Lavender Hill is the two and three story blocks of flats bearing names similar to those of the old District Six - a reminder of the forced removals. The most recent figures available from the City Council were for 1991, when there were over 4 000 dwellings in Lavender Hill and over 700 ownership dwellings in Sea-Wind - a new housing scheme. During 1993 "sakkies dorp" was also established by the Council as part of a self-help scheme to relieve the housing shortage.

Most residents depend on public transport. The closest station is in Retreat and there is a regular taxi service to Retreat station and Grassy Park taxi-rank. The roads are tarred or concrete. There are always children playing along the sides of the roads, thus the risk of accidents is high. Vandalism is rife and street lights are regularly broken.

Many of the problems in Lavender Hill are crime related. The lack of recreational facilities like swimming pools, parks, youth centres and poverty in the area contributes to violence, vandalism and theft. Another major factor that influences the area in a negative way, is the high unemployment figure.

Children, aware of this phenomenon, would rather not go to school, thinking that they will rather seek work. The end result being that these early school leavers cannot ^{able to do so} get work and then join gangs to become gangsters. The major gangs are the Scorpions, Young Americans and the Born Free kids. The Mongrels are one of the most powerful gangs in the area. Youngsters are caught up in the gangster sub-culture and it becomes almost impossible to withdraw and stay alive.

Alcohol, drug abuse and child molestation is a very big problem in the area. For some drinking alcohol, dagga smoking and now recently, sniffing of glue, offer the only escape from the harsh realities of life.

Other problems of this area are prostitution, child abuse, neglect and hopelessness. ^{disrupt for authority} According to statistics of Steenberg police station for the period of January 1995 to

April 1995, the crime figures for the area were as follows:

Murder	7 cases
Assault	272 cases
Theft	303 cases
Rape	32 cases
Armed Robbery	14 cases
Shebeen related crime	27 cases

The characteristics and socio-economic problems of this area will thus effect the educational programme of the schools in the area. Bassett (1967:1) states that for a school to reach its maximum effectiveness, factors beyond the control of the headmaster have to be favourable. Such factors ^{Such as} are the social influences outside the school. Webster (1968:37) takes this further by stating that children who come from a disadvantaged area have unique learning and behavioural problems. These pupils normally resist adult authority, behave in a highly aggressive fashion towards peers and teachers and are unattracted to the usual rewards which the school offers them. The schools therefore has to cope with numerous pupils who bring their delinquent behaviour with them. This in return puts pressure on the teachers, and especially the principal who have to manage the school and at the end of the day they are also in loco parentis.

These factors definitely influence the principal's task which is already varied. According to the Cape Education Department Handbook for Principals (1982:24), the principal "is responsible for ... the supervision and control of all facets of school life". This is indeed a heavy responsibility, and one that is deeply felt by principal's because it includes the

physical safety of the pupils and their moral well-being, as well as their educational progress. Furthermore, what adds to the burden of responsibility is the particularly broad span of control of the principal of a large school. To supervise the work of thirty, or more, teachers is a demanding responsibility, even allowing for the authority and supervisory functions delegated to other members of staff.

The criticism a principal gets daily shows us that the public expects especially high standards of school principals, irrespective of where the school is situated. Teachers and pupils, too, hold high expectations of their principals. When a principal makes a significant mistake or fails to deal effectively with a serious disciplinary situation, which is sometimes the case in the Lavender Hill area, the news of his/her failure will spread rapidly throughout the school, thus undermining his/her credibility and authority. Goss (1985:15) states that if this type of negative information spreads too often, the principal will steadily forfeit the respect, trust and confidence of pupils, teachers and parents, and will be unable to exercise effective leadership.

Today there is far greater emphasis on the need for the principal to be an effective leader.

A principal needs to be an instructional leader. However the nature of the principal's instructional leadership role varies according to the circumstances and the principal's resources.

The fact that he/she is not a specialist in all subject areas obviously imposes certain limitations. Experience has shown that principals of schools in disadvantaged areas, struggle to do justice to their instructional leadership roles. Blumberg and Greenfield (1980:24), commenting on the same problem in the United States, suggested that the main cause was that most principals find themselves besieged on a daily basis with the nitty gritty administrative tasks involved in keeping the ship on an even keel ...

Another mounting demand upon the principal is the expansion of the community's expectations of the school. This could be interpreted as an expression of faith in the effectiveness of the school's work and influence, or as a tendency for the community to shift too many responsibilities on to the school. This could especially be true of schools in a disadvantaged area. At times we get the impression that the community is relying largely on the school to deal with the socio-economic problems such as unemployment, child abuse, vandalism, delinquency, alcohol abuse, poverty, overcrowding etc. These problems will effect the school because many of the problems that appear in schools are an expression of problems that lie beyond it. Furthermore we note that parental authority has weakened in most of the homes in these areas and a home where a mother must be the father figure as well, results in discipline problems. These pupils then cause major headaches at school where discipline is concerned.

Principals also grapple with the delicate problem of how far the schools' jurisdiction extends off the school premises. Many within the school and in the community expect decisive disciplinary action from the principal in situations in which he/she has no legal authority, but must rely on the co-operation of the parents of offending pupils. When this co-operation is not forthcoming, extremely difficult circumstances arise for the principal.

The past three years also saw a sensitive political environment in which schools had to function. Especially the build up to the country's first ever democratic election, division existed and these were reflected in the parent body, pupils and teachers. Together with the sensitive political environment came the heavy responsibility on the principal to do everything possible to ensure the safety of the pupils and the security of the school.

Clearly we can see that because of the enormous task of the principal and his huge responsibility, principals need ongoing training and personal development. This in return will give principals more skills and greater insight with which to tackle their work successfully. This will also increase the principal's confidence. Rebore (1982:177) identified major areas as appropriate for development programmes for principals. These were:

1. instructional skills, including the evaluation, supervision and improvement of teaching;

2. management skills;
3. human relations abilities;
4. political and cultural awareness;
5. leadership skills; and
6. self understanding.

Development in these areas should result in increased competence in handling the work, as well as greater self-assurance and resilience in contending with the emotional and moral demands of the principalship.

According to the Teacher Opportunity Programmes (TOPS) draft copy of 1990, the following is a list of the most frequent responses given by more than 50 principals and deputy-principals when asked to identify the needs for further training and development related to school management.

- Financial aspects of school management/budgets
- Crisis management / conflict situations
- Staff development - motivation
- Orientation of new principals
- Techniques and mechanism to handle grievances from teachers and students
- How to develop community/parent relations
- Communication with Education Department
- Bullying and domineering inspectors
- Teachers lack of responsibility
- How to give guidance to teachers

However in the South African context, principals will have to

be retrained because of changes in the country. Principals who are not receptive to change and who still hold on to old principles of management will have problems with their pupils, teachers, parents, and organisations in their community. A typical example is the incident as reported in the Southern Mail dated 15 March 1995 under the caption : "Parents vow to oust head". In this article parents stated that their children have suffered too long under an autocratic and incompetent principal. The article also depicts the current trend of communities - to have a say in their childrens' education. Our new government thus also propagates last-mentioned. In the A.N.C. document : A policy framework for Education and Training (1994:27) it is made abundantly clear that under a democratic government, with a participatory structure of governance in the education and training system, principals' relationships with teachers and students, in particular their responsibilities for building or rebuilding the culture of teaching or learning within a democratic school environment, and working productively with the school community and its school board, must be supported by an adequate programme of orientation and training. This then clearly shows us the direction that we must move towards. Thus to move towards this direction, principals do need additional qualities and skills to become more effective leaders, especially in today's climate which is dominated by the principle of democracy.

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CHAPTER 2

METHODOLOGY

2.1 RESEARCH : AN OVERVIEW

Mouly (1978 : 1) in his opening paragraph on the scientific method about research states that man in his interaction with his environment has been perpetually beset with problems. The latter he has proceeded to resolve with varying degrees of success through various means at his disposal. He continues his argument and says man continually strives to understand the phenomena he encounters as the basis for dealing more effectively with the problems they present. The means by which he seeks to answer these many problems can be classified into three categories namely: experience, reasoning and research. These categories are complementary and overlapping: research for instance is best conceived as a combination of experience and reasoning.

Research according to Best (1959 : 6) is a specialised phase of scientific methodology - it involves a systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions. Mouly (1978 : 12) defines research as the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data. The author continues and states that it is a most important tool for advancing knowledge, for promoting progress, and for enabling man to relate more effectively to his environment. to accomplish his purposes, and to resolve his conflicts.

Accordingly then, the term EDUCATIONAL RESEARCH as used in the present text, will likewise be restricted to systematic and scholarly efforts designed to provide educators with more effective means of attaining worthwhile educational goals.

Many beginners in research are prone to conclude that most of our educational problems have been solved. However, Good (1966 : 50) maintains that they may be overawed by the large number of research studies in print at present. Educational research is in a period of great expansion and according to Borg (1963 : 378) the reason for this is that there is a gradual increase in scientific values within our society. Secondly, teachers, principals and planners increasingly recognised the need to understand the human-being in the educational process and are looking to the educational research worker in quest of the knowledge and understanding needed. Thirdly, the increase in educational problems brought about by rapid technological change has also been an important factor in the expansion of educational research. Fourthly, in our new democratic South Africa, there is a need to look at better teaching methods and improved managing of schools to meet the challenges of curriculum changes and our changing society.

Fox (1969 : 45) identifies three types of research approaches. The historical approach - a research approach in which the effort is made to cast light on current conditions and problems through a deeper and fuller understanding of what

already has been done.

The survey approach - if we believe the answer exists somewhere at present. In this approach we seek to cast light on current problems by a further description and understanding of current conditions.

The experimental approach - In this approach we seek to predict what will happen in the future, we undertake something new and different, or make some changes in the present condition. This approach is experimental in that it seeks to establish on a trial (or experimental) basis a new condition.

To carry out any investigation through the abovementioned research approaches, research tools have been developed to aid in the acquisition of data. Best (1959 : 140) elaborates on the latter by stating that these tools are of many kinds and employ distinctive ways of describing and quantifying the data.

In this study the writer will be using the following methods namely, the literature review and interviews to describe and quantify data. However the writer must bear in mind that the real value of the research lies not so much in its ability to provide quick and definite answers to immediate problems but in developing the knowledge base so that answers that science provides are sound and even eventually accumulate into real gains. Mckendrick (1986 : 3) takes the latter further by

stating that the research undertaken must be relevant and it should become a source of knowledge and insight which can be widely used.

2.2 THE LITERATURE REVIEW

The writer will begin, as all research begins, with a search of literature, in this case a search for evidence of the qualities needed for effective primary school leadership. Fox (1969 : 45) calls this the historical approach and according to him is the first step in research as the researcher wishes to be certain that the research question namely: an identification of the qualities needed for effective primary school leadership, has not already been answered. If it has been answered, the researcher may find that it has been studied and he can use the experience of the previous studies in planning his own study. Borg (1963 : 40) sees the review of the literature as locating, reading and evaluating reports of research as well as reports of casual observation and opinion that are related to the individual's planned research project. In addition to searching the literature for previous research on the problem, the researcher will search for material written by experts in the writers problem area namely, the need to identify leadership qualities in a changing South Africa.

In the literature review the writer will look at the views and opinions of national and international authors and researchers on the qualities needed for effective primary school

leadership. The literature review will give the writer an understanding of previous work that has been done and as Borg (1963 : 41) states, that the review of the literature in educational research provides the researcher with the means of getting to the frontier in your particular field of knowledge. The literature in the field of the writer's study would be the foundation upon which the writer's study will be built. Furthermore, the literature review will give the writer a greater insight into the methods, measures, subjects and approaches used by other research workers and could possibly steer him clear of any pitfalls.

Mouly (1978 : 88) elaborates on the latter by stating that capitalising on the wisdom, the successes and the failures of others is certainly a more intelligent approach to a problem. in the writer's case - the need to identify leadership qualities because of changes - the shift towards democracy in South Africa. If others have been successful and their findings useful, then the prognosis for the writer's research is good and the decision to continue the research is clear and simple to make.

On the other hand, if others have been unsuccessful, the writer must ask himself whether there are specific reasons to believe that he can succeed where all others have failed. For the literature truly to serve its function of providing an estimate of the success potential of the completed research, the researcher must be willing to make the negative decisions

to abandon or alter the project, as well as the positive one to continue as intended.

2.3 INTERVIEWS

According to Wiersma (1968 : 274) the interview is a face to face confrontation between an interviewer and a respondent or group of respondents. In other words it is an oral exchange between individuals with the end result being to collect data. In the writer's case it will be an oral exchange between the researcher and the principals of five schools in the Lavender Hill area. This method of data gathering is seen as possible superior to other data-gathering devices and Best (1959 : 167) maintains that a reason for the latter is that people are usually more willing to talk than to write.

Borg (1963 : 224) elaborates by stating that this technique of data-gathering has the following advantages:

1. It permits greater depth.
2. It permits follow up leads in order to obtain more complete data.
3. It makes it possible to establish and maintain rapport with the respondent or at least determine when rapport has not been established.
4. It provides a means of checking and assuring the effectiveness of communication between the respondent and the interviewer.

Mouly (1978 : 203) states that the greatest weakness of the interview is interviewer bias. Research has shown that

interviewers tend to obtain data that agrees with their own personal convictions. Research has shown that the very presence of the interviewer effects the responses he gets. This is unavoidable. Usually the respondent will orient his answers towards the sociable and courteous rather than simply towards the truth, especially if the investigator is pleasant. If on the other hand, the interviewer is curt, the respondent is likely to evade questions or even disagree, just to register his/her annoyance. In either case, the responses will deviate somewhat from the truth.

With the advantages and disadvantages in mind, this method of data-gathering would hopefully help the writer to work as accurately as possible and to keep the researcher focused on the problem he is investigating.

Best (1959 : 168) makes a claim that a written outline, schedule or checklist will provide a set plan for the interview. The outline in figure 1 was used as a guide when structuring the questions for the interviews with the principals at schools in Lavender Hill.

Figure 1. Interview outline:

Experience	:	Middle and top management
Training	:	Need for ongoing training. Areas.
Management Style	:	Participative. Democratic.
Leadership Qualities	:	Specific Area - Lavender Hill

Other skills needed

for role of : Conflict; human relations; change agent; stress-management; Computer literacy.

View of the Future : New South Africa

Other comments :

The interviews will be designed to encompass the objectives of this study, namely:

1. To determine the views of principals in the Lavender Hill, Retreat area on the qualities and additional skills needed for effective leadership in primary schools.
2. To see if the criticism levelled at principals on how they run their schools is justified.
3. To identify key areas of training for principals.
4. To see if experience plays an important role in becoming an effective principal.
5. To see whether the system of promoting teachers to the principalship is inadequate..

Each interview will be tailored so that the respondents, in this case the principals, feel as comfortable as possible. The questions will be kept open-ended to enable the respondents to answer freely and honestly. Wiersma (1968 : 274) elaborates on the latter by stating that it is better for the respondents to give their own responses than selecting from a group of alternative responses. During the interview the researcher must be alert, to enable him to

recognise any misunderstandings and uneasiness. The researcher must therefore be able to make on-the-spot decisions as to what the respondents are saying and what additional probing is necessary. The interviews will be conducted in English and Afrikaans depending on the language preference of the respondents.

Five principals, all from the primary schools in the Lavender Hill area, will be interviewed. Two of the five have recently retired due to the "rationalisation packages" offered by the department of Education in 1993. All five respondents have a wealth of experience of working in this particular area. Some of the five principals managed schools that, in the opinion of the researcher, can be classified as effective schools. Sergiovanni (1991 : 76) described the latter as a school that produces effects desired by some group (teachers, pupils and parents) that would be considered effective by that group. The effective schools also organise themselves around clear, commonly held goals.

In this investigation, gaining access to the respondents will not pose a problem. Firstly the researcher obtained permission from the Circuit School Inspector. The researcher also knows the respondents as colleagues and approached them beforehand. The quality of the working relationship which had developed during the researcher's years of working as a fellow principal with his colleagues, enhanced the researcher's position. This will hopefully provide for open, honest

answering of questions and fruitful discussions with the principals. The aim of the research, namely, to identify the qualities and additional skills needed to be an effective primary school principal, also to identify the needs and key areas of training for such principals, in the Lavender Hill area, will be elucidated to the respondents.

In the investigation the researcher will be using a tape-recorder to record the interviews. This will obviate the necessity of writing during the interview. However, Wiersma (1968 : 277) reminds us that the data-recording of the interview should be efficiently structured so that it does not interfere with conducting the interview. If tape recorders are used, the entire oral communication is retained. Interviews recorded may be replayed as often as necessary for complete and objective analysis at a later stage.

The data on the tapes will then be transcribed, analyzed and interpreted. Mouly (1978 : 79) states that there is a need to reconcile the finding of one's study with the existing knowledge, particularly related to the literature reviewed. With this in mind, key themes will be identified, namely :

1. Management Style
2. Leadership Qualities
3. Leadership Style
4. The need for Ongoing Training
5. Additional skills

The themes will then be analyzed and interpreted to identify the qualities and skills needed for effective primary school leadership in Lavender Hill.

A possible outcome of the investigation could, for example, show us whether effective leadership of principals in primary schools in the Lavender Hill area requires the following :

- (a) A democratic, participative management model with shared decision making.
- (b) Qualities such as : superior organisational skills; good business management; sociable and approachable leadership; impartiality and fairmindedness; common sense; emotional stability; tactfulness; persuasiveness; good listening skills; calm and patient nature; modesty; good sense of humour; the ability to inspire others; the ability to bring into play the combined skills, knowledge and personal qualities of the staff; belief in process of consultation and negotiation; the ability to encourage staff; the courage to make unpopular decisions; the ability to create order and discipline without tension; good health, physically and mentally; self-assurance and self confidence.
- (c) Be a true democratic leader and ensure the widest possible participation in management.
- (d) Identify the need for ongoing training; the feasibility of additional training in the form of - courses, seminars, workshops and inservice training.

- (e) Additional skills in: conflict management; stress management; good human relations; managing change; understanding the community in which the school is situated.

2.4 QUESTIONS : PRINCIPALS' INTERVIEWS

1. How many years have you been teaching ?
2. How long have you been in a middle-management position (senior teacher, H.O.D., Deputy Principal) before being appointed as the principal of the school ?
3. How long have you been in the position of principal of the school ?
4. How relevant is experience to the position of principal ?
5. Is there a need for ongoing training for people in management positions ?
6. In which areas do you require ongoing training ?
7. In which form should the training take place ?
8. What type of management style do you practise ?
9. What type of leadership style do you as leader follow at the school ?
10. In today's climate of democracy, how do you as a leader at the school see the concept affecting your position ?
11. What special qualities must principals of schools have, in the area of Lavender Hill (ie. qualities different from schools in other areas) ?
12. What additional skills, such as managing conflict, having sound human relations; computer literacy etc. should principals be equipped with to be an effective leader ?

13. How do you as the principal cope with conflict situations which arise at the school ?
14. Do you see the necessity for conflict management training to prepare you for conflict situations ?
15. How do you facilitate good human relations ?
16. Do you think there is a need for change at the school ?
17. How do you see your role in the change process at school ?
18. The principal's job is often seen as very stressful. How do you manage your stress levels ?
19. Do you think our current staff promotion system produces effective principals ?
20. How do you envisage the role of the principal, especially in the era of change in the new South Africa ?

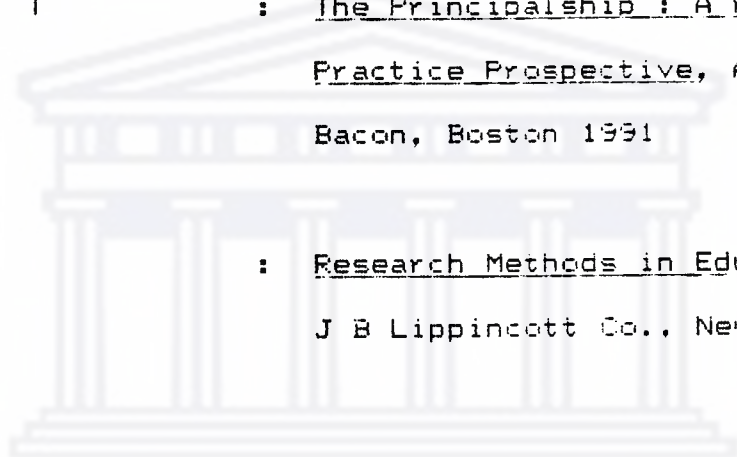


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CHAPTER 3

FINDINGS AND INTERPRETATION OF INTERVIEWS WITH THE FIVE PRINCIPALS

Interviews were conducted with five principals from schools in the Lavender Hill area. Four of the respondents were male and one female. Their ages range from 39 to 57 years. Three of the respondents are currently principals and two are retired. The two retirees accepted the voluntary "packages" offered by the Education Department. Prior to the interviews, each respondent was contacted telephonically to confirm dates and times which would be convenient to them. It is interesting to note that the respondents opted to be interviewed between 10.30 am. and 1.00 pm. in their offices. The two on retirement were interviewed late afternoon at their respective homes. The respondents were quite excited about the investigation and are looking forward to reading the end product.

3.1 ADVANTAGES AND LIMITATIONS

The researcher, who is also a primary school principal in the Lavender Hill area, relied on the quality of the relationship which he had developed during the years spent working as a colleague with the respondents. However this could be seen as a limitation because the researcher, being an insider could also be biased. The researcher therefore had to keep the research ethics in mind. The relationship with the other principals provided the basis for open discussion with the interviewees. The researcher was confident and did not

foresee any problems. A practice run was done at the home by the researcher, using his son as a respondent. The aim of the simulation was to ensure that the tape-recorder worked efficiently and that the interview structure was in place. The interviews were conducted predominantly in English although some of the principals answered in Afrikaans. All the respondents were relaxed except for the female principal who appeared nervous at the start of the interview. During the interviews some of the respondents strayed from some of the questions. At such times the interviewer would politely return the conversation to the issue under discussion but without inhibiting the interviewees and suppressing their own voices and opinions. Some of the interviewees would easily get carried away in their discussions. Evidence of this could be seen in the transcription of the interviews. However the entire event was enjoyed, although tiresome at some stages, by both the interviewer and the respondents. The interviews were recorded on cassette and then transcribed. Even more advantageous is the researcher's personal knowledge and experiences of the context, such as the poverty, unemployment, crime in the area and the concomitant educational and social problems.

3.2 FINDINGS OF INTERVIEWS

The difficult task of analysing the findings and interpreting the interviews was then started. The findings were organised around the following themes used in the interviews:

Experience

On-going training

Management Style

Leadership Style

Qualities of effective leadership

Additional skills needed for effective leadership

Current staff promotion system

The role of the principal in the new South Africa

While the writer is aware that this is not the complete picture for effective leadership in primary schools, he believes that some of the abovementioned areas are critically related to the success of a principal in the area under investigation.

In reviewing the data, it became clear that each of the principals contributed something different of unique quality, but that they also had a number of characteristics in common. Many of the problems and challenges they face were similar in type and magnitude. The difference in the perspectives they held appeared to be related to the difference in their approaches to the job. This was also linked to their conceptions of what was necessary to be effective as a principal.

The five schools being served by these principals had similar organisational configurations, instructional objectives and group norms. The job descriptions of persons in positions of leadership such as Head of Department, Deputy Principal and Principal were similar.

It was decided to interpret and give a brief summary of the replies to the questions which were asked during the interviews. The interviews revealed that the principals have several thoughts and views in common:

Experience:

All of them have been teaching for more than twenty years and had been in a senior management position, like head of department or deputy principal before being appointed as principal. All of them agreed that experience is vital for the position of principal. Even though most of the principals agreed that experience is an essential factor in strengthening the position of the principal, one respondent was of the opinion, especially in the changing climate which South African education is experiencing today, that circumstances will determine your response and decision-making. The other respondents felt that the wealth of experience could mean the difference between successful responses or further problems.

On-going Training:

Regarding training, the major feelings were that because the situations at schools are not static and to keep people in management positions clued up, there should be ongoing training for them. On the job or in-service training should take the form of seminars, courses, development programmes and workshops. The majority of the principals believe that workshops are essential and the programmes being offered must realise a specific goal. Regarding training, all the

interviewees were unanimous in their opinion that:

1. This area is the one most neglected by the Education Department.
2. The Education Department should provide the structures for initiating and implementing training programmes and workshops.
3. Ongoing training was essential to boost the confidence of the principals when facing challenges that come their way.

Mention was made by one respondent of a practice in the United States of America of sending principals on summer holiday training camps.

Management Style:

With regard to the management style practised at the schools, none of the principals believe in the autocratic style of management. Three of them believe in the democratic-participative management model. One respondent maintained that the participative management style will work better if you understood the area where the pupils come from. Together with this goes a sympathetic view to the social problems which are experienced by the people from these areas. He maintained that by involving the stakeholders - parents and teachers it will ensure a school with minimum turbulence and in this way the principal will be able to manage the school more effectively. One principal preferred not to use the word - democratic management style - but rather saw his style as an open, honest

management style.

Leadership Style:

On the issue of leadership there is a widespread feeling that the changes of recent years have influenced leadership styles. They have changed from an autocratic to a more democratic model. Three of the respondents would prefer using a democratic style of leadership. One believes in fluctuating between the democratic and laizze-faire models but with accountability at the end. Interestingly one believes that, because of the transitional changes in education, where everyone is waiting on new guidelines, a new type of leadership can be looked at. namely, HEROIC leadership. According to this person new concepts should be explored and chances and risks taken because after all this is a new era in South Africa, requiring dynamic leadership and change.

Most of the respondents voiced concern about the fact that many of the teachers are confused about the issue of democracy. They abuse the term to their advantage. It is presently being done in this transition period where no firm directives are given.

One principal maintained that democracy is not the answer. Democracy is merely the road along which to travel. We ought to be talking about what we want to achieve with democracy. The democratic leadership style can be abused and the end result could be that we then have to abide by decisions which

were made in a quasi - and unreal democratic atmosphere. One respondent felt very uncomfortable with the concept of democracy and democratic leadership. He asserts that the principal will lose control of the school. The school will become a community school, governed by the community and the principal will have no say in the running of the school.

The above indicates to us that where democracy is concerned, principals want to move towards it and use a democratic leadership model because of changes in South Africa. However, teachers must then first have an informed view of the concept and fully comprehend it. This will hopefully eliminate the abuse of democracy and lead to a democratic leadership model being practised by principals in schools.

Special qualities for Effective Leadership:

In respect of special qualities that principals must possess, the majority saw themselves as people-orientated educational leaders who sought to create structures which would enable other people to prove themselves. Furthermore they must have sound human relations to draw people towards them. The respondents were also unanimous in their opinion that understanding the people in the community and having a sympathetic view to the social problems of the area are important. One principal also believed that you must be well schooled in the behavioural sciences. This will enhance your abilities and according to her will strengthen your position in general. All the respondents saw the domain of faith with

a sense of justice and fairness as important qualities. One mentioned that a religious background is also very important. The parent and student body also expect the principal to set a moral tone. Irrespective of whether the principal is a Christian or a follower of any other religion, a good example must be set. Love for people, tolerance and patience were also mentioned. Being a good listener and being empathetic were also mentioned under the issue of special qualities that principals must have.

What struck me as important in the responses of the interviewees is that the principal's job is human-intensive. In accordance with their differing personalities, priorities and leadership styles, principals need to understand their communities. Successful interaction with other people also calls for empathy, sensitivity, tact and persuasiveness. Other requirements are a willingness to listen to others. Human relations is thus an important facet in the principal's job. In line with the above, a prerequisite to the principal's skill in human relations is his or her basic attitude. The principal must have a strong and overwhelming belief in the supreme worth of all individuals. It is imperative that he/she must behave in such a way as to create a feeling of goodwill and mutual respect at all times. Another important point stressed by the interviewees is that in order to work intelligently with the community, principals must know and understand the community. Together with this goes sympathy because of the socio-economic problems facing

the community. Lastly, qualities such as being a superior organiser, skilled administrator and good business manager were also mentioned. This could be seen as shaping the fabric of effective leadership.

Additional Skills:

Regarding the question of additional skills, being a conflict manager came strongly to the fore. Most of the principals saw this ability as a major asset to have, in the smooth running of a school. To them conflict situations will always arise, therefore the principal must be skilled in this practice. Four of the principals also saw the skill to delegate efficiently and to co-ordinate delegation as an additional skill. To them, the art of delegation could lead to involving all teachers on the staff, rather than to only use the heads of department and deputy principals in executing administrative duties. All seem to think that being a good public speaker is an additional skill which is needed by principals. One respondent also mentioned that the principal must be a real super-being. The array of skills required by an effective principal is indeed formidable.

All the principals seem to tackle the issue of conflict bravely. To them it is better to solve the conflict situation as quickly as possible than to ignore it. The parties concerned in the conflict situation must be brought together and the principal must remain objective. He/she must not side with any party. One principal, who could be seen as a

pragmatist who believed in Christian ethics, mentioned that by praying over the conflict issue and then talking about it would solve the conflict situation quicker. One principal also stated that most conflict situations are caused by teachers belonging to teacher unions with conflicting views. To conclude the conflict issue, all the principals agreed that to be trained in conflict management is an absolute necessity for the position of principal.

All the principals agreed that good human relations are very important in the school environment. The majority felt that the principal's work is human-intensive, dealing with people such as pupils, staff, parents and any person who comes into contact with the school. One principal took the argument further and stated that good human relations can be linked up to being a people's person, being empathetic and assisting wherever you can. This can be communicated through positive body language and facial expressions, hand and arm motions, walk and of course, behaviour patterns. The essence of good human relations is concerned with the motives of human beings, communication, perception, power structure, authority, morality, group dynamics, decision making and leadership. Through the use of this substantive knowledge and practice in human relation situations, an administrator or principal can develop skills which will make him/her more competent in human relations.

One of the five principals appeared to be uncomfortable about

educational change. According to him we do not need any change. Changes in education can confuse the teacher and pupils. The parents in this area will be more confused. He maintains that school facilities must be improved, rather than have education change in the classroom or in management. The other respondents, however, believe in educational change. To them it could lead to growth, development and maturity. One respondent also believes that change touches on all aspects of managing schools. In administration, computerising the system and implementing new ways of managing the finances; in the curriculum, implementing new relevant issues and lastly to introduce new, innovative methods and criteria of staff appraisal.

The majority of the respondents are positively disposed to change. They see themselves playing the role of change agent. These principals maintain that educational change will take place due to the new government policies and the fact that a new era has dawned in South Africa. Three of the respondents maintain that the principal's role in the change process must be that of facilitator and co-ordinator. One believes that change must first start with the individual. His mind - inner thinking - must first grapple with the concept of change, thereafter new innovations can be implemented. It is thus the principal's role to lead them towards change.

The principal who displayed a negative attitude towards change did not see himself as a change-agent and will ignore the

emerging signs of change. Any changes, if necessary, which must be implemented, must come from the principal, or office as he puts it. No change from the office - no change in the school! One respondent believes that change must be initiated by the staff and her role will be merely to co-ordinate the change to ensure that the school is not disrupted in a negative way.

From the findings it seems that the principal's role is crucial when it comes to the concept of educational change. Principals can have a major impact on the degree of implementation of particular innovations. However as others have rightly pointed out, successful implementation of innovations by teachers often occur without the involvement of the principal. Where principals actively support change, innovations will probably fair well. It seems that in those schools where the principals are actively involved in bringing about change, things are running more smoothly.

Regarding the managing of stress the findings were:

Most of the respondents believe that you must switch off completely from the position of principal for the weekends.

Three maintained that doing physical exercises helps tremendously to alleviate tension. One mentioned that his stress level is well controlled at school, however when he arrives home, he often explodes and becomes irritable.

One believes that the job does not give him stress, but the low salary he receives does. He maintains that if the salary

was better, principals could go on holidays and their wives need not take jobs but play a more supportive role at home. Money, low salaries, lead to problems and that could be stressful, not the job.

All of the respondents believe that managing stress is important to cope with the demands of the job and to be able to identify the early warning signs of stress on the part of the staff.

From the above we can deduce that stress comes with the job, it comes as no surprise that work has become universally stressful. The role of the principal is very demanding and controversial, therefore it is a very stressful position. Good stress-management is important for principals. To manage stress, principals must manage their time effectively so that time is spent on relaxing, other leisure activities and leading a healthier lifestyle.

Current Staff Promotion System:

The following summarises the findings with respect to the current staff promotion system's role in producing effective principals:

All agreed that the current promotion system is flawed.

The practice to promote people from within the staff complement and not accepting outside candidates has proved to be detrimental to the growth of the school.

The candidate best suited to the position must get the promotion / position.

Candidates should have gone through the proper ranks and necessary post level and gained the appropriate experience. The Education Department should not have the last say in appointing candidates for promotion, but rather just confirm the position after the School Committee and Principal have nominated the best candidate for the position.

The academic qualifications of candidates who meet the basic requirements must not play a major role in promotion, rather experience and other qualities which are needed for the appropriate position.

It is clear that a new promotion system is needed, one that will be fair, just and ensure the growth of the school.

The Role of the Principal in the New South Africa:

The above questioned revealed a feeling that past events such as the 1976 school boycotts and riots, the unrest in schools during the 1980's and the recent changes in the country have affected the role of the principal or as one principal stated, has changed the role of the principal. The interviews revealed that the principals have several thoughts and answers in common:

- * All of them agree that the principal's role has changed from being an instructional leader to a more managerial position.
- * Staff members want to be part of decision making.
- * Teachers still mistrust the principals.
- * The role of principal is one of facilitator.
- * Principals need to be economists and businessmen/women.

- * Principals will have to lean more towards democracy and implement democratic structures in the school.
- * Principals will have to be heroic, especially in this transitional period where there are no clear directives from the Education Department - doing their own thing so that at the end of the day the educant will benefit.
- * The task of the principal is going to be one of immense challenge, fraught with problems. As one respondent said:
"Ek voel jammer vir die prinsipale. Ek sien geen rooskleurige toekoms vir 'n hoof nie. Ek voel jammer vir hulle..."

3.3 INTERPRETATIONS OF FINDINGS

As the researcher tried to grasp the significance of and understand the information the respondents provided during the interviews with them, it became clear that each of them brought something different with them, a unique quality, as they approached and dealt with the problems of their respective schools. While many of the problems they faced were similar in type and magnitude, the variations in the perspectives they held appeared to be the major factor relating to the differences in their approaches to the job, in their conceptions of what was critically related to effectiveness in the principalship. These five people did in fact hold a number of characteristics in common, however where effectiveness was concerned, this was not the same. There were major strands that the writer was able to discern clearly. As the writer mentioned before, this is not the

complete picture on effective leadership in primary schools, the writer believes that the following are related to the success of principals on the job:

1. Use a democratic-participative model of management and shared decision making.
2. The Principal must be a people's-person, sociable and approachable and exercise good human relations.
3. He/she must have extremely well-developed expressive abilities, well-developed interpersonal skills and able to communicate effectively in face-to-face interaction with a diverse range of individuals and groups.
4. He/she must have good health and a high level of energy.
5. A proactive approach in response to the challenges of the situation they faced as principals is required. All indicated that they tended to take the initiative and not wait for the lead from others, except if this would help them achieve their objectives. They were all clearly leaders who felt comfortable and were effective when in charge of situations.
6. On-going training is of great value and post-graduate training in management can enhance and expand their abilities.
7. Time-management is of great importance to get through the day and complete set tasks.
8. All of these principals are good persuaders and motivators that can keep a team together.
9. They believe in teamwork and attempt to build high morale among the staff.

- 10.They understand the community and the various socio-economic problems that face it.
- 11.Conflict management is essential.
- 12.Being a change-agent is crucial.
- 13.The role of the principal has changed to being a manager and managers are seen as people who do things right.
- 14.Finally all of them are skilled at analysing and determining the requirements of their school situations and evaluating courses of action.

3.4 CONCLUSION

The above are important to the success in the principalship, especially for schools situated in the Lavender Hill area. It is a known fact that the particular area experiences enormous socio-economic problems which impinges negatively on the educational institutions, situated in this area. A unique characteristic of Lavender Hill is the type of high density housing which was provided by the city council in an attempt to alleviate a demand for sub-economic income groups. It consists of three storey blocks of flats designed to accommodate 48 families per block, but surveys have shown a figure of +/- 80 families per block. It seems that families living in these flats display no sense of pride in their immediate environment. The result being that their attitudes and behaviour affect the schools in a most negative manner. However, a fundamental theoretical and empirical understanding of the complexities of leadership in such settings seems paramount if school principals are to be effective. This

knowledge combined with the complement of special skills learned formally and informally would increase the chances a principal has of being effective. We know that other factors such as leadership style or leadership behaviour, management style etc. will not be suitable for all situations. Finally if we wish to increase organisational and leadership effectiveness we must learn to train leaders more effectively and we must know how to build an organisational environment in which the leader can perform well. This will be an enormous task if we think of the socio-economic problems which schools in the Lavender Hill area face! It is therefore imperative for principals of these schools to have the essential skills and qualities to be effective principals.

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CHAPTER 4

REVIEW OF LITERATURE ON KEY ASPECTS OF SCHOOL MANAGEMENT AND LITERATURE

4.1 INTRODUCTION

The interviews with the five principals of schools from the Lavender Hill area revealed certain patterns or areas which could be categorised into five themes as follows:

Leadership

Management

Qualities for effective leaders/principals

The need for ongoing training - inservice training

Additional skills effective leaders require such as

✓ Conflict management

Good human relations

Understanding the particular needs of the community

Change agents

Stress management

The international and national literature will be reviewed under these themes.

4.2 LEADERSHIP

There are numerous conceptions of the functions principals are expected to perform in their role as school managers and instructional leaders. Knezevich (1975:89) suggests that more and more the principal is recognised as an executive or administrator and the principalship is a constellation of positions. The latter is taken further by Roe and Drake

(1980:173) who conceive the principal's job in terms of a combined administrative - management and educational leadership emphasis. The major duties prescribed by them in this dual emphasis are:

Administrative - Managerial Emphasis

- a) Maintaining adequate school records of all types
- b) Preparing reports for the central office
- c) Budget development and budget control
- d) Personnel administration
- e) Student discipline
- f) Scheduling and maintaining a schedule
- g) Building administration
- h) Administering supplies and equipment
- i) Pupil accounting
- j) Monitoring programmes and instructional processes prescribed by the central office

Educational Leadership Emphasis

- a) Stimulate and motivate staff to maximum performance
- b) Develop with the staff a realistic and objective system of accountability for learning
- c) Develop operable assessment procedures
- d) Work with staff in developing and implementing the evaluation of the staff
- e) Work with the staff in formulating plans for evaluating and reporting student progress
- f) Provide channels for the involvement of the community in the operation of the school

- g) Encourage continuous study of curricular and instructional innovations
- h) Provide leadership to students in helping them to develop meaningful but responsible student government
- i) Establish a professional learning resources centre and expedite its use

Today, it is virtually impossible to assume that the principal can be a real instructional leader and at the same time be held strictly accountable for the general operational and management detail as required by the Education Department. However, the principal is expected to do all of these things, to wear both hats at once. This task has become more complex and strenuous because schools have become larger and educational programmes more complex. With the changes in education in South Africa, where the average pupil-teacher ratio is to be increased to 40 to 1, the drawing up and implementation of a new curriculum, and a shift to a more democratic management model are putting more pressure on principals.

Added to this are often issues related to the socio-economic problems of the area in which the school is situated and the fact that teachers are becoming increasingly more professionalised - in this setting, principals have found it more and more difficult to satisfy both sets of role demands. The exceptional principal tends to favour the educational

leadership emphasis, but most principals' jobs are dominated by the administrative-managerial emphasis.

Lipham and Hoeh (1974:182) have drawn a useful distinction between leadership and administration and define leadership as that behaviour of an individual which initiates a new structure in interaction within a social system; it initiates change in the goals, objectives, configurations, procedures, input, processes and ultimately the outputs of social systems. With leadership as the overriding emphasis, they describe five major functional areas of responsibility for principals:

- (i) the instructional programme
- (ii) staff personnel services
- ✓ (iii) student personnel services
- (iv) financial-physical resources
- ⓪ (v) school-community relationships

Further, these writers maintain that EFFECTIVE LEADERSHIP in these five functional areas will be enhanced to the extent that a principal is well grounded in the behavioural sciences that promote the understanding of school organisation and administrative processes. The foundations prescribed by Lipham and Hoeh include knowledge of general systems theory, social systems theory, values theory, organisation theory, role theory, decision theory and leadership theory.

There is widespread and probably justified belief that the success or failure of an organisation is determined in large part by the quality of its leadership. Leadership is

therefore obviously a subject of extreme importance in school management. The most important function of a school principal is his/her ability to provide leadership within the school environment and therefore provides the key ingredient to success of the school.

What then, is leadership ?

According to the Chambers Dictionary, the meaning of the word "lead" is given as "to show the way by going first; to precede, to guide by persuasion or argument". The word "lead" strongly denotes an interpersonal relationship between those who go ahead, and those who follow. A leader then is one who not only leads but who also is followed. A person who is a genuine leader wins the confidence and the co-operation of those he leads. Boles and Davenport (1975:63) takes the latter further by stating that leadership is a process in which an individual takes initiative to assist a group to move towards production goals that are acceptable and to dispose of those needs of individuals within the group that impelled them to join it. Lipham and Hoeh (1974:182) again states that leadership is the initiation of a new structure or procedure for accomplishing an organisation's goals and objectives or for changing an organisation's goals and objectives.

Hanson (1979:226) maintains that the concept of leadership is developed differently through organisational perspectives of classical theory, social system theory and open-system theory:

- (i) The classical theory perspective finds the

leader in the upper reaches of the hierarchy and endowed with natural psychological traits that give him/her advantages over most people

(ii) Out of the social system theory perspective emerges the so-called leaderless group, in which no formal leader exists and leadership that is found in the incumbents of formal management roles in organisations.

(iii) Open system theory encompasses two orientations toward leadership : the first involves a "contingency theory" of leadership and the second concerns leadership as a planning and integrating process in an open-system environment.

In the first social-system orientation, leadership is studied as it emerges out of the social context of informal groups. It is not seen as fixed within an individual but as a phenomenon that shifts among group members as leadership requirements of a group change. ✓ Hanson (1979:226) takes this point further by stating that leadership can only be understood in terms of the needs of the followers at a given time. In a social-system context an organisation, such as a school, functions in a power environment made of a coalition of informal groups. While maintained by informal leadership.

these coalitions merge at times to attach a problem through an expanded base of power.

✓ In the second social system orientation, leadership is studied upon identifying the effectiveness of different leadership styles found in formal management roles. Effectiveness is examined in terms of such things as performance and satisfaction among subordinates.

✓ With the open system theory, two orientations towards leadership are identified : the first involves a "contingency theory" view of leadership and the second concerns leadership as a "planning and integrating process in an open-system environment". The contingency theory orientation attempts to identify the specific leadership styles that correlates with high levels of performance and satisfaction. Hoy (1982:223) takes the latter further by stating that under one set of circumstances, one type of leader is effective; under another set of circumstances, a different type of leader is needed.

Regarding open-system planning and integrating, the following can be said: The leader steps out of a role of exercising control directly over events and into a role of planning and shaping the internal and external environments of the organisation.

However in order to maximize effectiveness, the question of what kind of leaders for what kind of situation remains

largely unanswered. Robert Merton states that leadership does not, indeed cannot result merely from the individual traits of leaders; it must also involve attributes of the transactions between those who lead and those who follow- Hoy (1982:223).

✓ LEADERSHIP STYLES

Sergiovanni (1992:123) states that leadership takes many forms and today's crisis in leadership stems in part from the view that some of those forms are legitimate and others are not. Today principals use different forms of leadership to accomplish tasks. These include

* Autocratic - the principal makes all the decisions. All the thinking and planning is made for the group and it is largely his/her responsibility to guide and control the group. The autocratic leader does not believe in delegation of authority or sharing power with his followers.

Communication flows mostly in a single direction, from the leader to his followers. When the leader leaves the group, chaos can reign, seeing that nobody but the leader knows what is going on. This form of leadership is very unpopular in schools.

* Democratic - the principal seeks and involves the staff in decisions as well as managing the school. This form of leadership emphasises the necessity for group members to participate in the processes of planning, decision-making and problem solving. It stresses the necessity for positive human relations and co-operation, and the point of view that

the leader is most effective when he can inspire his followers to think creatively. Cawood (1982:31) takes the latter further by stating that this form of leadership is group-centred. The group decides and formulates policy and the leader's task is simply to help the group to function as effectively as possible as a team.

- * Laissez-faire - this leadership style is individual-centred, that is, it emphasises the action and reaction of the individual members of a group. The leader virtually disappears from the scene and leads by acting on good faith, by trusting and relying on the individual followers' loyalty and devotion to the cause.
- * Situational/contingency - this form of leadership would vary to meet the situation. Cawood and Gibbon (1985:59) argues that if the group members are inexperienced, the leader may find it necessary to act autocratically. However, when the followers have had the opportunity to become more experienced, the leader can act more democratically. When they are very experienced, he may often allow them to carry on alone, without his assistance.

LEADERSHIP EFFECTIVENESS

The above theoretical formulation has been called the contingency model of leadership effectiveness and according to Fiedler (1967:147) this model of leadership effectiveness fits our everyday experiences. In favourable conditions in which the leader has power, informal backing, and a relatively well-structured task, the group is ready to be directed, and the

group members expect to be told what to do.

- ✓ Reeves (1975:25) maintains that the principalship is the keystone of the administrative arch within the school itself. The office of principal carries with it leadership responsibilities for organising, planning, directing, controlling and co-ordinating staff efforts in the development of effective instruction. Bassett (1967:28) takes the latter further by stating that effective leadership in an educational institution is normally executed by the principal when his/her job is work-group centred. He/she also sees his/her job as helping teachers to get on with the job and in this way finish ✓ set tasks - depending on the situation in which the teachers and principal find themselves.

To supplement the latter some authors also reasoned that a principal who permits teachers to share in his decision-making ✓ is letting them know he values their judgment and recognises them as his colleagues in a common educational endeavour. They hypothesised that the more a principal permits the teachers to share in his decision, the greater his EXECUTIVE PROFESSIONAL LEADERSHIP (Bassett 1967:31).

Successful leadership is related to the extent to which earlier formulated goals and objectives are realised by the group or team. The measure in which these are realised can be described as successful or unsuccessful or it can be plotted on a continuum between these two extremes. If the specific

endeavour was successful or unsuccessful but the leader's style and behaviour was not in accordance with his followers', group's or team's expectations, the followers may well carry out their designated assignments with a high degree of resistance. The leader and the group might have been successful in realising their goals and objectives, but as a team they were ineffective. If the predetermined goals are realised successfully to everyone's satisfaction and every team member is willingly committed in doing his share, the endeavour is both successful and effective and the leadership style and behaviour are both successful and effective. Cawood (1982:43) elaborates on the latter and states that EFFECTIVE LEADERSHIP depends on both the followers' or groups' attitude or the level of task efficiency and the balanced task and relationship behaviour of the leader. Hersey and Blanchard (1977:133) declare that leader effectiveness is the result of the leader's application of a style which synchronises or is in harmony with the requirements as set by the situation. At this stage it is apparent that the key to leader effectiveness is the leader's ability to diagnose the situation or environment successfully.

In conclusion, the essential collective nature of education in schools may also be responsible for the demand for stronger leadership. Education in primary schools takes place to a large extent in groups and is often supported by a progressive philosophy which give primacy to social aims. Groups, by definition, have goals and means of attaining them. To some

teachers the school is a significant group and leaders who fail to initiate group goals or the structures for pursuing them stand charged of ineffectuality. Initiating structure is obviously a key dimension in educational leadership. According to Bush, Glatter et al (1980:272) evidence drawn from discussion with 93 graduate primary teachers suggest that educational commentators place a higher value on complete freedom of judgement and decision making for teachers than the latter themselves do. Many teachers felt that because of passive leadership, they were dissipating their efforts. For many this became an additional source of frustration and discontent. Thus maximum job satisfaction went hand-in-hand with humane but positive leadership, leadership to which teachers felt they were encouraged to contribute but which gave them in return the chance to perform effectively, the main role for which they believed they were employed!

4.3 MANAGEMENT

4.3.1 What is management?

As in other disciplines, the development of management has been evolutionary in nature. There is a legion of definitions of management.

Kabat (1983:29) sees management as an organ of society specifically charged with making resources productive.

Calitz (1992:2) sees management as a process which involves the skilful handling and supervision of people by a manager in such a way that predetermined goals are reached within a certain time.

Hoyle (1981:8) sees management as a continuous process through which the members of an organisation seek to co-ordinate their activities and utilize their resources in order to fulfil their various tasks of the organisation as efficiently as possible.

From the above we can deduce that management is a specific type of task which is goal-orientated and is practised by people who are responsible. This management takes place within an organisation of which, in the case of this study, a school is an example. The principal of the school is thus seen as the manager. Calitz (1992:30 takes the latter further by stating that the manager is the principal who:

- is qualified and competent in leading people
- is an organiser of people
- is responsible and accountable
- balances competing goals and sets priorities
- thinks analytically and conceptually
- is a mediator
- is punctual

4.3.2 The components of management

The manager has to carry out certain duties involving the specific aims which he/she by purposeful management, must take into consideration. In order to manage effectively, the manager must perform the following elements effectively, the manager must participate effectively in : planning, organising, activating (leading) and controlling. Calitz

(1992:4). These are called the main components of management. Management involves planning, organising, activating and controlling in order to manage an enterprise successfully and ensure that the objectives are achieved. Hoyle (1981:13) elaborates on the latter by stating that the components of management are iterative and tend to occur simultaneously. To the components of management he adds: decision-making, commanding, co-ordinating, reporting, supervising, budgeting, directing, leadership, communicating, motivating and creating.

Although the lists of different management theorists vary, there is usually a considerable overlap between one list and another. However, Hoyle (1981:13) tells us that there has been a gradual shift over time from lists of components which emphasise the coercive aspects of managements (directing, controlling, commanding) to those which include the more supportive aspects of management (communicating, motivating, creating).

Good management should be concerned with freeing up the personal energy in the organisation since the more energy available, the more the organisation can grow and develop but often managers want to limit freedom. Gray (1980:12) argues this point by stating that where educational institutions are concerned, there is a real issue between whether more freedom can be given or more control and direction imposed. The latter can be linked to the dichotomy in management which means there is always a diversion between the interest and

need of the individual against those of the organisation.

✓ 4.3.3 Areas of management in a school

Buchel (1992:2) writes that there are various areas of management in a school. He elaborates on the following:

People - The staff of the school, namely teachers, administrative staff, cleaners etc.

✓ Buildings - The school buildings and grounds

Equipment - Books, apparatus, chairs, desks, etc.

Community - Parents, church leaders, community leaders, organisations etc.

Methods, systems, procedures - Performance standards, programmes, activities, thoughts, policies etc.

Pupils - Not how to teach them, but how to manage them. This adds up to administration and discipline eg. classroom discipline, attendance registers, school fund registers, mark sheets and reports.

Glatter (1980:27) takes this point further by stating that in managing a school, we must consider the internal operation of educational institutions, and also their relationships with their environments, that is, the communities in which they are set, and with the governing structures to which they are formally responsible.

✓ 4.3.4 Management style models

The task of management is to facilitate the development of the organisation. However we note that authors also mention the

word control when we talk about management. That is true but control may be authoritarian and judgmental or facilitative and accepting. Managers are required to make decisions by virtue of their positions but how they make those decisions is a matter for their choice. Gray (1980:21) states that because organisations exist only for the people who are their members - it is important for members to have a genuine feeling of being part of the organisation, or rather as much a part as they feel the need to be.

The above can be executed in certain ways of leading or managing. According to Calitz (1992:4) there are three main managing styles or models namely: democratic, authoritarian and laissez-faire (don't care attitude).

✓ (a) The Democratic Model

This model of management involves the whole staff. The democratic manager believes that his staff should take decisions jointly in order to work together and be loyal to each other. When a school is run along these lines, the task of the principal becomes easier and he/she continues to be a truly professional leader. However, no matter how one looks at the concept of democracy, the principal would need to be very circumspect in whatever decisions are taken because he/she is ultimately accountable for it. The main feature of the democratic leadership appears to be group discussions in which the objectives and policies of the organisation are formulated. The manager provides information, makes suggestions, offers praise and criticism and tries to

influence but never dominates the group. This leadership style demands consideration for others and consequently a certain amount of involvement with other people. It should enhance esprit de corps and mutual understanding and thereby influence the organisational climate in a positive manner.

(b) The Authoritarian Model

Here the manager or principal dominates the group, determines the roles of group members and sets the objectives towards which they must work. Group involvement and influence in decision-making are minimal. This type of management model is not suitable for dealing with professional staff. This model of management with its strong emphasis on production, would have a negative effect on morale, since the leader remains aloof from the group and show them little consideration. The general pattern of this model is that the work of the staff comes to a standstill when the manager is away. The staff are not used to making decisions on their own and usually wait for a higher authority before carrying out any instructions. Staff end up being disloyal or refusing to co-operate at all.

(c) The Laissez-faire Model

The manager who adopts this model assumes that the group has the necessary skills, knowledge and ability for each one to determine his own goals. He only assists the group members to achieve their goals if asked to do so. This model of management could be successful when professional staff are highly motivated. If adopted in the wrong situation, it could lead to disunity, conflict and confusion, which could have a negative influence on the organisational climate.

(d) The Participative Model

In 1990 authors Lorne Plunkett and Robert Fournier took the concept of management further. The result : Participative Management. According to Plunkett and Fournier (1991:4), participative management is a philosophy that demands that organisational decision making be made in such a way that input and responsibility are extended to the lowest level appropriate to the decision being made. They elaborate on this issue and state that the purpose of participative management is to ensure that effective decisions are made by the right people. Empowerment is a means to achieve participative management. It is the mechanism by which responsibility is vested in teams or individuals. Involvement, on the other hand, is the mechanism for ensuring appropriate input to decision making. Thus, empowerment and involvement become the building blocks for participative management philosophy. This management model provides an opportunity to share responsibility, risk and success. Organisations know that sharing the responsibility with everyone involved is a powerful antidote for complacency and failure. Furthermore participative management's goal is to tap the unique resources of each of those individuals, create a collaborative learning experience and produce results that are far greater than the sum of the individuals.

To conclude this section on management style models, Everard (1990:16) maintains that the best known management style

models are based on the premise that every manager has two main concerns:

- concern to achieve results (ie. he/she is task oriented)
- concern for relationships (ie. he/she is people oriented)

✓4.3.5 What does the organisation (school) expect of its manager?

Everard (1990:5) distinguishes three things which organisations such as a school expect from its manager or principal:

(a) Integration of resources - The managerial role is to be the glue in the organisation, in other words to hold the organisation together. As a manager, success depends on using the ideas and talents of a team, on arriving at decisions and actions to which the team members feel committed and on ensuring that they are put into effect. The manager is less concerned with being a resource than with using resources.

(b) To be an agent of effective change - Change is an essential function of the managerial role. It may be initiated from within the school or imposed from without. It may take the form of making improvements in the way in which we achieve ongoing goals or we may have to cope with new goals and challenges. As managers, we are involving others in change and we need to bear in mind that there will always be those who resist change.

(c) To maintain and develop its resources - The tangible resources of an organisation can be classified as

- (i) human - the staff
- (ii) material - the buildings and equipment
- (iii) financial - the funds available to the organisation

If these resources are not maintained, we simply do not have an organisation to integrate or to change.

Furthermore, the process of change demands that managers focus a great deal of attention on developing resources to meet new challenges and needs. Managerial activities particularly concerned with the maintenance and development of resources are:

- (a) human - selecting, appraisal, counselling, career planning, job design, training, project work, coaching.
- (b) material - purchasing, stock control, asset management.
- (c) financial - budgeting, cost control, fundraising, cost/benefit analysis.

✓ Lastly a school manager needs to be able to plan, organise and control all his/her resources, but the most crucial skill is undoubtedly the development of human resources.

In conclusion Hanson (1979:5) tells us that like other formal organisations, the school must deal with the task of structuring, managing and giving direction to a complex mix of humans and material resources. Unlike most other formal organisations, the school has a human product that gives rise to unique problems of organisational control. Because

virtually everyone - parents, taxpayers, legislators and teachers are considered a stockholder in the school, the process of school governance becomes incredibly intricate. Therefore it is imperative that successful leadership and management within the principalship takes place to ensure an effective principal and successful school.

4.4 QUALITIES FOR EFFECTIVE LEADERS/PRINCIPALS

4.4.1 Introduction

Leading schools effectively require expressive abilities, tolerance for ambiguity, vision and initiative, skills at collecting and analysing data, a great deal of physical energy and psychological strength. School principals can make a real difference in the lives of children and teachers, and the role of principal offers many opportunities for satisfying the personal and professional growth of individuals willing to assume the responsibilities of leadership in education. Our country's schools need leaders who care about children and teachers, who are willing and able to involve themselves in developing school work settings in a way that is both personally satisfying and educationally beneficial to the constituents being served. However, it takes more than caring. If such leadership is to be effective, people assuming the responsibilities and challenges of the principalship must also possess certain QUALITIES to cope satisfactorily with the many demands of the role.

✓ 4.4.2 Qualities of an effective leader/principal

According to Rupert (1967:30) the attributes of good leaders are as follows:

- ✓ (i) They must be endowed with a clear and analytical mind, the ability to distinguish the relevant from the irrelevant.
- ✓ (ii) The leader must be decisive. *and have self confidence* They must be able to make up their mind and stick to their decision.
- ✓ (iii) The leader must be consistent. In making a decision, he must have one eye on what has gone before and the other on what lies ahead.
- (iv) The leader must have imagination. They must sense the significance of the forces at work about them and be able to evaluate their probable impact upon their decisions.
- (v) Courage is essential to the successful leader. Good ideas become effective only when there is behind them, the driving force of a man/woman who believes in them so fervently that he/she accepts all risks and surmounts all obstacles.
- (vi) For an idea to be meaningful, it must be communicated. *ideas are created*
- (vii) The truly fine leaders must have full command of both the written and the spoken word. They must be able to crystallise their thoughts into precise phrases that will be easily and immediately understood.
- (viii) Knowledge is the prerequisite to communication. Before attempting to express an idea, the leader must understand his/her subject in depth.

- (ix) A good leader is one who knows how to delegate authority. His/her job is not to do, but to cause others to do.
- (x) Good leaders are sensitive. They have a lively awareness of everything that goes on about them.. They see, they hear, they note. They always have a warm human interest in the people about them.
- (xi) The most vital ingredient is character. The affected leaders possess a code of values which they established. These spring from their ethical and spiritual life and hold them staunchly true in the face of each new challenge.

✓ Calitz (1992:8) again states that a good leader must believe in democratic principles and to him the characteristics of good leaders can be summarised as follows:

(a) Self-confidence

- The leader/principal is assured and competent in his position as leader
- He/she handles different types of people with ease, assurance and firmness.
- He/she holds their own views and opinions, but is also open to reasoning and persuasion.

(b) Manner of Speaking

- They speak in a civilised and quiet manner, clearly and distinctly but not loudly.
- They use language well and meaningfully
- They are good listeners.

- They have a good sense of humour. He/she realises that friendliness goes a long way toward establishing good relationships.

(c) Personal Habits

- They are an example to their pupils, parents and social acquaintances.
- They avoid excesses like over-indulgence (eating, drinking) and indiscretion; they are sober persons in all respects.
- They pay careful attention to their personal hygiene, cleanliness, tidiness and general care.
- They will avoid those habits and mannerisms which cause annoyance and are offensive, such as arrogance, aggressiveness, rudeness and disrespectfulness.
- The mannerism of not looking other people in the eye when speaking should be avoided at all costs.

(d) Personal Habits

- Their personal appearance must always be acceptable - neatness, choice of clothing, suitability of dress for their position and not look scruffy, dirty or untidy.
- They should appear calm and composed, and not easily excitable.

(e) The appearance of their work environment

- Their environment (work), that is their office is neat and tidy, and is regularly cleaned.

Fullan (1992:31) argues that the essential qualities required

for effective principals of the 1990's can be summarised as follows:

TABLE 1 Essential concepts and qualities of the principal

CONCEPT	QUALITIES
Vision/greatness	integrity, listening skills, knowledge, values, analytic powers
Autonomy	initiative, internal locus of control
Courage	risk taking, values, integrity
Meaning and empowerment in others : internal to the school	communication skills (listening, writing, speaking), extension of values of autonomy, human relations.
Meaning and empowerment in others : external to the school	communication, analysis, political astuteness, human relations
Strategic planning	analysis, human relations
Deployment of self	integrity, self-confidence, persistence, perpetual learning

The author furthermore elaborates on the above by stating that

the concepts mentioned are above all a way of thinking about the organisation. Principals need certain qualities and skills to be effective. However no amount of sophistication and skills can resolve the impossible. Developing a better way of thinking about the role is a more fundamental resource for tackling the non-rational world.

A leader is always concerned with a task that has to be accomplished and with people who have to accomplish it. In any particular leadership position it is possible to accentuate either the one or the other to a greater or lesser extent. In other words the leader can be either task-oriented or people oriented. Leadership then, has a task and person component. Hoyle (1981:28) elaborates on the latter by stating that it is more profitable to think of an overall leadership style as constituting some degree of mix between the task and the person orientation.

✓ Cawood (1982:19) with the above in mind lists the qualities of the effective leader as:

- Believes in teamwork
- Believes that a task is best performed through group co-operation
- Utilises the group's talent
- Builds high morale in his/her group
- Leads his/her group to understand the aims or task
- Lets his group plan together
- Does not take decisions on his own

- Does not accept all the praise herself
- Give recognition to group members
- Works hard and inspires others to work hard

✓ According to Jacobson (1973:41) there are a number of qualities which make success easier for effective principals. According to the author, their absence may well cause failure.

He sees the effective principal :

- (a) to be a superior organiser and skilled administrator
- (b) to be able to administer the school without allowing it to consume his/her entire time
- (c) to have some time for the supervision or co-ordination of instruction
- (d) to also be a wise and discreet executive who handles parents with tact, firmness and skill
- (e) to be a good business manager
- (f) to have good health and to be free from physical deformities and serious defects in speech or hearing
- (g) to be a person who possesses a high degree of intelligence to enable him to acquire the technical training required for the position
- (h) to be broadminded and open-minded, since all types of children in society attend the school
- (i) to be even-tempered.

Waters (1984:56) after conducting interviews with teachers, deputy-principals and other senior staff, perceived that the effective principal must have the following qualities:

- (a) Concerns himself primarily with the education and welfare of the children in the school
- (b) Trains, supports, encourages and values his staff, and assists in furthering their careers.
- (c) Sees him/herself as the leader of a team in which all the talents, imagination and efforts of the staff are co-ordinated and weaknesses are supported
- (d) Be able to evaluate the work of all those involved in the school - including himself
- (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/she must be a team-builder, motivator, delegator, controller and innovator.
- (i) He/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.
- (j) Must be a conflict-manager because the principal always finds him/herself in the role of problem solver
- (k) Is calm, patient and modest
- (l) Is impartial, fairminded, tactful and discreet
- (m) Is courteous and appreciative.

However, Fullan (1992:32) cautions us. He writes that if heads really become as good as these qualities suggest, they could be rather scary. There is a bit too much of the great leader theory built into the notion of managerial empowerment. Significant movement towards the implementation of the core concepts is desirable provided that we are not seeking the leader as saviour. Secondly the author argues that the logical extension of managerial empowerment is teacher, pupil and parent empowerment. This does not mean giving over the reins of power to anyone. Effective managerial power includes, by definition, the ability to empower sometimes by freeing up and often times by propelling others within the organisation.

4.5 THE NEED FOR INSERVICE TRAINING FOR PRINCIPALS

✓ 4.5.1 Introduction

The principalship today is different and much more demanding than it was years ago. Jacobson (1973:1) states that reasons for this difference are 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 the many aspects of the job.

There is also an increasing awareness that the professional skills needed for carrying out successful work as a school principal are quite different from those needed to succeed as a teacher. Lewy (1987:61) elaborates on the latter and mentions that there is a high level of consensus among

educational administrators that the skills needed for functioning as a principal are systematically summarised in organised books of knowledge on theories of leadership, social psychology, organisational development etc. lastly the author states that given the fact that in practice school teachers are promoted to the principalship position without formal training for the position, training for principalship falls into the domain of professional activities known as INSERVICE TRAINING.

4.5.2 Inservice training for principals

In South Africa and numerous other countries there are no pre-service training institutes or formal courses for the training of primary school principals. Lewy (1987:61) elaborates on the latter and maintains that in most countries of the world, the training of principals should be considered as one of the most important types of in-service training. One may encounter a broad variety of approaches in actual training programmes for principals. Waters (1984:16) argues that all principals should receive courses of training to prepare them for their responsibilities in management and personal relationships. This training should deal with curriculum and methods, school organisation and relationships within the school as well as purely administrative aspects. The author also stresses that the training should involve practical approaches such as the in and out tray procedures of dealing with a typical day's problems and cases studies of schools and problems.

No principal should regard his training as complete. He should continually read literature which applies to his field in order that he may stimulate teachers to experiment with methods and materials. As Jacobson and Reaves (1942:778) spell it out, from time to time the principal should attend a summer session at an institution of higher education to increase her professional training. Some state departments of education provide excellent opportunities for inservice growth. Many universities also provide advanced graduate work in summer sessions or through an extension service. There is also a need for new types of principals' clinics to keep principals up to date, as well as a need for more small, informal professional group meetings on a regular schedule to provide for the exchange of ideas and experiences. Therefore as Jacobson (1973:40) states that inservice training should probably be the joint responsibility of the professional group, the state department of education and training institutions.

Waters (1984:17) takes this notion of inservice training further. he suggests that we now require a Staff College for Head Teachers where a great deal could be done to train and develop the management skills of principals. However, according to Allen (1968:143) as far as the training of principals are concerned, we must distinguish between need and possibility. The author takes this point further and states that until very recently the need for providing principals with any kind of specific preparation for their job has not

been sufficiently pressured to justify much expenditure of educational resources. Today, however, the situation is changing. This change is brought about in the first place by the greater importance of educational activities of all kinds for the health of both the individual and society in conditions of advanced industrialism. What this indicates is the need for training of heads to be seen as involving a wider group, those who have a substantial share in policy making and the day-to-day administration of schools.

In the TOPS - Management Training Programme for Principals (1990) manual, mention is made as to why principals need further training. It can be summarised as follows:

- To equip principals with theoretical knowledge and content which will provide a source of ideas and stimulation to address the very practical problems faced by principals
- To introduce principals to the various management theories, the field of educational management and current research on the principalship. These management models outside of education can enhance the understanding of effective principals as managers.

In conclusion, Glatter (1980:10) tells us that training does not attempt to supplement experience; on the contrary, its main function is to assist principals to structure and analyze experience and use it more effectively to reach the end result, namely quality education !

4.6 ADDITIONAL SKILLS NEEDED FOR PRINCIPALS TO BE EFFECTIVE

4.6.1 Conflict Manager

In the climate of today's school environment, with increasing pressures from all sides, and with each participant claiming some legitimacy for his/her viewpoint, conflict in schools is inevitable. For principals to be effective leaders it seems that they must also be conflict managers.

According to Blumberg (1980:21) as the basis for educational leadership, conflict is more frequently viewed and treated as a threat to the on-going stability of the organisation. Conflict thus tends to be managed with the aim of maintaining the existing order. Blumberg states that a successful principal is frequently perceived as one who keeps things cool. Disputes between teachers, the demands of a group of students, or the complaints of a vocal parent minority, and the like, are usually dealt with in a manner that permits a bargain or compromise to be reached that does not alter the organisational status quo.

Blumberg (1980:21) then states that the superintendents (inspectors) prefer that conflict arising at the school level be managed by the principal. The author maintains that conflict is usually managed by the principal so as to permit the least possible disruption at the school.

The classical theory and the human relations orientation to

socio-political group theory teach that conflict in an organisation is bad and should be eliminated. Hanson (1979:172) takes this argument further and writes that conflict disrupts well-ordered efforts toward co-ordinating activities that lead toward goal achievement. Furthermore the presence of conflict is seen as a negative reflection of the leader's skill as a manager. Cutting across these two schools of thought, the tactics of conflict management run from flight at one extreme to dominance at the other, with bargaining somewhere in between. Flight is not at all common in organisational settings when the opposition is overpoweringly formidable and the cost of losing is unacceptable. Dominance again involves facing the opposition to flee or surrender. Bargaining on the other hand means that both sides recognise their mutual dependence and that they must work together after the conflict. The two parties are aware that each is trying to influence the other and that agreement is a function of the power they bring to the situation and their skill as bargainers.

The open system perspective on conflict is considerably different from the classical theory and human relations orientation. Hanson (1979:175) pursues the latter further by stating that open-system theory teaches that conflict is inevitable and perhaps might be seen as being good for an organisation. Furthermore it could be seen as one of the significant forces for change.

4.6.1.1 The conflict-management roles a principal might play.

With regard to the tactics of conflict management, Hanson (1980:176) formulated what he calls ground rules for executive conflict. The executive in this case the principal might act as (i) the initiator, (ii) the defendant or (iii) the conciliator. Hanson reminds us that the important thing is that the objective, must be to achieve, at all times a creative, acceptable, and realistic resolution of conflict.

✓ Hanson (1980:176) then describes what the role of the principal should be when he is the defendant and conciliator of conflict.

A. Defendant of conflict:

- (a) Not over-react; keep his cool; listen carefully and neutrally
- (b) Ascertain the scale of the strike
- (c) Ask for the name of the game. Is it the game of courtroom?
- (d) Ask for an exact definition of the charge, but also for evidence if possible, identification of the sources.
- (e) If it is a minor "crime" be prepared to plead guilty.
- (f) Ascertain the various lines of appeal.
- (g) Consider the option of keeping a waiting brief and be prepared to reserve his defence; take notes.

B. Conciliator of conflict:

- (a) Get the parties to the dispute to realize that conflict is not universal but a necessary requisite of change.
- (b) Break down the attitudinal consistency of each disputant.
- (c) After breaking down frozen but antithetical attitudes of disputants, minimize the individual loss of face.
- (d) Break the conflict into fractional workable components.
- (e) Consider common - enemy, high interaction, shared subordinate goal strategies.
- (f) Remember that nobody loves a go-between.

However if we are to be effective managers of conflict to which we are party and of conflicts between other members of staff, we need to develop certain attitudes and skills.

✓ Everard (1990:106) takes the latter further by stating that first we need the ability to confront a difference of opinion. We should show by our attitude that we are open to reason. Secondly, we must be able to present our ideas and feelings clearly, concisely, calmly and honestly. Thirdly, we need to develop listening skills, which include the ability to show someone that we understand what has been said by paraphrasing. We also need to develop the habit of asking questions. Fourthly, we need skill in evaluating all aspects of the problem. Finally, we need to be able to articulate the common

goals which should help both parties to rise above their differences..

Some people fear conflict. They withdraw from it and often try to avoid it. The principal must therefore encourage people to confront the conflict situation. Kraybill (1992:8) pursues the latter further by stating that where people or groups avoid conflict, this unresolved conflict festers and almost always explodes into the open in the end. Conflict at the end must therefore be managed intelligently and can be a positive rather than a negative force in the life of an organisation like a school.

4.6.2 Good Human Relations

The school principal finds that most of his time is spent in face to face contact with teachers, pupils, parents and others who are indirectly linked to the school. His/her work is therefore human-intensive. It is therefore imperative that for principals to be effective leaders, they must have sound human relations.

In discussing the way in which a principal should look at human relations, Wiles (1970:106) states:

"A principal should exhibit a belief in the worth of all individuals, respect for the wishes and feelings of others, the will to see that all live and work in harmony plus skill in working with individuals and groups in such a way that these ends are promoted."

Roethlisberger (1941:59) sees human relations as the capacity

of a person to communicate his feelings and ideas to others, to receive such communication from others, and to respond to their feelings and ideas in such a fashion as to promote congenial participation in a common task.

School principals should thus be skilful in human relations. However, according to Griffiths (1956:14) prerequisite to the principal's skill in human relations is his basic attitude. He/she must have a strong and overwhelming belief in the supreme worth of all individuals. This belief must be manifest in all his/her behaviour. For the principal, then, the basic imperative of good human relations is goodwill. A successful school system must be permeated with a spirit of goodwill. Furthermore the principal must behave in such a way as to create a feeling of goodwill and mutual respect at all times.

Bassett (1967:37) states that the headmaster must be, or must become the sort of person who has a genuine concern for the welfare of others, and particularly of those who are placed under his control. If he has this, his egocentrism will take care of itself. The author also mentions that the latter is the first principle of administration, as it is the first principle of effective human relations. The principal can bring through him, a good deal of goodwill towards the school if her human-relations are sound. Bassett (1967:95) elaborates on the latter by stating that there are various qualities, attitudes and beliefs which will enhance a headmaster's human-

relations, namely:

- (a) Sincerity - is a quality that commands respect. Principals must therefore at all times be sincere in their actions and dealings because of their direct personal relationships between themselves, members of staff and pupils.
- (b) Respect for others - is a quality that is common to all good headmasters. It is especially important because of the increased number of people over whom their office confers authority. The exercise of their authority may make it difficult to retain the same attitude of respect that they would find relatively easy when dealing with their peers.
- (c) Humility and self-confidence go hand in hand. It is that condition of inner harmony which allows the human impulse to care for other people to express themselves. True humility, based on respect for others, makes possible co-operation between unequals. Furthermore a person who administers in such a way that his own views and actions are permitted to be the subject of open debate and discussion is confident in an unselfconscious way.

However good the principal's management techniques are in improving the overall performance of the school, if the principal is lacking in sound human relations, his work will be of an uphill nature, and not reach a satisfactory level. The principal has to get on with everyone on the staff.

Therefore according to Waters (1984:132) it is important for the headmaster to know his staff, discover their interests, abilities and attitudes. He/she has to find out what they are good at, bad at, find difficult or hate doing and what the best way is to treat them to elicit contributions, support and co-operation from all. As well as being interested in his/her staff and treating them with courtesy and consideration, he/she must also think of their staff as a group and observe, in the staffroom, the particular forces which are operating and the subtle pressures which come into play when new proposals are being discussed.

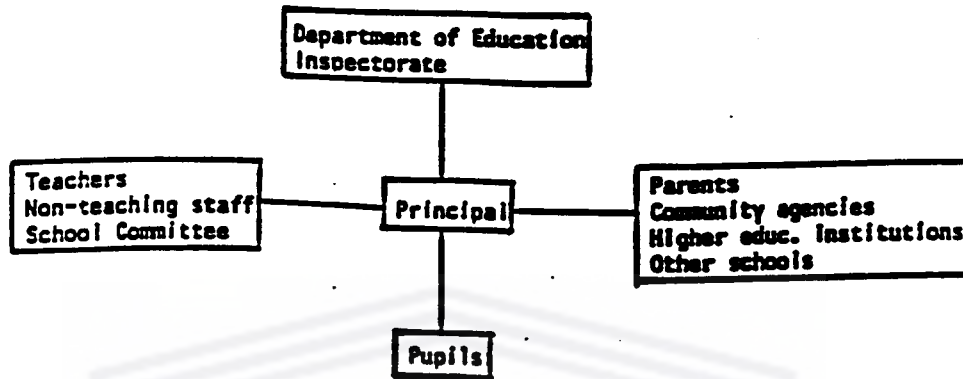
In an article, Getting work done through people, the writer mentioned the following foundations for good human relations:

1. Let each employee know how he stands with you - periodically discuss evaluations.
2. Give credit when due - commensurate with accomplishments.
3. Tell people in advance about the changes that will affect them - tell them why if possible, get them to accept change.
4. Make the best use of each person's ability - never stand in a person's way.
5. Gain employee's confidence - earn loyalty and trust.
6. Let employees participate in plans and decisions affecting them - participation encourages co-operation.
7. Know all your employees personally - find out their

interests, habits, and touchy points and capitalise on your knowledge of them.

8. Listen to the ideas of your subordinates - they have good ideas too.
9. If your subordinate's behaviour is unusual for him, find out why - there is always a reason for every behaviour.
10. When you make a mistake, admit it, and apologise - others will resent your blaming someone else.
11. Show employees the importance of every job - this satisfies the need for security.
12. Criticise constructively - give reasons for criticism and ways to correct them.
13. Precede criticism with good points - show him you are trying to help him.
14. The supervisor (principal) sets the example - do as you would have your employees do.
15. Be consistent in your actions - let your subordinates know what is expected of them.
16. Show confidence in your subordinates - this will bring out the best in them.
17. Set proper goals - give employees goals they can work towards.
18. Settle all grievances, if possible - the unsettled grievance of one person affects everyone.
19. Back up your employees - authority must accompany responsibility.

Goss (1985:9) in the chapter, Principals under Pressure, maintains that the principal's work is human-intensive. Goss provided a simple human relationships model in which the principal finds himself and may be adapted as follows:



A RELATIONSHIPS OR INTERACTIONAL MODEL OF THE SCHOOL PRINCIPALSHIP

Due to the interaction with the large variety of role-players on different levels, i.e. teachers, parents, community leaders, pupils as depicted in the above model the principal must display excellent communication skills and sound human relations.

✓4.6.3 Understanding the particular needs of the community.

It is almost a truism to state that the community has become increasingly important to the school principal. This is true, not only because of the growing popularity of what is called the community school, but because of the greater public interest in school affairs.

According to Bassett (1967:89), a community is a complex social organism whose behaviour is even yet but vaguely

understood. The author continues and states that there are many groups within every community and the relationship of the headmaster to each will be different in some way. In some small country town the school may be the only community institution : it is an indispensable social centre that touches the lives of young and old alike. In the city, the schools often have little or no clear connection with the wider life around them : they ask nothing from it and make little obvious contribution to it. In order to work intelligently with the community, the administrator or principal must know a great deal about it, for his knowledge will condition the methods that he uses. No one method or procedure will suffice for all types of communities. Griffiths (1956:291) pursues the latter and according to the author we should keep in mind when working with the community that it is necessary to have an accurate perception of the community. One must know the group he/she is to work with. This means that the principals should know the facts about their communities, as well as the feelings and opinions of the community.

✓ Jacobson (1973:451) invokes the popular distinction that schools belong to the communities in which they are located, even though they are theoretically state institutions. The school principal must therefore be a positive force in building good relationships within the community. There have been numerous attacks upon schools because some communities have sincerely believed that the schools should be more

effective. The school principal must therefore acquaint himself with the necessity for carrying on an intelligent programme of school-community relations so that he can meet such attacks and plan a sound policy for informing the public about the philosophy and the operation of the school.

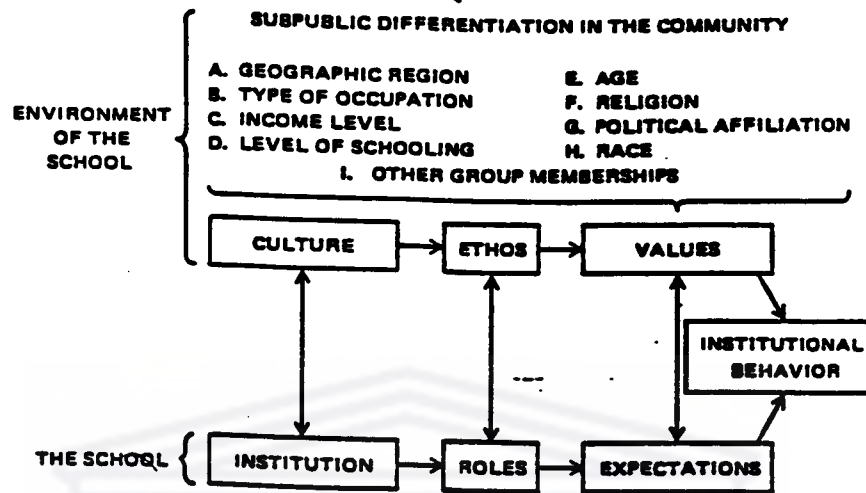
As Bassett (1967:89) stated a community is made up of a variety of people who have different points of view. Various methods can be used to bring all these views before the school principal. Most principals recognise the complexity of this responsibility. Since every effective school principal hopes to gain strong support for the school, he/she plans his efforts so that it will get community backing. The principals know that they cannot please every group, but that their standards must be high to satisfy the majority in the community. During the last two decades there has been a growing feeling that the school should not only serve children during the day but that it should serve as a community centre in the late afternoon and evenings. Many schools have begun to function as community centres for social, recreational or civic activities. Jacobson and Reaves (1942:743) state that especially in congested areas in cities the school may offer supervised play for children who otherwise have no place to play except in the street. Such wholesome activity not only has a retarding effect on juvenile delinquency but is a service to children who may have all too little play and happiness otherwise. In organising the school as a community centre, the principal has a major role in encouraging its

development.

However, a wise headmaster does not try to hurry or force his community relationships. He/she will wait for invitations. Furthermore principals may offer the use of the school buildings for cultural and educational activities, and probably also offer and provide expert help from amongst interest members of the staff. There is hardly a worthwhile community activity that would not be helped greatly by the support of the school. Bassett (1967:90) elaborates on the latter. He writes that by realising this, and by actually suggesting ways in which the school is willing to help, the principal's fostering of school-community relations will be strongly and properly founded. In this way principals and their staff will be drawn into positions of leadership in community affairs naturally, unselfconsciously and unobtrusively. However Bassett (1967:90) cautions us that the latter will not happen unless THE HEADMASTER RESPECTS THE COMMUNITY.

Therefore, when the headmaster respect the community, he/she must bear in mind that each community has specific needs to which the school must address itself; these needs depend on the school's location, population, characteristics, values, and other factors. Lipham and Hoeh (1974:324) elaborate on the latter by stating that the relationship of the school as an institution to the community it serves can be schematized as follows:

Figure 4.1



The authors continue and state that based on social systems theory, it may be observed that the culture, ethos, and values of a community have systematic and continuing interaction with the expectations for the school as an institution. Instead of viewing the community as an entity, the principal should recognise that the formal and informal subpublic cleavages within the community often have a powerful and direct influence on the nature and frequency of citizen interaction with the school. Sonn (1983:7) also states that to act effectively as a community organisation, the school must be accepted by the community and must be part of the community. Ideally, the school should become the focal point of community activities on a non-racial basis, providing a venue for informal education, community projects and leisure activities. Central to all this stands the principal of the school.

In conclusion, if the principal's relationship is sound, then her relationships with people and groups outside the orbit of the school can bring, a good deal of goodwill towards the school. Through the principal's social relationships he/she could influence the various groups that otherwise they would not have touched in a professional capacity. As Bassett (1967:94) put it: "Every headmaster is different, every school is different, every community is different, but through all this diversity one fact remains constant: the best community relationships are based upon running a good school."

⇒ Therefore, the principal needs to understand the particular needs of the community.

4.6.4 Change Agent

✓ According to Waters (1984:203) the principal in a primary school is probably in the best position to institute change. The principal is the one who should have an overview of all that is going on, be able to assess the needs of the school and consider how these needs can be met. Today, it seems as though things are changing at a faster rate than we can possibly adjust to. Industry needs to adapt or it and the nation, will decline. In schools there are new materials, new techniques and ideas. it is also increasingly difficult for a school to exist in ideological isolation.

✓ Traditional educationists saw schools as instructional sites where students were prepared for hierarchical work roles. In this traditional mode students also learned valuable societal

norms and skills they could not learn within the confines of the family. These traditional educationists ignored the fact that schools are cultural and political sites, and that they differentially empowered cultural and economic groups.

✓ Needless to say, we note a change from the traditional paradigm to a radical educational theory and practice over the last few decades, to challenge the traditional mode. The first signs of change in perception of education are noted. Hanson (1979:287) pursues the latter and writes that whatever one thinks about educational change, the concrete reality that schools have changed exists. Schools have changed in almost all aspects of their historical composition, including curricular programmes, physical designs, instructional methodologies and procedures of policy formation. Change may occur in response to external forces and pressures, or schools may lead, not only in changing themselves but in altering their large environment. However like Waters, so does Lipham and Hoeh (1974:106) state that regardless of the source of change, the principal has a key role in the process - if not as the initiator of change, then certainly as the facilitator.

✓ Hanson (1979:291) identified three types of organisational change that can have a negative or positive impact on teachers.

(a) **Planned Change :** This is a conscious and deliberate attempt to manage events so that the outcome is redirected by design to some predetermined end. In

an educational setting, planned change takes place when an effort is made to initiate the use of behavioural objectives as a significant component in the teaching-learning process. Any teacher can initiate a programme of planned change whether or not they are formally charged with the responsibility of directing an organisation. However, the principal plays a major part in initiating a programme of planned change and by including other teachers in the planning stages of change and doing it in a democratic way - will receive no negative reaction or response from the staff.

(b) Spontaneous change : This type of change is an alteration that emerges in a short time frame as a result of natural circumstances and random occurrences. No deliberate attempt is made to bring about this form of change, it just happens. Due to the pressures continually converging inside and outside the school, spontaneous changes often are a result of copying reactions to the turbulence of events. In other words, no grand design directs the course of events.

(c) Evolutionary change : This refers to the long range, cumulative consequences of major and minor alterations in the organisation. The idea of evolutionary change is often associated with the idea that as organisations evolve through time.

people, conditions and events improve.

In education Glatthorn and Bowan (1967:369) described three general types of change: one of structure, one of programme and one of people. Saville (1968:271) described four categories of change in education: New technical advances, new processes, new goals and new curriculum advances. Several researchers have examined the relationship between the type or kind of change and its rate of diffusion or adoption. Rogers and Shoemaker (1971:22) concluded that a change would be diffused and adopted more readily if it were perceived as:

1. More advantageous to the user than what was being used at the moment
2. Less complex
3. More compatible to the user's value system
4. More open for trial
5. More able to produce observable results.

Moore and Mizuba (1970:181) felt that if a change programme was credible, had a visible advantage over the present programme, had a simple and divisible design and had measurable objectives, then it could be more readily accepted. Each of these variables provided the principal with cues for assessing the innovation itself, as well as for selecting processes appropriate to a particular change.

According to Fullan (1992:61) change is a process, and not an event. As the two way arrows imply (see Fig. 5.1) it is not a

linear process but rather one in which events at one phase can feed back to alter decisions made at another stage, which then proceeds to work their way through in a continuous interactive way. For example, a decision at the initiation phase to use a specific programme may be substantially modified during the implementation and so on.

Figure 5.1

Initiation ↔ Implementation ↔ Continuation ↔ Outcome

Waters (1984:213-214) maintains that change has more chance of succeeding where the following conditions are present:

1. Good leadership
2. An atmosphere free from unnecessary constraints
3. Effective delegation
4. Consultation and involvement in problem solving
5. Aims and objectives formulated and accepted
6. High morale
7. Staff work together as a team
8. Adaptive to change, and already experienced in innovatory tasks.
9. Sufficient resources and effective use of them
10. Self-criticism
11. Time allocated for planning
12. Organisation created to facilitate progress
13. Overcommitment avoided - do not attempt to bring in a second major innovation before the first is

complete.

In schools that wish to change, regular opportunities for such encounters must be created. The negative energy of disaffection must be transformed into a positive will, to make a difference to the way things are, to the benefit of the teachers and the organisation. Schools 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. Fullan (1992:97) takes the latter point further, applauding leaders who not only plan the organisation development associated with the change, but simultaneously foster staff or professional development. He argues that effective educational change cannot occur without improvements to the teacher's working life.

An important consideration of change is the role of the agent of change. Everard (1990:243) listed the following characteristics of people who are good at managing change:

1. They know clearly what they want to achieve.
2. They can translate desires into practical action.
3. They can see proposed changes not only from their own viewpoint but also from that of others.
4. They don't mind being out on a limb.
5. They show irreverence for tradition but respect for experience.

6. They plan flexibly, matching constancy of ends against a repertoire of available means.
7. They are not discouraged by setbacks.
8. They harness circumstances to enable change to be implemented.
9. They clearly explain change.
10. They involve their staff in the management of change and protect their security.
11. They don't pile one change on top of another but await assimilation.
12. They present change as a rational decision.
13. They make change personally rewarding for people, wherever possible.
14. They share maximum information about possible outcomes.
15. They show that change is related to the business.
16. They have a history of successful change behind them.

The concept of principals as organisational change agents suggests that principals are, in some sense, viewed in terms of leadership initiation. That is, principals might be expected to initiate new structure in interaction with others in the school social system or at least act as facilitators of change initiated by others. The literature on school organisations indicates that principals can be a decisive element in determining whether organisational change efforts succeed or fail. Blumberg (1980:23) identifies a number of

other role options for the principal as organisational change agent:

1. Initiator. The principal makes changes according to his perception of the need.
2. Stimulator. The principal provides the opportunity for appropriate constituencies to development recommendations.
3. Implementor. The principal is required to implement changes decided upon by central administration.
4. Conduit. The principal may plan an intermediary role and seek to connect those requesting change with the appropriate party.
6. Orchestrator-Mediator. The principal may seek to create the context in which change can be negotiated among the parties concerned.
7. Persuader or Dissuader. The principal may persuade those proposing change not to push for the change they have proposed, to push for something else, or to change the timing of their efforts.
8. Advocate. He may choose to support those pushing for change and join them in attempting to bring the change about.
9. Ombudsman. The principal voices the concerns of any group whose point of view might otherwise not be given adequate consideration.
10. Non-actor. He/she may choose to make only minimal response to the change proposal and not actively pursue any of the above roles.

Conceiving of the principals as organisational change agents thus may include a fairly wide range of role options. Which option is enacted depends on many factors including the knowledge of skills, and values of the principals, the organisational context in which the change is to occur, the nature of the change itself, and the character of the larger, social milieu in which the organisation functions. However, in summary as Lipham and Hoeh (1974:173) state, it is unlikely that any major change can come about in the school without the active support of the principal. Once again this shows us the important role the principals plays in bringing about change in schools.

✓ 4.6.5 Stress-Manager

Recent trends in society cause increased pressure on principals and teachers. Social problems have proliferated as a result of rapidly changing values and the weakening of family life in general. This affects schools because many of the problems that appear in schools are an expression of problems that lie beyond it, for example unemployment, marital problems and parental drug and alcohol abuse. Frequently, social and personal problems, as well as academic under-achievement, arise as a result of unresolved home problems. Many principals and teachers have responded to the needs of disadvantaged pupils with problems, but they have found this aspect of their work to be both demanding and time consuming. Principals and teachers tend to find this aspect of their work emotionally draining and together with this goes the amount of

time consuming paper work. The end result: most principals and teachers suffer from stress, that leads to "burnout".

According to Lazarus (1976:53) stress refers to a broad class of problems differentiated from other problem areas because it deals with any demands which tax the system, whatever it is, a physiological system, a social system or a psychological system and the response of that system. Fontana (1989:3) sees stress as a demand made upon the adoptive capacities of the mind and body. Hanson (1979:17) define stress as the adaptation of our bodies and minds to change. These definitions are useful in three ways: Firstly it makes clear not only that stress can be both good or bad but there is a very wide range of things that can cause stress (stressors). Secondly it infers the point that it is not so much events that determine whether we are stressed or not, as our reactions to them. Thirdly the definitions tell us that stress is a demand made upon the body's capacities. It is the nature and extent of these capacities that determine our response to the demands. If our capacities are good enough, we respond well. If not we give way.

Our working place can be a major source of stress. Powell (1990:8 and 9) outlines a number of stress factors at work:

(a) Working conditions

There is ample evidence that physical and mental health is adversely affected by unpleasant working conditions such as in the case of teaching.

overcrowded classrooms, lack of resources, vandalism, excessive noise, too little lighting etc.

(b) Work Overload

Quantitative overload refers to having too much to do - teaching too many subjects, coupled with unrealistic deadlines and paperwork.

(c) Work underload

The job fails to provide meaningful psychological stimulation. The individual may feel bored because of the job's repetitive nature or frustrated because there is no opportunity for self-expression.

(d) Role ambiguity

The individuals have inadequate information about their work role : there is a lack of clarity about work objectives, responsibilities, and colleagues expectations. Lack of feedback leads to confusion, frustration, helplessness and stress.

(e) Role conflict

An individual in a particular work role is torn by conflicting demands, or by doing things that they do not want to do. There may be a difference of view with one's superior, or the job may conflict with personal, social and family values.

(f) Responsibility

The greater the level of responsibility for people at work, the greater the possibility of stress related reaction.

(g) Relationship at work

Good relationships are a central factor in individual and organisational health. Frence and Copland (1979:41) define poor relations as those which include low trust, low supportiveness, and low interest in listening and trying to deal with problems that confront the organisational member. The difference relationships to consider include those with superiors, subordinates and colleagues. Having a supportive social network where problems can be openly expressed and discussed is an important insulator against stress.

(h) Changes at work

Any changes which alter psychological, physiological and behavioural routines are stressful.

(i) Organisational problems

Poor general organisation can mean that there are frustrating delays before you get decisions taken on crucial issues. Or it may be unclear who within the hierarchy is responsible for these decisions. Organisational procedures may be inefficient and time-wasting. The organisation may be perpetually short of money, so that equipment and facilities are lacking.

(j) Uncertainty

Uncertainty may take the form of frequent changes of policy, so that individuals never know exactly where they stand. Planning ahead becomes difficult, and no sooner do people reconcile themselves to one set

of procedures or one set of decisions, than they're required to change their thinking and reconcile themselves to something quite different. At its worst, uncertainty can take the form of not knowing whether one is going to keep one's job or not. First it looks as if one will be made redundant, then it does not, then it does, then it does not. Morale quickly crumbles under this kind of stress, as the individual painfully tries to adapt and re-adapt to each phase of the gloom - salvation - gloom cycle.

Fontana (1989:37) adds inadequate leadership to the above stress factors. He maintains that weak or inadequate leadership creates a power vacuum. Once you have a power vacuum, unpleasant things are apt to fill it. Like power struggles between colleagues at the same level. Or like attempts to bring pressure upon the leadership to side with one faction or another. While the power vacuum lasts, it may also be impossible to get crucial decisions taken, or to get leadership support when conflicts develop with outside parties. Since a leader also has a training function, there may be inadequate guidance given to new members of staff. A leader also has a restraining function, and, there may be inadequate attempts to curb undesirable initiatives on the part of some established members of staff, or to curb the inappropriate use of power by more senior individuals.

The principal's work is exceptionally varied. Viewed as an educationist, a school principal is a specialist, but when regarded as the leader and manager of an organisation, he is a generalist performing a variety of functions. Gorton (1976:49) summarised the major roles of a school principal as manager, leader, disciplinarian, change agent, conflict mediator and facilitator of human relations. This shows us that the principal's position or work is human-intensive. He or she is therefore overall in charge of the pupils and the staff. Hanson (1979:34) also states that success at work depends not primarily on capital and discipline, but on the fitness and motivation of each individual in the organisation. The author contends that the winning managers will be those who help their employees win - keeping them well trained, committed to a mission and above all healthy. The principal is therefore also responsible for the well-being of the staff. he or she must therefore be in a position to identify the early warning signs of stress, pertaining to the staff.

Patel (1991: 111 to 115) outlined the symptoms of stress in human-beings

(a) Mental Symptoms

- * Inability to concentrate
- * Difficulty in making simple decisions
- * Loss of self-confidence
- * Undue tiredness
- * Memory lapses
- * Difficulty in making rational judgments

- * Undue feeling or being under time pressure
- * Making rash decisions
- * Muddled thinking
- * Tendency to lose perspective
- (b) Emotional symptoms
 - * Irritability or angry outbursts
 - * State of anxiety
 - * Irrational fear or panic attacks
 - * Feeling of hopelessness
 - * Feeling of hostility, resentment or animosity
 - * Feeling of guilt
 - * Increased cynicism
 - * Undue aggression
 - * Feeling of depression
 - * Nightmares
 - * Feeling of insecurity
 - * Increased moodiness
 - * Crying or weeping
 - * Fear of criticism
- (c) Physical symptoms
 - * Tense muscles (aching shoulders, backache etc)
 - * Erratic breathing
 - * Sweaty palms
 - * Cold fingers
 - * Dry mouth
 - * Dizzy spells
 - * Chest palpitations
 - * High-pitched voice

- * Knot in the stomach
 - * Nausea
 - * Frequency of urination
 - * Diarrhoea
 - * Stiff jaw
 - * Restlessness (eg. pacing)
 - * Shaky hands
- (d) Behavioural symptoms
- * Increased smoking or alcohol drinking
 - * Increased or decreased eating
 - * Increased or decreased sleep
 - * Nail biting
 - * Hair pulling
 - * Social withdrawal
 - * Neglecting looks or hygiene
 - * Reckless driving
 - * Knee juggling, finger tapping, grimacing or other mannerisms
 - * Non-stop talking
 - * Obsessive/compulsive behaviours (needless shopping or washing)
 - * Workaholism or absenteeism.

One of the most common and often unrecognised syndromes of job stress is burnout. On many occasions we hear how teachers and principals retired early or were boarded due to ill-health because of burnout. Like a disease it progresses slowly and goes through recognisable stages. Patel (1991:136) describes

five stages.

Stage of job contentment: The individual is happy with the job he does. He puts in more and more energy, but if it is not replenished in good time or adequately, the second stage is gradually reached.

Stage of fuel shortage: The person begins to feel tired, there is a lack of energy and sleep becomes disturbed. He/she begins to complain of not being able to do as many things as he once did; creativity is low; there is a tendency to avoid making decisions and toward increased cynicism.

Stage of chronic symptoms: The person feels exhausted and may feel physically ill. There are vague symptoms like bodyache, nausea, tension headaches or back pain. There is a tendency to wake up in the morning feeling tired. A once calm, easy going person becomes chronically angry or always on the verge of losing his temper.

Stage of crisis: Symptoms become critical. Periods when the person's thoughts are not riveted on the job are increasingly rare. The mind is constantly preoccupied with work problems. At times there is an overwhelming urge to escape from it all - the job, the family and the whole way of life.

Stage of final breakdown: The person feels unable to continue. Some drown themselves in alcohol and drugs. Others have a mental or physical breakdown in the form of depression or a heart attack.

Learning to understand and manage symptoms of stress and anxiety helps people to reduce the stress they are under.

However, it is important to identify and change some of the external stresses that have caused the problems in the first place. These stresses may be exacerbated by the way people organise life at home and at work. Powell (1990: 115 to 140) mentions the following ways to reduce stress:

1. Goal Planning: People who are unhappy are often people who do not have goals. Without goals to strive for, our lives can become empty, meaningless and stressful. Goal planning is the act of deciding what you really want to do and then how you will go about doing it. Obstacles on the way to that goal must be anticipated, identified and viewed as challenges.
2. Time Management: Once a person has established goals and activities and has time-tabled these projects in terms of dates and achievement, the effective management of time becomes important. Time must be organised effectively. Taking time out of a fixed routine to stand back and reassess the situation, is time well spent and can create greater efficiency and productivity.
3. Being more assertive: The way we behave and communicate with others at work, home or in public can be an important factor in the development of stress. Poor communication can lead to unhealthy relationships and this leads to the increase in stress. Individuals with poor skills of assertiveness create a variety of problems for

themselves and this leads to stress.

4. A Healthier Lifestyle: A healthy, strong body copes better with stressful situations. A healthier lifestyle means doing regular physical exercises, following a healthy, well-balanced diet and sleeping the required hours the body needs.
5. Social Support: There is substantial evidence that social support at work or at home, may provide an effective insulator or buffer against the effects of stress. People who have social support, have a relationship with one or more persons that is characterised by relatively frequent interactions, by strong positive feelings and by an ability and a willingness to give and take emotional and practical assistance in time of need.

Goss (1985;17) pursues the latter by stating that a hardpressed principal may be strengthened by the encouragement and moral support obtained from the deputy-principal, the school committee, the inspector, and his wife and family. It may help him to maximise and draw upon his/her existing resources in meeting the demands made upon him/her.

Goss (1985:22) lists the following points that may reduce stress:

- * Anticipate potential stressful periods and plan for them
- * Engage in training and self-development in order to

acquire or increase the skills necessary for success. Principals need to develop the following types of skills, each of which has a bearing on stress management:

- time management
 - planning
 - decision-making
 - communication
 - delegation
 - problem solving
 - conflict management
 - interpersonal and group leadership skills.
- * Develop realistic expectations so as to avoid unnecessary feelings of failure and frustration.
 - * Prevent feelings of isolation
 - * Avoid procrastination which tends to intensify a problem and increase anxiety
 - * Do not be too future-orientated. Focus on the present
 - * Develop your spiritual resources as a particularly meaningful source of inner strength.
 - * Learn to say no
 - * Learn to tolerate and forgive others. Intolerance of others leads to frustration and stress.
 - * Identify stress management techniques that work for you and use them.

In conclusion we note that work is indeed full of stress, especially the position of principal of a school. It is a

stressful position. However stress can be full of joy. Recognise your most important job and run your organisation as if your life depended on it because, in truth it does. Treat those who work with you and under you with patience and guidance. Treat those who work with you with honesty and commitment. Treat those who love you with more time. More importantly as Hanson (1979:272) states: treat yourself with respect, humour, good food, mental and physical exercise, relaxation, adventure, daydreams and memories. With this in mind, principals could manage their stressful position more successfully and become more effective principals.

4.7 CONCLUSION

The international and national literature on key aspects of school management and leadership gives us an insight into the conditions in which the principal of the school has to perform. The five themes identified must be seen as important in view of the fact that schools in the Lavender Hill area are faced with different problems to schools in other areas. The conditions created by these problems could impact in a negative or positive way depending on how the principal copes with the conditions.

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CHAPTER 5

IDENTIFICATION OF THE SKILLS NEEDED IN THE SOUTH AFRICAN CONTEXT

5.1 INTRODUCTION

In the previous chapter the skills and qualities principals need to be effective leaders in primary schools were discussed. This was based on the international literature. However, in the South African context we need to note the following:

The education and training system under apartheid has been characterised by certain key features. Firstly, the system was fragmented along racial and ethnic lines and has been saturated with racial ideology and the educational doctrine of apartheid. Secondly, there was a lack of democratic control within the education and training system. Thirdly, there was a lack of access or unequal access to education and training at all levels of the system. Enormous disparities in the level of qualifications of teachers from different racial groups of the populations are evident. Whites with their history of advantage are better equipped than others, with the gap being particularly severe between them and their black colleagues. More importantly, because of the apartheid education and resistance to it, the culture of learning has been destroyed in wide sections of our community. The worst-affected areas have a virtual breakdown of schooling and conditions of anarchy exist in relations between students, teachers, principals and the education authorities. Furthermore, the education system was authoritarian with a

top-down management ethos. Lastly many of our schools are situated in areas reflecting instability, poverty, unemployment and violence, which makes the creation of empowering learning environments well nigh impossible in the short term.

Today, under a democratic government, with a participatory structure of governance in the education and training system, the principal finds himself in a less than ideal situation. It stands to reason that the principal therefore should be equipped or needs certain skills and qualities to be an effective leader in the school. However before we look at these skills and qualities we must first understand the concept effective leadership.

5.2 EFFECTIVE LEADERSHIP

There is a new conception of the middle manager emerging in the literature on modern successful innovative organisations. This literature tends to focus on top management and how these leaders should behave and how they should promote effective leadership in those middle managers who fall under their jurisdiction, supervision and control. According to Fullan (1992: 20) it is Block who has focused strongly on the implications for middle management in his book, The Empowered Manager. Fullan states that the author offers a conception which is directly applicable to the headship. He maintains that Block talks about the quiet revolution in innovative organisations away from tighter controls, precisely defined

jobs and close supervision, towards the entrepreneurial spirit. This spirit is typified by responsibility, public accountability, interactive professionalism and the recognition that playing positive politics is essential, possible and the key to EFFECTIVENESS.

Fullan (1992 : 26) mentions another set of compatible concepts derived from the study of 90 top leaders, done by Bennis and Nanus. These writers conclude that effective leaders employ four basic strategies:

A. Attention through vision

The leader is one who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change. Management of attention through vision is the creating of focus. Leaders also pay attention as well as catch it. Leaders may have been the ones who chose the image from those available at the moment, articulated it, gave it form and legitimacy and focused attention on it, but the leader only rarely was the one who conceived it in the first place ... therefore the leader must be a superb listener; successful leaders are great askers, and they do pay attention.

B. Meaning through communication

This is a second essential element and encompasses the capacity to influence and organise meaning for the membership of the organisation. Getting the message across unequivocally at every level is an absolute key ... leadership through communication is the creation of understanding, participation

and ownership of the vision.

Bennis and Nanus make it clear that developing commitment to new visions requires constant communication and a variety of other methods including training, recruiting criteria, new policies and so forth.

C. Trust through position

As for trust through position Bennis and Nanus offer the following: people trust people who are predictable, whose positions are known and who keep at it, leaders who are trusted make themselves known and make their positions clear. The author states two critical reasons for stressing trust through positioning:

The first relates to organisational integrity - having a clear sense of what it stands for. The second is related to constancy on staying the course. Positioning involves creating a niche in a complex, changing environment through persistence, integrity and trust.

Fullan (1992 : 28)

D. The deployment of self

This element consists of three components, knowledge of one's strengths, the capacity to nurture and develop those strengths and the ability to discern the fit between one's strengths and weaknesses and the organisation's needs.

Fullan (1992 : 28) also states that Bennis and Nanus observes that effective leaders induce positive "other regard" namely:

- * the ability to accept people as they are
- * the capacity to approach relationships and problems in

terms of the present rather than the past.

- * the ability to treat those who are close to them with the same courteous attention that they would extend to strangers and casual acquaintances.
- * the ability to trust others even if the risk is great.
- * the ability to do without constant approval and recognition from others.

All leaders in the Bennis and Nanus study were perpetual learners. They had learnt how to learn in an organisational context, constantly learning on the job, and enabled and stimulated others to learn.

To link up with the above Fiedler (1967 : 147) mentions that the Contingency Model of leadership effectiveness, by and large fits our everyday experiences. He maintains that the appropriateness of the leadership style for maximizing group performance is contingent upon the favourableness of the group-task situation. In the very favourable conditions in which the leader has power, informal backing, and a relatively well-structured task, the group is ready to be directed, and the group members expect to be told what to do. In the relatively unfavourable situation, we would again expect that the task-oriented leader will be more effective than will the considerate leader who is concerned with interpersonal relations.

Max De Pree (1989 : 19) maintains that leaders are

responsible for effectiveness. He argues that effectiveness comes about through enabling others to reach their potential - both their personal and their corporate or institutional potential. Leadership effectiveness can also be seen as the extent to which the leader succeeds in achieving the output required by her/his role. However for leadership to be effective, the leader himself must be effective. Without an effective leader we will not get leadership effectiveness. Jack Gibb in the article: Dynamics of Leadership takes the latter further by stating that the effective leader is one who acts as a catalyst, a consultant and a resource to the group. The leader's role is to help the group grow, to emerge and to become more free. He/she serves the group best when he/she is a whole person, is direct, real, open, spontaneous, permissive, emotional and highly personal. The leaders at their best are effective members. They act in such a way as to facilitate group strength, individual responsibility, diversity, non-conformity and aggressiveness. The good leader feels, acts, relates, fights, talks - acts as human as to other members of the group and the institution.

Bearing in mind the role of the principal in an educational institution, we find ourselves agreeing with Bassett (1967:31) that the effective principal must see their job as work-group centred. They should see their position as helping teachers to get on with the job and in this way finish set tasks - depending on the situation in which the teachers and principal find themselves. The principal will also adopt a leadership

style suitable to the group - task situation. Some authors also reason that principals who permit teachers to share in the decision-making are letting them know that he/she values their judgment and recognises them as his/her colleagues in a common educational endeavour. They hypothesised: The more a principal permits the teachers to share in decisions, the greater his /her Executive Professional Leadership.

To execute effective leadership in schools, principals should have a clear view of the needs, possibilities and duties of leadership. They cannot influence teachers by their personality alone. They have to develop a "we" approach to common school problems and cease to speak of "my school" and "my teachers". By adopting the "we" approach it could lead to a positive climate at the school, where there will be co-operation from teachers to complete set tasks. In this way there will be an appropriate balance between the task to be completed and the teachers who will complete it. once this is reached, the principal's leadership could be seen as effective.

5.3 ESSENTIAL SKILLS AND QUALITIES NEEDED FOR PRINCIPALS IN THE LAVENDER HILL AREA

By the very nature of their jobs, principals find themselves in a work situation composed of a complex range of personal, interpersonal and contextual factors, including the divergent and often conflicting values and perceptions characterising the teaching force, pupils, parents and non-parent community.

Because of this complexity and a vast array of other problems that impinges negatively on schools, in the Lavender Hill area, principals can feel isolated, unprepared and untrained to deal with their very important but demanding leadership and management position. It is therefore imperative for them to be equipped with certain qualities and skills to be an effective leader.

The importance of the correct type of leadership cannot be emphasised enough. It is vital that the principal executes the type of leadership that will be effective. This can be seen as the ability to influence and motivate other people in such a way that they will try their utmost to realise certain pre-conceived objectives. Influence in turn, entails the ability to convince, to inspire, to encourage; the ability to formulate an imitable end-objective and then to set an example of how to attain that objective.

It is important that the leadership of principals of schools in the Lavender Hill area reflects the following competencies as espoused by Bennis in his article: Some Truths about Leadership:

- * The first leadership competency is the management of attention through a set of intentions or a vision in a sense of outcome, goal or direction.
- * The second leadership competency is management of meaning. To make dreams apparent to others and to align people with them, leaders must communicate their vision.

Leaders make ideas tangible and real to others, so people can support them. For no matter how marvellous the vision, the effective leader must use a metaphor, a word, or a model to make the vision clear.

- * The third competency is management of trust. Trust is essential to all organisations. The main determinant of trust is reliability. People would rather follow leaders they can count on, even when they disagree with their viewpoint, than people they agree with but who shift positions frequently.
- * The fourth leadership competency is management of self, knowing one's skills and deploying them effectively. Management of self is critical; without it, leaders can do more harm than good. A mistake is seen as another way of doing things. Leaders learn from and use something that doesn't go well; it is not a failure but simply the next step. With the above in mind, these principals' leadership could be effective.

Incorporating the above in the Lavender Hill situation, principals of schools should have a clear vision for their schools and clear direction. The latter must be clearly communicated to the staff and parents so that they can assist the principal in achieving the goals, derived from the vision. This will also ensure that the teachers are more committed and will equip the staff to deal with the problems of the area in a more positive way. Principals need to be fully trusted in this area by their staff members and if this trust is there.

teachers will be able to perform better. Trust in the principal must be well established in order for the teachers to rely on the principal's support at all times.

Furthermore the principals of schools in the Lavender Hill area are seen as the leaders of the schools. They must therefore have the following characteristics to lead their schools effectively:

1. They must be highly goal-oriented and have a keen sense of goal clarity. The two go hand in hand. It is not enough to have clear goals, if these goals do not provide a continuous source of motivation. The principal must be capable of making his/her goals operational, both through long-term strategy and day-to-day actions.
2. They must have a high degree of security. Their sense of themselves as people and what it is they are about. This facet of the principal's life enables him/her to confront day-to-day relations with others inside and outside the school without feeling threatened. The school inspector does not become a figure that is seen in a threatening way. Parents are also not seen as sources of threat, but as people who are concerned and may have something to offer. New ideas are welcomed and tested, not brushed aside as potentially upsetting to the school. This is another way of saying that the principal is secure with his/her own sense of being, is able to be open with himself and others, and is able to permit and encourage the testing of a wide variety of new ideas. If the new idea fails, it is simply seen as an idea that did not

work, and does not have consequences for the integrity of the people involved.

3. Principals must have a high tolerance for ambiguity. In a system that is as loosely coupled as the schools, the ability to tolerate a large amount of ambiguity relative to both the task and to relationships with others, would appear to be highly important.
4. They must have a marked tendency to test the limits of both the interpersonal and organisational systems that they encounter. They must continually search and probe in order to establish greater degrees of freedom for themselves and their school. They must take risks but not suicidal risks that would result in catastrophe.
5. They must be sensitive to the dynamics of power. They must understand the necessity for seeking out sources of power in the informal network of relationships in the school system, and they appear to be adept at cultivating these sources. They are aware of the need to establish alliances outside their schools in order to get things done, or if this proves unfeasible, to establish a power base in their own school that will enable them to make successful demands on the larger system.
6. They must approach problem situations from a highly analytical perspective. They must be able to stand back for a moment and not become immediately consumed by the problem situation itself. They must first analyze the substance - the problem. They have to think through the consequences of the analysis on personal, interpersonal

and organisational outcome. Then they must act to solve the problem situation.

7. They must be in charge of the job and not let the job be in charge of them. They are not pawns of the system. They must play the game on which their survival depends, but they do not let the game playing consume too much of their energy. They must know how to plan accordingly to finish routine administrative functions, thus freeing themselves for other activities.

Blumberg (1980 : 246-248)

According to Bennis (1993:7), with the above competencies in mind, leadership can be effective. Principals in the Lavender Hill area must strive to incorporate the above in their leadership to be effective leaders.

Stopforth (1986 : 3) maintains that there is no such a species as the ideal principal. However there are those who strive to become effective principals. The writer alleges that striving towards effective leadership is the nearest a person can come to being an effective principal. The writer suggests that the following are qualities which the effective principal should possess or which he/she should try to acquire:

1. Integrity, reliability, firmness of principle and steadfastness without pettiness.

The fact that the principal was appointed to this position of trust implies that he is regarded by his employers as a person of integrity, someone who is

scrupulously honest. Furthermore a principal's firmness of purpose and his/her steadfastness will not go unobserved by his subordinates. They will accept such a person as their leader and will follow him/her.

2. Leadership and the ability to exercise authority in a dignified, humane manner and to manage and control a school with its many varied activities successfully.

3. Dedication, sacrifice, sustained diligence. The dedicated principal's day is not limited according to fixed hours. He/she must be prepared to work after hours and often during school vacation since his/her task is virtually unlimited. It is essential that his/her attitude must be one of sacrifice, that he/she will pay attention to the division of his/her time and that his/her planning is thorough and efficient.

4. Tension tolerance.

The principal is confronted almost daily by problems and events that could cause tension. To prevent them becoming disconcerted in such circumstances to lose control, they should learn how to handle situations of tension, to keep their head when they are beset by problems on all sides. A principal will therefore do well to acquire tension tolerance.

5. The maintenance of sound human relations and the ability to communicate successfully.

The principal's job is human-intensive. He/she is expected to maintain good relations with all the people and bodies with whom they come into contact. They must

also communicate meaningfully with them.

Sound mutual relations and successful communication entail, among other things, the following:

friendliness, sincerity, patience, humaneness, sympathy, unfeigned interest, good manners, courtesy towards superiors, equals and subordinates, a knowledge of human nature, discernment and discretion, tactful action against members of staff who, for example, participate in clique formations and cause unnecessary aloofness towards their colleagues - this can have a detrimental effect on the atmosphere in the school.

6. A sense of humour

A principal with a well-developed sense of humour could do wonders to lift the morale of his staff.

7. Patience, wisdom, love.

The principal must also be a philosopher, mentor, friend, sick comforter. This will impinge positively on his effectiveness. It is expected that the principal, should have the patience of a Job, the wisdom of a Solomon and an immeasurable love for the child in his/her heart.

Again we suggest that the above qualities could only be to the advantage of the principals in the Lavender Hill area. These qualities will make them stronger and enhance their leadership. This will also lead to them being stronger when faced with the enormous socio-economic problems of this area.

Sonn (in Ashley, M, 1983:14) lists the qualities of an

effective principal as the following:

- * The principal must have the right kind of personality, and be endowed with a natural ability to work with and lead people to get the best out of them.
- * They must have a basic academic and educational background.
- * They must have faith in something beyond themselves.
- * They must be efficient in general terms and in the details of the job.
- * They must be able to trust people sufficiently to delegate duties, responsibilities and privileges.
- * They must have the skill to delegate efficiently and to co-ordinate delegation.
They must be hardworking and be seen to do a little more than the most hardworking member of staff.
- * They must make sure that they does not ask people to do things which they are not prepared to do themselves.
- * Principals must be the primus inter pares, rather than consider themselves to be the most important person in the establishment.
- * Principals must have genuine concern and even affinity for those they work with, and for their charges.
They must, at all times, be respectful to even the simplest of people with whom they come into contact.
- * They must be able and willing to share responsibilities with the pupil community.

The above then once again indicates to us that especially for

principals of schools in the Lavender Hill area, these qualities will play a vital role in the success of their schools and their leadership. We must remember that these schools situated in this area are obviously faced with the problems of the area. These problems also impact negatively on the school. As Bassett (1967 : 21) states, for a principal to be an effective manager, factors beyond the control of the headmaster have to be favourable. Such factors are the social influences outside the school. At the end of the day the principal plays a pivotal role in the school, and serves as a model for the teachers and at the same time, acts as a buffer for the school from outside interference. We note that Sonn mentions qualities that can be directly linked to principals of schools situated in this community, faced with socio-economic problems.

Schools in the Lavender Hill area are characterised by continual interruptions, endless demands on the principal's time and advice, and very demanding parents. The principals in this area are thus victims of the moment. They are constantly dragged into crises of the moment. These include telephone calls, pupils who misbehave, parents wanting to see them and demands from their staff. Therefore principals must have their fingers on the pulse of their schools. The effective principal is thus seen as more public than private. Principals of these schools must also portray fearlessness, a bit of aggression and tactfulness when confronted by external problems like loitering and gangsterism which are rife in this

area.

In the draft policy document entitled, Education and Training in a Democratic South Africa, (1994:12) one of the principles states that democratic governance should increasingly be reflected in every level of the education system. Secondly our new government propagates the principle of democracy. Thus in this new climate in which we find ourselves it would be self-defeating of a principal not to adopt a democratic leadership style. Democratic leadership is essentially group-centred, and especially with the enormous number of socio-economic problems that face schools in the Lavender Hill area, it will be better for a principal to adopt this leadership style. By doing this he/she will have the support and backing of the other staff members when faced with these problems.

By adopting a democratic leadership model, all staff members work together to initiate the requisite structure for activities and to implement them effectively. Gibbon

(1989 : 94) lists the following advantages of using democratic leadership:

1. It taps the creative energies and range of expertise of all involved.
2. It promotes ownership of the activity in all its aspects by members of the group.
3. It provides for free interaction and effective communication among all in the group.
4. It improves interpersonal relationships so that members

get along better with one another.

5. It allows each person to be recognised as an individual, to be treated with respect and to make a valid contribution.
6. It makes possible the maximum distribution of responsibility.
7. It opens up an avenue for helping and developing others.
8. It exercises a strong training function.

With the above in mind, the principals of schools in the Lavender Hill area will definitely benefit by adopting a democratic style of leadership. It will break down the barrier between the principal and staff and could also eliminate the criticism that is always directed at the principal. No more can teachers blame the principal for certain things, because they will be part and parcel of decision-making. An example of the last-mentioned could be the case of discipline at the school. If the entire staff together with the principal workshop this aspect, the end result could be a code of conduct for the school that will not only be owned by every staff member, but agreed to by each staff member. Staff-members will also identify with the principal. As Caulkin (1993 : 41) states: to be a leader you have to be recognised by followers.

These principals must also bear in mind that the common element in leadership is the emphasis on human relations. Cawood (1989 : 18) maintains that leadership is a concern for

human relations. The key to effective leadership is the maintenance of healthy human relations, because the person who leads will only get the best out of followers if the relationship is fundamentally sound. The effective leader knows the language of excellent human relations and gradually broadens and enriches the concepts on which he/she builds his/her convictions and skills. Cawood (1989 : 19) lists the following characteristics that will enhance the principal's human relations:

1. Friendliness - not unsociable
2. Cordiality - not a sour face
3. Even-tempered - not affected by bad temper and moods
4. Tactful - does not clumsily tread on toes
5. Gratitude - fond of saying thank you
6. Sense of justice - sense of fair play
7. Sense of humour - can avert a frown with a smile
8. Compassion - ability to share another person's trouble
9. Thoughtfulness - not indifferent and apathetic
10. Considerate - more than just respectful and polite
11. Sincerity - not two-faced

Good human relations with the staff members lead to better working relations. In return this will lead to effectiveness. Every staff member will know that there is no reason why he/she cannot do his/her best or try to do his/her best. Their working lives are therefore satisfactory.

1. In the Lavender Hill area the principal must set the tone for good human relations - which must be seen and copied

by the teachers.

2. This special relationship could enhance the ethos and climate of the school which could influence the effectiveness.

Cawood (1989 : 19) has pointed out that effective leaders

- Believe in teamwork
- Believe that a task is best performed through group co-operation
- Utilises the group's talent
- Builds high morale in the group
- Let the group plan together
- Does not take decisions on his/her own
- Does not accept all the praise himself/herself
- Gives recognition to group members
- Believes in shared decision-making

Clearly we note that the above is based on democracy that is group-centred. The latter is linked to democratic leadership where the principal seeks and involves the staff in decisions as well as managing the school.

According to Cawood (1989 : 53) there are certain skills a leader will need to improve the quality of his/her work. He mentions the following:

1. Skills in formulating objectives - a leader who cannot act purposefully will not be an effective leader as he/she will not know where to lead his/her people.
2. Skills in decision-making - the leader's ability to make

- decisions or to lead his/her group in decision-making.
3. Skills in communication - the ability of the leader to communicate effectively, that is, to transmit his/her message to his followers and to hear and understand what they are saying to him/her, is one of the most important skills of an effective leader.
 4. Problem-solving skills - handling of problems or problem-solving is one of the most important skills which a leader should have.
 5. Public speaking skills - it does make leadership easier and a leader more effective if he/she does possess the skill of public-speaking.
 6. Skill in presenting a case - a leader often gets into a situation where he/she has to take charge of the situation. To be able to state his/her case the leader requires knowledge of the particular case.
 7. Skill in conducting a meeting - specific knowledge about correct procedure for conducting a meeting is an important aspect of the practical knowledge a leader should have.
 8. Skill in managing conflict - the leader ought to be acquainted with ways in which differences of opinion and conflicts can be dealt with or resolved because without such knowledge his/her staff or group can be doomed to failure.
 9. Team-building skills - a leader's ability to get their staff to work together can have a very big influence on their ability to achieve success. The team-building

skills of the leader must thus be excellent.

10. Organisational skills - the effective leader needs to be able to organise himself/herself before he/she can organise other people.
11. Counselling skills - are also a prerequisite to be an effective leader. The leader is seen as the leader of the group. Occasions do arise where he/she needs to counsel a member of the group.

When a principal has all the skills which are listed, he/she has a good number of skills to help him/her to be an effective leader in a school environment plagued by problems such as those experienced in Lavender Hill.

Professor S Bengu in his opening address at the conference on School Management, Teacher Development and Support states:

The change in the management of our education system must be firmly rooted in a framework and practice of participatory management and re-establishing community participation in and control over their education system. This is not merely a prescription for the policy arena in Education but should extend through the entire fabric of our system of education management and administration.

With the above in mind we note that principals in the target area could benefit by adopting a participative management model. The participative management model, says Plunkett and

Fournier (1991 : 4) is a philosophy that demands that organisational decision-making be made in such a way that input and responsibility are extended to the lowest level appropriate to the decision being made. The purpose of participative management is to ensure that effective decisions are made by the right people. Empowerment is a means to achieve participative management. It is the mechanism by which responsibility is vested in teams or individuals. Involvement, on the other hand, is the mechanism for ensuring input to decision making. Thus as Plunkett and Fournier (1991 : 5) state : empowerment and involvement become the building blocks for a participative management model.

Principals in this area who adopt the participative model of management, create a climate in which they have no need to impose control. They know that in a healthy group controls emerge from group processes as the need is perceived. The staff of a school who have set their own objectives and have clearly set their own goals build internal tension systems which maintain goal orientation and create proper boundaries.

We have noted that principals in this area of Lavender Hill are often not trusted by their staff members. Participative management could eliminate the latter. As Plunkett and Fournier (1991 : 6) stress:: participative management provides an opportunity to share responsibility, risks and success. All staff members are involved in managing the school. People are trusted in positions of responsibility. This feeling that

one is trusted encourages exploration, diversity and innovation.

This type of management creates interdependence and diminishes the problem of autocratic authority. No more can teachers blame the principal for top-down structures and taking decisions on his/her own. Work is now allocated by consensus - the staff members assess their abilities and select or create appropriate tasks. Where there is interdependence, conflict and disagreement are openly expressed and can thus be resolved and integrated into productive work. Channels of communication are free, open and spontaneous. This could lead to a positive climate in the school and could also lead to a strong team that could face the problems and challenges of the area. No more will teachers see the principal in isolation, rather as a member of the team.

5.4 CONCLUSION

It would be repetitive to review all the things that effective principals or principals who lead effectively do. However certain things do stand out. They show an active interest in the teachers' work, spend time talking with teachers, planning, helping them get together, motivating and encouraging, and at all times being available for them. Furthermore in these schools they want to see the principal around, in the classroom, in the corridors and at the same time buffering the school from outside interference. Blumberg (1980 : 247) made the point that: relatively effective

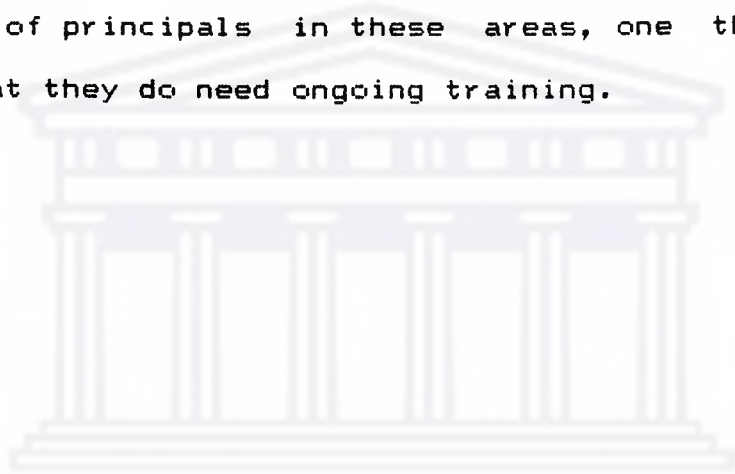
principals "get out of the office".

The effective principal is seen as a forceful, dynamic individual who is open to new ideas and has a high energy level. He/she takes the initiative but at the same time is willing to listen to others and is also skilful in leading people indirectly or without them realising that they are being guided in the process. If effective leadership can be defined as helping others to help themselves, then an effective principal is one who helps the entire school community to realise its potential and to work towards it. The latter could be a strong motivation for principals in the Lavender Hill area.

In conclusion, from personal experience, principals in the Lavender Hill area need to possess an inordinate amount of goodwill, patience and objective insight to be effective. An important facet of this is being available at all times for the staff members, pupils and parents. Circumstances have proved that common sense is needed in addition to certain qualities and skills. The principal must also be seen as the catalyst by the teachers and pupils for any problems that must be solved or innovations that must be implemented. Last but not least, a good support system at home and at work is of utmost importance to ensure that one functions effectively in this particular environment.

The aforementioned attributes only form a skeletal outline and

are not the perfect model pertaining to effective leadership for principals of schools in this particular area. Academics still debate whether effective leadership is created by personal traits, situations, functions, interactions between leaders and teams, or pure chance. Many researchable questions can be derived from this investigation made of the five principals and could serve as a basis for further discussion. However, to enhance the attributes, skills or qualities of principals in these areas, one thing is quite clear : that they do need ongoing training.



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CHAPTER 6

CONCLUSION

6.1 THE NEED FOR FURTHER RESEARCH

The final chapter addresses the difficult task of bringing the investigation - to identify the qualities and additional skills for effective primary school leadership to a close. However, the list of research problems which remain in leadership theory is far from exhausted. Leadership performance depends as much on the organisation, the area in which the organisation is situated and it depends upon the leaders' qualities and skills. Except perhaps for the unusual case, it is simply not meaningful to speak of an effective leader or an ineffective leader; we can only speak of a leader who tends to be effective in one situation and ineffective in another. If we wish to increase organisational and group effectiveness we must learn to train leaders to be effective. We note that in the school situation the principal is seen as the leader.

Many researchable questions can be derived from this investigation, for future research. The emotional roller-coaster of the principal's work world, the loneliness and lack of interaction with other principals, the ideas of the principalship as a role in a "feudal kingdom", the immediacy of the setting, the attitude of pro-activity and the like, all suggest points of departure for exploring the world of the principal and contributing to the understanding of administrative behaviour.

For example, is there any relationship between a principal's on-the-job effectiveness and the frequency intensity, and nature of that principal's contacts with peers ? How do we develop reliable and valid measures of the emotional rollercoaster of a principal's work environment ? In what ways does the emotional toxicity of a principal's work environment affect his or her motivation ? What kinds of support systems reverse the "burn-out" process ?

While researchers might productively examine these related questions, as Forsyth and Hoy (1978 : 85) do in their study of isolation and alienation in educational organisations, the field of educational administration can also benefit from systematically collected empirical descriptions of the actual on-the-job behaviour of school principals. Qualitative efforts paralleling the work of Wolcott (1973 : 97) promise increased understanding of the work of school principals and phenomena attending their job performance. Although this work offers a glimpse of the variety of perspectives principals bring to their work, in-depth case studies of individual principals may yield insights on both the appropriateness of the concepts suggested here and their fuller meaning for the effectiveness of principals.

In addition to research questions growing out of the data reviewed in the preceding questions, there are other areas of inquiry that can and should be systematically pursued. The principalship and the individuals fulfilling the role may vary

in important ways in different school settings, at different school levels, and at different points in time across the principal's career. For example, do principal's orientations to their role change as they move through early, middle, and later career stages? Are the job-related problems identified as important early in a principal's career also identified as important at a later stage?

Another set of researchable questions which might be fruitful to study involves comparing and contrasting effective and ineffective principals along any one of a variety of dimensions, including the nature of their inter-personal relations with teachers, their locus of control in day to day school operations, and their level of psychological, emotional and physical health. While the criteria used to discriminate between more and less effective principals might be fairly sophisticated and could involve the administration of a set of instruments measuring organisational or administrative effectiveness, it might be as simple as asking for nominations from the teachers or parents. The differences between principals and the consequences of these differences for principals as well as for those whom they serve through their office need to be more completely understood.

Above all, to determine effective leadership. we require a better method of measuring the favourableness of the leadership situation. According to Fiedler (1967 : 262) it should be possible to develop an absolute scale which is

sufficiently general so that it can be applied to any leadership situation. The author takes this further and mentions that we require a scale which is based not only on the presence or absence of good leader-member relations, homogeneity, leader position power, and task structure, but which takes account also of the other factors that are likely to affect the favourableness of the situation. These may need to include the leader's and his members' intellectual abilities and technical qualifications, the motivation of the group and the conditions of stress under which the group is forced to operate.

Another research problem that can be asked is that of what the functions of the head-teacher or principal are. Davies (1993 : 71) has pointed out that there is clearly no general agreement within the education system as to what the functions of the head-teacher are. It therefore becomes difficult, if not impossible to generate criteria for effectiveness. The author takes the latter further by giving us an analysis of the traditional functions of principals which might be the following:

1. Leading professional : the expert practitioner providing examples of good practice as teacher/academic and carer.
2. Boundary Manager : controlling the relationship between the school and its environment, acting as focal point and figurehead.
3. Manager : co-ordinating and controlling, decision making and monitoring implementation, setting structures and

deploying staff.

4. Administrator : carrying out routine procedures.
5. Policy maker and planner : determining values, establishing aims and objectives, prioritising and communicating them.
6. Conflict Manager : resolving disputes, acting as a mediator.
7. Facilitator : providing guidance, advice and acting as a resource for personal and team development.

The problem is further exacerbated by the prevailing view as to the nature and constituents of leadership in schools. There are a number of models which seek to explain the components and implications of different approaches to leadership which may actually serve to compound the problem.

Davies (1993 : 72) mentions the following :

- a) Trait theories - stress the personality of the leader above all other factors - leadership requires a range of inherited characteristics or personality traits which are given priority over the job nature and demands of the job itself.
- b) Style theories - are a means of analysing the implications of different types of leadership. Concern for production and concern for people are noted. By examining the two dimensions, it becomes possible to identify a range

of leadership styles:

The impoverished manager - has low concern for task and people, minimum effort for production and minimum involvement with staff.

The authority-obedience manager has high concern for production and minimal regard for people who are essentially means to achieve the task.

The country club manager - has high concern for people, low concern for production.

The organisation manager - has moderate concern for both people and production.

The team manager - has high concern for both production and people and works to integrate both by helping individuals to meet their own needs, through the organisation.

c) Contingency theories - Adair (1983 : 71) argues that any working situation produces three sets of needs for the people involved and therefore effective leadership is determined by the variables in a given situation:

1. Task achievement

2. Team development

3. Individual needs

Effective leadership seeks to integrate the abovementioned variables so that each is optimised and enhances the other two. The components of Adairs' three elements indicate the factors that are relevant to effective leadership. The components of leadership are, therefore, seen in terms of effective skills and qualities rather than cognitive technical knowledge. The leader or principal must therefore have certain skills and qualities to be an effective leader.

Whatever the catalyst or means, additional research on the concept of effective leadership, particularly at the primary school level is needed. Fullans (1992 : 32) cautions us by stating that if principals really become as good as these concepts call for them to be, they would be rather scary. There is a bit too much of the great leader theory into the notion of managerial empowerment.

6.2 THE NEED FOR TRAINING PRINCIPALS

Previously we have noted that to increase the school and staff effectiveness we must learn to train the principal to be more effective. This need to train the principal is especially important because of the changes that occurred in the new democratic South Africa. The old-apartheid South Africa saw an autocratic-top-down style of governance in our schools. However, as previously stated, with our new government there

is a clear shift towards democracy. The seemingly impregnable bedrock of apartheid authoritarianism slowly crumbled as pupils, teachers and parents staked their rightful claim to decision-making. Hence where governing of schools are concerned, we are moving towards a democratic-participative-shared decision making model. It has thus become evident that principals are in need of training to get to grips with this new model of managing schools. This will hopefully assist them in becoming effective principals.

Allen (1968 : 143) mentioned that as far as the training of principals is concerned, we must distinguish between need and possibility. In a report on Teacher Opportunity Programme - Needs Assessment of School Management, the following is a listing of the responses given by more than fifty principals, the areas in which they need training:

- * Financial aspects of school budgets
- * Conflict management
- * Staff development
- * Techniques and mechanism to handle grievances from teachers and students
- * How to develop community/parent relations
- * How to give guidance to teachers

In the South African context the following can be added to the list :

- * How to implement democratic practices and participative management in school governance.
- * How to be more directive and task oriented.

The content of training for principals should be properly based on the answers to two questions, one empirical and the other normative. What do principals do? What should they do? To answer the latter, it seems that the best way would be for principals themselves to identify problem areas in which they need training, especially at a time when the role of the principal is undergoing change, in a rapidly changing and turbulent social environment.

In the investigation, the importance of formal training has been endorsed by all of the respondents. The principals expressed themselves in favour of such training. The most important reasons for respondents expressing themselves in favour of periodic professional training are that the demands which are made upon the principal are constantly changing. Furthermore, training will prevent stagnation and that better management techniques, planning procedures, organisational and administrative approaches can be ensured.

Apart from the above, training of principals would ensure greater effectiveness, unnecessary mistakes could be eliminated, the prestige and confidence of the post of principal would increase and that a position such as that of principal requires periodic training in any case. Training courses would also create an opportunity to exchange knowledge and that subjection to the same courses would result in a greater degree of uniformity in their actions. Finally it could promote the principals self-confidence and motivation.

From the preceding it is clear training programmes are essential and principals want such programmes. According to Pharis, "One can be prepared for the principalship in a graduate school or through an internship, but one learns to be a principal after one becomes a principal !" Potgieter (1972 : 268). Although educational practice is the best instructor, greater efficiency can be ensured and mistakes eliminated by means of a well-planned training programme.

Principals should receive tuition in leadership, especially school leadership and this can be obtained in the Bachelor of Education degree. Although many postgraduate courses on B.Ed., M.Ed. and D.Ed. level can be taken at universities, it is still a small minority who take these courses. It is evident that the emphasis must be shifted to informal courses - holiday courses, weekend courses, in-service training programmes and workshops. This type of training courses requires the desire for self-development and self-preparation. It begins with independent and self-preparation. It begins with independent reading and reference work. Furthermore it requires planned and purposeful observation of the principal's actions and the way in which he/she copes with matters. Therefore the principals should contribute towards the content of the courses.

According to Theron and Bothma (1990 : 23) the courses and training programmes for principals should deal with the following:

- * Intensified and continued research must be done regarding the principalship; also applied research which should involve effective schools and particularly successful headmasters.
- * It must become possible to exchange training programmes on an international level. This will supply the necessary innovation and stimulation and keep the whole training effort dynamic.
- * In order to bestow upon the headmastership the prestige it deserves, to draw attention to in-service training on an international level and to extend the necessary liaison between headmasters, a national academy for headmasters should be established.
- * Assessment centres must be established, as this could make individual training possible. Only in this way can the good principal be led to even greater efficiency.

Levy elaborates on the training for principalship by stating that in South Africa there are no pre-service training institutes or normal courses for the training of primary school principalship. Ashley and Mehl (1987 : 61). The writer continues and states that school teachers are promoted to the position of principal on a basis of personal considerations. Today there is an increasing awareness that the professional skills needed for carrying out successful work as a school principal are quite different from those needed to succeed as a classroom teacher. Moreover, there is a high level of consensus among educational administrators that the skills and

qualities needed for functioning as a principal are systematically summarised in organised bodies of knowledge such as theories of leadership, organisational development, systems analysis etc.

In the South African context with its apartheid history, the training of black principals should be considered as one of the most important types of in-service training.

6.3 A PERSONAL REVIEW OF THE ROLE OF THE PRINCIPAL IN A DISADVANTAGED AREA OF EXTREME POVERTY AND DEPRIVATION.

In a conversation with a mother, a single parent of one of the pupils at the school where the writer is the principal, the mother said:

"Meneer is sy pa by die skool, he het nie 'n pa nie. Ek kom na meneer toe vir help, he wil nie na my luister by die huis nie en hy is onbeskof met my. Hy sal na meneer luister."

This is the type of awesome responsibility that is being placed on principals in areas such as Lavender Hill.

It is clear from the research that principals of schools, situated in a disadvantaged area, are in a particularly difficult, ambiguous and stressful position. In these areas a community environment exists where unemployment and poverty

make it impossible for parents and families to provide a suitable study environment. Very little encouragement is provided for the children or support for the principal or school itself. A characteristic of these areas is the number of single-parent families found, where the mother is the sole-breadwinner. This results in discipline problems where the children are concerned. Parents are so remote and pre-occupied with battling for a living that they are worn out and dispirited. Therefore they cannot exercise the necessary control or set a high moral tone for the youngsters to emulate. Under these circumstances it is extremely difficult for a father to develop a sound relationship with his son. This relationship is extremely important for a growing boy, who may then seek to identify with someone else as a father figure, not infrequently the leader of a gang!

It is expected from the principal to provide a set of values which are lacking in these communities. The principal must come to the fore as a strong father figure not only at school but also in his personal life which is on display on a 24 hour basis.

In the Lavender Hill area +/- 70% of your school population falls in the aforementioned category. This type of pupil together with the outside negative influences make it very difficult for a principal to be an effective manager. These influences can also cause a principal to fall short of being an effective manager.

Because the school is expected to serve the community, the role of the principal is therefore multiple. Within this community, problems are seemingly endless, from individuals to the family, extended family and the community. Within this milieu the principal is a much needed resource of guidance and wisdom. Therefore his/her door should always be open to the pupils, parents and relatives who are experiencing difficulties not necessarily with children but various other areas such as family, neighbour disputes etc.

The majority of the people within this disadvantaged area are apathetic and it seems that there is a general feeling of disempowerment. The principal and teachers as educators must offer a service to the community and what greater service can the principal in conjunction with his/her team provide, than giving the community a voice with which it can express its needs. Gross (1985 : 5) mentioned that to reverse the rising tide of delinquency, crime and poverty every effort should be made to eradicate the feeling of apathy, of inevitability and replace it by the resourceful handling necessary to promote stability in the family, to encourage youngsters, to think straight, go straight and aim high. Therefore, principals of schools in these areas have a major role to play and act as a catalyst for the development of a new South African society.

Finally we can ask ourselves : Can principals really fulfil the roles expected of them and be as good as certain concepts call for them to be. At the end of the day as one of the

respondents said:

"The principal must be a super-human being, especially at a school in a sub-economic disadvantaged area."

However is this possible? Today, to be a principal of a school in this area, implies that there is a duty to lead. However assuming to lead does not mean that the principal can ignore, without peril, the changed attitude of society to authority. The principal who was a benevolent autocrat is obsolete today. To attempt this style of management would be to court disaster. What is required is a human-being with realistic aspirations, open to input from other role-players, but with enough sense to be able to avoid pitfalls which frequently occur during a scholastic year.

In conclusion, it is evident that extensive research remains to be done, and this is one of the most important aspects for future study. A number of research questions and possible directions have become evident in the course of this work. However the principalship desperately needs men and women having a vision, that carries them beyond merely maintaining things as they are; it needs men and women with the confidence and strength to build a school environment that releases rather than restrains the educational potential of pupils, teachers and other members of the school community.

Our schools, especially in disadvantaged areas such as Lavender Hill, need principals who care about children and

teachers and who are willing and able to involve themselves in developing school work settings in a way that will lead to effectiveness. However to achieve the latter, people assuming the responsibilities and challenges of the principalship must possess certain qualities, skills, organisational and interpersonal know-how to cope satisfactorily with the many demands of the role, especially in the new democratic South Africa.



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APPENDIX

Interviews with five primary school principals in Lavender Hill.



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PRINCIPAL A

How many years have you been teaching?

Since 1973 and two years this year twenty three.

Twenty three years. How long have you been in a middle management position, for example senior teacher, head of department, or deputy principal, before being appointed as the principal of this school.

Only in terms of the HRD, that was the position I had I occupied prior to being principal, that was three years.

How long have you been in the position of principal at this particular school?

One and a half years in this position.

How relevant is experience to the position of principal?

Absolutely essential. You need experience as a principal. In my first year I seemed to just coast along merely to understand what the position entailed. But I think ... as the principal you require experience and only that comes with years in the position - you can't learn it ... it's not acquired in a book.

Is there a need for ongoing training for people in management positions at the schools?

_____ because situations at schools are not static, and if I look at ... reflect at this school for the past twenty years I have to _____ position as a teacher at this school and work under at least four different principals ... the demands that they were faced differ from the demands I am faced with now, and I think therefore that to keep people clued up in management positions there should be ongoing training for them.

In which areas do you require ongoing training?

The first aspect that immediately comes to mind is the role as a supervisor/manager/

facilitator, which will then be the position I think. What is your style of managing a school, not knowledge of the finance of this school, not knowledge of the requirements by the department, not knowledge of the content of subjects, not knowledge of the requirements ... pass requirements, or things like leave forms. Those are not, I think, aspects which one would _____ continuous upgrading of your management qualities, I think it is more who you are as a person. The style of management. I think we need that to be reviewed regularly and to be kept _____

In which forms should the training take place?

Well in courses ... someone coming to the school _____ one aspect, although it may sound contradictory, that you find guidelines in research work done. People need to be clued up as to what the global picture is, not only here, but abroad, all over. That's one way of keeping yourself learning by reading. That's one way. But I think discussion seems to be quite an effective way, whether it is in forums, principal forums that you can be kept clued up. It can be by workshop within your school, where the demands of the teacher can keep you informed because even they sometimes have expectations from you that they have _____ so I cannot actually distinguish clearly as to whether it has to be through workshops initiated from the top by the department or from within a group as principals, or from pressures being put on you by your staff. It can also come from their discussion _____ but I think it is important. I would like to say ... just for the sake of having a choice, I think a workshop ... continual workshops are essential.

What type of management style do you practice at this school?

_____ that I fluctuate between positions. The first position is most definitely one of a democratic style. I believe that if we can understand the term democracy, then I would

go for that. If everybody is familiar with that position and what it demands, if that is a position that I want ... and everybody's comfortable and can accept the responsibility that goes with that, then that is the one I would advocate. But, notwithstanding that fact, I think that people are not familiar with what democratic styles are. They misinterpret it. Therefore one must move between democratic and autocratic. The middle line there, although if we were ALL of the same opinion of accountability, responsibility .. then one can actually allow a latitude, but as I say, **with** responsibility.

In today's climate of democracy, how do you as the leader see the concept affect your position?

I had an experience like this very recently and I think people misconstrue the term 'democracy' or democratic leadership. I feel that at times I am being used ... I am being used where it is to the convenience of the numbers.... numbers I am referring to for those for whom you have supervisory roles, that if the numbers, the staff, the people, the subordinates, if they are looking for something, they will get together and at times abuse their democratic right. To their advantage, but losing sight of the mission, the vision, the purpose for which we are there, and then at times ... and if in my own mind I'm convinced that that is not the right decision, then I will want to believe that I must go over to an autocratic style. But democratic styles can at times be abused, as I think it is presently being done in this transition period when no firm directives are given. To schools, ~~to people in management positions,~~ I think democratic style at times can be abused and we then have to, and will have to, abide by such decisions which were made in a quasi and unreal democratic atmosphere.

What special qualities must principals of schools have in this period? What special qualities do you think principals must have?

Involvement. Involvement with people and understanding of the people where the children come from. A sympathetic view to the social problems that are experienced by people from these areas. Last, we have a vision, standard, purpose for where we want to take the children to. Raising to the levels that we aspire for our own children, perhaps in better home circumstances, they are pupils who come from disadvantaged homes - socially, economically and from homes where education levels of parents are not the desired and unfortunately those parents, their values are not clear. I'm not saying this negatively in terms of _____ or maliciously, but I'm saying that we must, as principals, have insight and cognitively take that and make it our own. We must personalise those values. We must see that parents out there are struggling, so to come to the point of what values I think we must have ... we must have insight ... let's just condense the word, insight into each and every home that children come from. We must have an understanding of the community itself. I think that is the bottom line. Whilst we have an understanding where we want to take them, the main quality is understanding of the parents. Understanding the home, more specifically, we must have a feeling of humaneness, love for the child. Love for the job. Our academic qualities are meaningless if you distance pupils. Our academic qualities are meaningless if we do not have the qualities to draw people, so a leader is one with specific qualities, that of humanness, being human, having human relations. Those are aspects which I think are very important as a principal.

What additional skills would you think principals need to be equipped with to be an effective leader?

To be an effective leader in that ... besides those we've mentioned, I think we should be clued up with all the demands by those who set the ground rules for schools. You

cannot accept that you can only be a human being at school. You must be familiar with the trend in education. You must be familiar with requirements of the school. You must be familiar with business finesse, expertise... so a principal is not only a human being, he is first and foremost in my mind, though that particular person, but he must be a person with ... he must be a knowledgeable person of the job. Facts must be on fingertips. He must be sharp in his thinking, he must be a person who is a public image, he must be able to promote his school, he must be able to be - in a sense, although I'm not one to be a public speaker, I find it difficult, it's one of the aspects that I find difficult, yet quite a number of aspects of an effective principal ... he must really be a super being [laughter].

How do you as the principal cope with conflict situations which arise at the school?

I tell myself first and foremost, be calm. It is a situation. Every conflict situation must be seen as what it is, and not who's bringing it. I ... I like conflict. I heard somebody say I thrive on conflict. I'm not talking about myself, I'm only using the expression. I don't thrive on conflict, but I welcome it, because once I come out of that conflict situation, I know I've grown. I've been through an experience. So I deal with conflict as an issue. I do not look at the people in the conflict, because then every conflict situation must bring me to a step higher. How I deal with the conflict issues per se, depend on what the conflict is. Every conflict situation is handled differently depending on the nature of it. Some by resolution ... I hope never, ever to have conflict situations where I must _____ you away. Most of my conflict situations I try and resolve by discussion. I think those theoretical expressions of win-win and looking for no-losers and try to avoid loser-loser, you know those theoretical aspects and expressions, it's always at the back of my mind, and that guides me to know that I must try and avoid having losers, and

look for win-win, and that is merely compromise, compromise, compromise, compromise and getting consensus.

So you see the necessity for conflict management training to prepare you for conflict situations?

Most definitely. I may be able to empower myself, to enrich myself from others' experiences. I cannot expect to go through my whole principalship only growing in my own experiences. Therefore, by exchanging views, disseminating news, discussing issues, there is a need for training to handle ... because it may just be that one critical conflict situation which will blow up your whole years of experience, all the years of experience which you have gathered, and you cannot handle ONE conflict situation for somebody else as an answer, and it will distort all the good you have done in handling conflict. People always remember the **bad** even if it is the few, rather than recall the good, so if I can exchange ideas, and I think it is essential that there must be conflict training sessions, whereby you can exchange views ... I think it's important.

How do you facilitate good human relations?

Um.... can you give me that question as _____ like the answer. I think I'm not actually sure in which way that question should be going ...

Right _____ do you see the importance of good human relations at this school?

I would advocate for good human relations, because that is what we are here for. We're not dealing with things, we're not dealing with books, we're dealing with people and education is a lifelong process of which we have contact with people, not only with the pupils, we have contact with staff, we have contact with their parents, we have contact with business, we have contact with administrators and departments, we have

contact with people doing service at this school, repairs and so forth, and all along, in every contact session, it is people meeting. It is not in a factory situation where there are inanimate objects which we can throw around, and I think it is absolutely essential, it is one of the most important criteria, if I can go back to a former question, I think human relations is a vital aspect - an element of the principal, and not only of him, but of all the others who serve in that particular role of management. They must be good at human relations.

Do you think there's a need for change at this school?

This school where I am?

That's correct.

A need for change in relation to human relations, with regard to admin ...?

If we look at the climate, if we look at how South Africa stands today, we've got a new Government _____ democracy, etc., the change in the country. How will it affect the school? Or do you think there's a need for change because of new structures that we've got today where Government is concerned?

That's quite a wide question ... and can be deal with on so many different levels. Yes, if I think of administration .. yes, there's a change in the way schools must be administered, if I look at atmosphere at the school, yes, the school's atmosphere and peoples must change. If I look at financial, economic ... yes there must be a change and we expect that change - whether it is a monetary allocation, how we spend the money of parents, how much money we are given ... there's a need to change that. There must be a change in curriculum, how our curriculum must suit the demands of the market outside. We must also change in terms of our attitude towards pupils ... how we are to make them ambassadors for our school when they on the different sports

levels mix with other pupils on different grounds. As I said to you, there are so many aspects, and there needs to be a change, even in our attitude as staff members to authority. There's always been evaluation of persons, what is your stand toward persons in authority. Even in that there must be a change. How do you respect your office, the principal - how do representatives from the Department, inspectors, subject advisers, even those views, perceptions, attitudes ... such a whole ballgame of attitude ... attitudinal change that must take place.

How do you see your role in the change process at this school. How do you see your role?

Facilitator. If I can set the tone and merely by example, you must be convinced about these changes which you wish to bring about. If you as a leader, if you're not convinced that these changes have to come about, you'll never. The first change that I promoted ... or I pioneered - although _____ will say the same, and that is that I started off with the you, the person, the pupil, the uniform, and I said to them, and since last year, people ... have been saying, it's working sir, that we do not have the large number of pupils who come in their colourful array. We see the green and the white. And if that is promoted then who am I ... I'm a member of the school, I'm a pupil of this school identified by this uniform. So I look at first uniformity. In dress code. Uniformity in attendance. Uniformity in action. Our pupils when they go to this integrated sports activities, I mention this at assemblies, and this is where I come in, that I show them, that I tell them, on that occasion you will dress differently to the others, of which I am proud. They have tracksuit pants, grey pants when they're playing volleyball, but you are dressed in your sports clothes, and if I can tell them and explain to them how I want a change in attitude, they will do that. In the staff, when I say we must be here on time,

we must be here for the pupils, then I _____ them, I ride the crest, I ride the waves with them. I'm here half past seven in the morning. School only starts at quarter past, but I see that ... I see that chairs are out. If teachers want to be here early, everything is set, then I must set the tone. I can't come here at eight 'o clock, and they come five past eight, so that is the other thing. I'm sure I am committed to things. Ground duty ... I will involve myself with that ... with regard to I think I mentioned things like being clued up with administrative duties, I try as far as possible to have answers. You can't have all the answers for them, but I go out of my way to appease all teachers when they come with demands that can be met. Those of demands that are within my capabilities to give him the correct answers. I make sure that notices I send out to them are as neat and clear as possible. It's the simple things ... if we can set the tone for simple things, they will acquire the greater things, the bigger things, on their own. If you set the tone for the smaller, the greater will come easily.

The principal's job is often seen as very stressful - how do you manage your stress level?

I can say presently I find it difficult to manage that, because people here said to me - I'm doing quite well in managing - I don't get cross with them, but I can say to you when I get home, they bear the brunt of it at home, which I know is wrong, and I regret very often that my own children experience the offloading of stress that um... I find it at times, I sit and I fall asleep at home ... I don't give them time, which is wrong. So in a way, you neglect one at the expense or but I've always been a sports person, and for the past year I haven't managed to get involved in my sport. I think sport is a stress reliever, whereby you need to relax here, you need to have physical offloading of energies that you have corked up. Sport is one of the main _____ either running,

walking, playing .. doing something is essential. Another thing that we must take time for ... weekends we must regard as your own, except for the occasional thing that you have to attend, but you have to take your mind off your work. Another thing that people always speak about is waking up in the middle of the night. I haven't experienced that yet, and I think if you can get sound sleep, it's a stress reliever. But those are the aspects by which I look at the physical stress relief. But if you go to relieving stress in situations ... the premise I work from is - do not see it as being personal. When situations arise, difficulties are experienced, it's not your difficulties it's the school ... but if you take the school to be personal to you, namely - how do I handle that problem, then I think ... it can be difficult. You must be able to handle stress as if it's a situation. There's a physical stress relief and an approach to stress. [telephone ringing]

Do you think the current staff promotion system produces committed principals?

Um.... in a way I'm going to say no. If I'm looking at what is happening now, there are two aspects to it. This thing of democratic say in all we want as leaders is not always the best, because I hate to get people promoted for the sake of keeping others from outside out of your school. You may find a better kind of person out of your school, but there is an approach here at this school where we must do ... _____ ability and promotion from within. It's a good thing, it's encouraging to people within, but the better person may be outside, outside of your school, who can come with new ideas. That's one aspect of the promotion system here at this particular school, where the people here have the same. Sometimes you may find buddies promoting each other. It's also within the school that if that person is here long enough, to be promoted, but that person may not necessarily be the best person. So in a way, our promotion system at the school, where we have a committee of teachers promoting people, it is good in

the sense that it looks for the quality of fairness, but are those people the best persons to ultimately become the leader, the principal, he may not necessarily be the best. I suppose it came about because of ideals in the past, of favouritism in the past, our system here is that we decide who will be our leader. Good, it may be working towards democracy, but it's not always going to give us the most effective principal.

The last question, sir, how do you envisage the role of the principal, especially in this era of change?

It's a hard role, it's a difficult role, it's something which I actually question myself will I actually be able to fulfill that role. Because it's a role which appears to be with one demand, to please everybody. You must please pupils, you must please parents, you must please the Department, you must please the community and the demands are so great, I really don't see myself being able to please everybody, because that is the basis of what people's expectations are. But I think once the grounds, the playing fields have been levelled, and we really know what we are going to get, what is expected of us, then I think our role as principals will be different. Once you've gone through a period of transition, once you've gone through this period of instability and uncertainty, then it will be a different thing, what is expected of principals. At this stage, principals **many** principals ... they don't know what is expected of them. I think there's one part of your question I haven't answered ... just a a ...

How do you envisage the role of the principal especially in this era of change in South Africa?

The role is one of a mediator too. I think that is important. We will have to ... you will have to be you're going to be a person without lots of power, decision making power, I think that is right ... the first idea. You're not going to be the same type of

person as past principals have been, with so much power, but there seems to be lots of expectations placed upon you. You're going to have to get people on the staff together. You're going to have to satisfy those in higher positions, the Department, and you're going to have to know quite a lot. You're going to have to be familiar with financial requirements. You're going to be a versatile manager, equate it to a factory boss, that is the term, with many more skills, expertise, different to what past principals have been expected to do. They were merely, I think, caretakers of schools. I think your role is going to be much greater, even have to be an educator of people, principals, you're going to have to ... it's going to be demand of you that you have to train people. You're going to have to be the trainer of the beginner teacher, because people are looking up to you. The heads are looking up to you to train them. They're definitely expecting you to train them. Your senior deputies are going to expect you to hand over lots of powers and train them for schools ... as principals. You're going to have to train and guide your PTSA's as to where the school is ... they are the parents with feelings, different avenues, walks of life they are coming from. You're going to have to train them and guide them into educative roles, because that's what they're going to need. You're going to have to influence those who do your books as to ... they must be able to help you manage the school financially. You're going to have to guide your pupils in terms of getting your school to go to a position of effective no ... rather than effective, cater satisfaction, where the children leave your school. I'm trying to find a way of saying that we as educators have a typical role for the economics of the country, for the social aspect, because when children leave here they are moulded in a certain way. I think principals ... the demands that are made on them ... they need to be Psychologists, they need to be Economists, they need to be educators, they need

to be managers, they need to be politicians, they need to be ... I'm talking about a secular state ... model role players ... I think the demands are becoming even more. They need to be lawyers, they need to be counsellors. I think that's the role for principals ... for your school to be effective and to achieve excellence. I'd say it's almost impossible to be all those persons in one.

Thank you.



PRINCIPAL B

How many years have you been teaching?

38.

How long have you been in a middle management position, head of department, deputy principal, before being appointed principal?

And thereafter? How long have you been in the position of principal of this particular school?

Seven years.

Seven years? How relevant do you think experience is for the position?

[Pause] I think with each situation ... it's not your experience that counts ... experience as a principal. What will count is your years of teaching, your relationship with your fellow colleagues and also [pause] and also the model role you had of a principal over the years. I was exposed to three principals, and when I came into this position, I modelled my style on what I believed was good for this particular school, so I don't think you really need skills or administrative ... those things can be learned, administrative skills can be learned, you can learn the different types of form, there's a form ... what you need to come into a situation ... what you need when you come into a situation is to sit down and first assess what that form is going to be for there are schools, especially this school, who could run themselves. They don't need a principal. They could run themselves, so therefore you sit down and assess the situation. You allow the development to take place as before, and gradually, because there is in any school, whoever leaves the school, leaves a mark on that school, that person's character and style is left on the school. Now whether you agree with this or not, you

have to look at the situation and see whether it was conducive to good human relations, first of all, which is the most important, and er ... secondly, if you had any changes to be made they must be justified, and therefore you have at least to give yourself a year or two before you make any changes, but administrative skills, I feel, is not _____, to know the names of forms, and to fill in forms and to look at um.... evaluation you have documents which you can refer to.

Is there a need for ongoing training for people in management positions?

Yes, I think there is, there is. Because diplomacy is needed, especially like in our schools today, _____ our new principals. Diplomacy and respect. Respect not only for the person, but for the intellect and _____ of the school, because that's where I come from. You are recognized as a person, of what value you can be to the school, so I think there many young principals, should I say new principals, they ignore that. And they feel that when they get into that position, they actually rule supreme.

In which form should training take place - seminars, group - workshops?

I think workshops ... workshops give one a chance to hear the views of other people. We had seminars about lectures. Workshops I feel you can share experiences and ideas.

What type of management style do you practice at this school?

You get three types.

That's right. What type do you practice?

I'm not autocratic and I'm not _____, so which one is in the middle?

Democratic.

Democratic _____ university, ja.

In today's climate of democracy, how do you as the leader at this school see the

concept affecting you?

Repeat the question

*In today's climate of democracy, how do **you** as the leader at this school see the concept affecting your position?*

Um.... democracy can have a detrimental affect because it can lead to chaos and disorganisation in the schools. If everybody if everyone on the staff feels they ... that their views are **the** views, then _____ so I feel democracy can cause problems at this school.

What special qualities must principals of schools have to in Lavender Hill particularly?

Well first of all one feels in touch with reality. We must realise that we are working with the community who have been deprived, and also disjointed ... communities that have been brought together through circumstances because they have lived in areas where they were actually better off, but due to circumstances they were brought to townships like Lavender Hill, Cafda, and I feel one needs to have compassion, lots and lots of compassion, BUT you must not let _____ go to the other extreme, like you shouldn't think that they ... you mustn't allow the community to think that kindness is weakness. It can lead to that. You must have your standards, you they must come up to your standards, even if it means working with them at them ... working with them and at certain values you feel have been lost along the way. You need a lot of compassion, a lot of understanding, but also you need to be assertive.

What additional skills do you think principals need to be a principal - like er ...?

I think what they need, ja ... they need that type of skill, remedial skill and also psychological, psychology, because and you we have in the past called

junior primary schools _____ so they don't have the knowledge and the ____ and I think not that we like to _____ but I feel that this is an added _____ to be a parent, helps. And of course, you cannot ____ age _____ but there are times _____ [talking very indistinctly] in other words, _____ living, so therefore you have many children who are born out of wedlock. Children that have been born without being planned. I have an incident now where this mother is actually blaming the child for being a mother at this young age, and therefore _____ . She blames the child, it's because of him that she's such a young mother, that she's the mother of a twelve year old, and she's only 26.

How do you as the principal cope with conflict situations that arise at this school?

Um.... _____ wat ek altyd moet se, die gesin _____ and I had _____ today _____ go to the staff and sit down and talk, and think about it, and we _____ of the opinion and _____ we don't point guilt at the person who we think was guilty. We _____ talk to each other and then after that the discussion is over, then we _____ it can become a sore, a sore can fester and _____ infectious and ... so it's over the atmosphere of the children ... feel it, there's tension ... it boils over into your school atmosphere and _____ so I believe, immediately tackle the problem... if it happens call the staff together immediately ... don't wait.

Do you see the necessity for conflict management training to prepare for conflict situations?

END OF SIDE ONE

Start of new side (marked with)

I feel yes, with young principals, especially young principals _____ of staff of working with people, I feel there is a need, because there are situations which is not

unique to a school. There are situations which crop up more often than not, so I feel that _____

How do you facilitate good human relations at your school? Do you think that good human relations is very important?

It is very important, person to person is very important. It shows that you are on the same level and that you have respect for one another. _____

In today's climate with a new government, new changes in the country, do you think people look for change at this school? If you look at the structures that we have.

Yes, definitely there's a need for restructuring, especially with the _____ the need for change _____ and for the child of the nineties - we've left behind. They are actually left behind, the child of the nineties, especially where the workforce needs are very real _____ educate the children. We still although _____ cling to the traditional, because it's easier to do what you normally did in the past than start and do it in a different way, so I think tradition is in the air all the time and not completely gone and therefore we still have the old tradition ... even the teachers themselves, they still teach with the minds of a person who taught under the old regime.

How do you see your role in the change process?

I feel I must start with the staff. I encourage them to _____ to attend workshops and _____ and also to study the child, the child of the nineties. And to impact on that child, because when _____

Okay. The principal's job is often seen as a very stressful one, how do you manage your stress levels?

Well ... I have ... I have always my family. We are very active people .. sportwise, physically we are very active. My husband I, my daughters ... we are all active, and our

social life is very active, we're very involved with our children their achievements ... so I don't really get the chance to let the stress get at me. I go to gym four times a week, I play tennis, I've played tennis since my first year of teaching in 1968 ... and I've always been encouraged by my family to well ... be physical ... so the stress level hasn't yet got the better of me.

Do you think our current staff promotion system is producing effective principals?

No. I don't think so.

Can you give me a reason?

The first criteria for a principal, an academic _____ because I have personal experience of people I know who would make excellent principals, but they don't have the dedication. In fact, the situation is on the staff ... you ask the women here to be head of department ... oh no they're not qualified. Those who ARE qualified are not _____ so I feel that the criteria is first of all academic, it plays a major role in _____

How do you envisage the role of principal, especially in this era of change? [Pause]

You know two or three years ago, they were shouting, we don't need principals, that was one example

I do think you need a principal. But that doesn't have to be the main principal ... that's manager, but somebody has to be accountable .. because each person on the staff cannot be accountable _____ call him a manager, whatever, call him a superintendent, whatever, but there is a need for somebody to _____

Especially in our new er situation?

Yes.

Thankyou.



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PRINCIPAL C

How many years have you been teaching?

This is my eighteenth year of teaching.

How long have you been in a middle management position, for example, senior teacher, head of department, or deputy principal, before being appointed as the principal of this school?

Um..... it could have been for close to thirteen years.

How long have you been in the position of principal at this school?

Well this is my third year being principal of this school. I was first principal of a P2 school and then became principal of a P1 school in the middle of June 1994.

Now how relevant do you think experience is to the position of principal?

I think that is very important component of the principal of a school, the experience, because I think it is what you gain from the very first day that you set foot into the school. I think that really is where it all starts, whether you are able to you are thrown into the deep end ... are you able to get up? You know, manage yourself, get out of it, and if you do have that ability, and more it takes usually to become a principal, then personally there are certain qualities, maybe of leadership, maybe of organisation in yourself, that could lend yourself to become a principal manager of a school.

Is there a need for ongoing training for people in management positions?

I think most definitely. I think that is what is very lacking in our education system, having been thrown into the position of manager ... as manager of the school ... senior teacher, HRD person coming in round about 1982 and so on, and creating of different categories and so on, and the middle manager, um.... I think we never had the um..... onboard experience or the onboard training at schools for becoming a

middle manager. You know it was something just like putting you in the chair ... okay you have the ability, but having the ability and not enriching it ... and enriching the person you can identify, or putting that person through a mechanism or a recipe, to become a better manager, that is a problem. Then what about the Department .. offering, you know ... um. what you call it ... training schools maybe or training workshops.

Okay ... in which areas do you require ongoing training?

Are you wanting to know as a

..... *as a manager.*

As a manager I think I need ongoing ... um..... I think you need it, you need it in that level most. You need it at that level most **if** you are focusing on running a school effectively and productively. Effectively in the sense that you are catering for the child's education, catering for the needs be it books, networking, and so forth, building up relationships ... parent management and so on.

Okay, in which form should the training take place? Must the training take place as courses, in-service training, workshops ...?

I don't think that thing one specific way of doing it. I think there could be a group of ways in which maybe in service, and _____ now we go to the school, and we see how these problems are managed, how your admin. do you do it efficiently, is it effective and so on and so forth, because after all, you must remember that the effectiveness of your management side will be seen in your relationships with people, with um.... with er what you call this ... um... your, your, your um.... good filing maybe things like that

What type of management style do you practice at this school?

Kind of ... it's a very, very ... I don't want to use the word democratic ... but I practice an open and honest management style ... I hope that I do practice that kind of management style, simply because I'm saying that ... because I do believe ... I do believe in the notion that um.... to be _____ okay, but I also realise that ultimately a decision needs to be taken ... otherwise ... what I'm saying is that in the event of us doing things in the interests of the school, I do call my senior personnel together, ok? We discuss the problem and get ideas from the guys .. I discuss .. I say this is the position, you must remember but now, you've got to ____ yourself, your homework you've got to do your homework, you've got to put the idea on paper and say fine, this is ... or rather not the idea, you've got to put your problem on paper and say, okay, here's what we have. Where do we go from here, okay. So much so ... that you don't impose your input in such a way that it becomes your agenda in forcing that down on the people. No ... the idea must come from the floor and there must be a discussion ... and you must act in such a way that you are the chairperson, and you must um.... be eclectic in picking up points and say okay ... I don't think that's going to work that might work and then opening up the discussion in support or not in support of what you call it ... and then saying fine ... which I'm not finding at many schools and I'm not saying that because I do it fine guys - here is ... we've heard this, now what are we going to do. And that is important. You don't hear that conclusion, you know ... and say we're going to our staff and this is what we are going to tell them and very important, need it be that they can change our minds we must allow them to change our minds, because there can be other thinkers, other ways of thinking that we haven't thought of ... and then taking it

So at the end of the day you are looking at a kind of democratic mode ... in a way?

Well ... in a way, hopefully, what seems to be ... maybe I would want to say I'm looking at a more um... conceptual er ... understanding ... a more er what was that word consensual way of doing things.

Linking that up linking that up with what you've said, what kind of leadership style do you, as a leader, follow at this school?

I... I ... I ... follow as a leader ... I think it is important that do, in a way, lead by example. You know, it is very, very important. And this ... I mean this is being _____ when people say we're going to lead by example, any fall in a leadership position they say .. by example. But you ... the active meaning of that ... er ... leading by example, that is important. This is actually important. You can't say you lead by example, then you **think** you lead by example, but you're not being actively involved. You must actually be involved this is a fact, if you say I am going to be there at 8.30, you be there at 8.30. Okay, you can be before that. If you say that okay fine, the teacher's roster is out in the morning, **don't you** consider yourself higher than the teachers, because as principal realise that you are a teacher first, and if you must sign, then you must sign, and they must follow. They mustn't give what is possible for them is possible for you, okay?

So would you say that you lead to follow?

It, it ... it can be ... it can be dangerous that ... leading to follow. Because you can lead to follow, you can lead and the wrong notion must be taken up ... and imagine ... daar's 'n ding wat deurmekaar is ... en 'n ou follow vir jou? [Laughter] ... but really, what is happening at schools eh? That really what is happening at schools you must lead, you must lead in line, you must not _____ in one direction, but _____ taking the school, the whole school, with you rather than behind you.

Okay ... in today's climate of democracy, how do you as a leader at this school see the concept affecting your position?

Can you, can you ... um.... can you just

Okay ... some people say that you know, democracy is ... is ... is ... is the cause of turmoil at this school, where the leader's position has been challenged by others. Do you see the same concept? Is it happening at your school?

Well, I'm not saying I'm not seeing it at our school. One of the things that I think by certain people ... authority as principals are being questioned and um.... why ... their position as principals are being questioned, is simply because of their inability, sometimes, to be susceptible to viewpoints of other people, being empathetic to certain situations in this school, in a union, in a dramatic situation where the political climate ... you know ... calls for certain commitments. Okay? Now if you are not able ... one of the ... now if you are not able to manage problems, and that is ultimately what I'm seeing, that most of the time you as a principal have to manage problems. If you identify a problem, right, then you've got to manage that problem and that is ... that I think is important when the problem arises out of that problem, you've got to manage the problem of the problem. You've got to get to the root causes of these things and be empathetic towards them ... and then ... focus - focus and be most of all, you must be very, very fair try to be very fair and where we ...where credit needs to be given to a person, credit, give it or say ... I don't agree with you. I do it the dignified way. Okay? I think sometimes because of the _____ workload imposed, the stresses that are imposed, you know, you must manage problems, you must manage teachers, you must manage children, you must manage parents, you must see that the running of the school is fluid that stresses causes one sometimes to ... you must be able to manage problems you

know, but again ... you've got to try and hold your own you know and sort of say ... fine, I've got to focus. This person might have been a problem to me there, but we are right here, you know, and this is important. It is sometimes ... where

Okay ... [laugh] now Achmad Jamie, what special qualities must principals of schools have, especially given this enormous socio-economic problems, what special qualities?

Special qualities I think ... um... amongst the qualities and abilities that principals should have, that they should be well-schooled and educated er ... or well read and maybe studied in the behavioural sciences. I think it helps. It helps. I'm not saying that we should become theoretical towards the _____ I'm not saying that. I'm not saying that. You know, what I'm trying to say is that you should have a notion of what has ... what is going in the field of study. Fine. Now coming back to what you had asked er ... what are the qualities ... amongst other things, I think ... I think those ... it can influence the qualities if you have made a study of the behavioural sciences. You must ... you must first of all, and I think it is imperative that you must be able to listen. To listen to people. To listen to any child, any parent, and to listen. To develop the skill of listening, I think is important. If you are not ... if you have not developed the skill of listening, in other words if you want to listen to yourself all the time, and if you want to listen to what you want to listen to ... then you have not learned to listen, okay? You've got to listen to adversity. You've got to be empathetic, you've got to focus .. okay ... keep to the focus ... this is the problem here, okay ... and you've got to have a notion of what kind of social realities of what is ... what is it about this problem that makes this problem such a sticky one you must be fair, right, you must be prepared to accept a person as an equal in their thinking ... without, without really losing what you call it of your own, that you're

going to put yourself above a parent ... above a difficult teacher, um... you've got to tell the person like okay, now I'm going to help you, you've got to commit yourself, um... issues like those, you see? You've got to be a people person too, it's very, very important, you know. The management of people's problems ... because ultimately the problems are people's problems, the conflicts are people's conflicts ... so you've got to be a people's person who can listen to people, who can listen.

What additional qualities do you think principals must be equipped with to be an effective leader?

Additional qualities, I suppose ... one of those additional qualities is ... necessary ... is um... you must be academically equipped, okay? It is, it has become a necessity, I think in former years it might not have been that um... not that much essentiality, but then again ... a principal always needs to have, to be academically equipped. He must have the ability to, to ... to .. you mustn't be lazy man, you must have the ability to go and draw on resources and ... it ... be prepared to take staff on and ... in workshops, you know ... and I'm not meaning essentially in-service training and that type of thing, no ... taking on the teachers at their intellectual level, their minds, in transforming the teacher ... the teacher in the school, you know?

So at the end of the day the principal must be well conversed in various educational issues?

Yes they need to be well conversed ... yes, but he has to _____

Right. How do you, as the principal, cope with conflict situations that arise at this school?

Conflict situations? Well conflict _____ one of the things that a person needs, you've got to reconcile with the fact that conflict is a school you mustn't _____ it is going to be there all the time, most of the time, and sometimes some people have

experienced it every time, due to _____ of this school ... due to his management style and so on and so forth, but conflict is always going to be there and you need to manage conflict. It is essential that you know how to manage conflict, and this is where this equipping yourself as a principal, maybe in the behavioural sciences and maybe also equipping yourself in one of the other academic fields, you know, and putting it all together ... that is essential. Conflict is something that .. if you run away from it, you make ... you create _____ I think you're going to get the shock of your life if you run away from it. Bring people ... all the parties concerned ... bring them into discussion, then into debate. If need be, if you see that you are not going to be an efficient facilitator, bring in another party, another person, that you have trusted ... that has got an ear that can listen

Do you see the necessity for conflict management training to prepare you for conflict situations?

Oh I think it is absolutely, absolutely important. It is absolutely necessary. _____ I don't think life ... life doesn't sort of ... isn't dynamic without conflict. And I'm not talking about conflict in the sense that conflict is ugly because it seems to me that people sometimes use the word and think that as soon as you use the word conflict, conflict is ugly. Conflict is not ugly.

So the need is there for ...

Oh yes out of conflict can become very constructive in your management style.

How do you facilitate good human relations at your school?

Good human relations in school does that involve the teachers

teachers, parents ... pupils

Good management relations ... is that what you're asking?

No, human relations.

Human relations. Human relations ... okay. One of the things that if a principal doesn't have good human relations, right, then he mustn't be I think that is ... although together with your academic background, if you can reconcile the two in such a way that ... or if you can bring that into one person, you know, then you might have a better manager than others ... one to the other, okay, but I think it is imperative that your human relations, your teachers, your parents, it needs to be a _____ down to being a people's person, to be empathetic, to listen, to open your heart, to be a person ... to say okay, let me help you. Can we do it this way? Not we are going to do it this way. Can we do it this way? And making the person see that thing ... you know, this is another way of thinking. Not that this is **your** way of thinking and maybe whatever this person has ...

Do you think there's a need for change at this school?

Change?

Ja ... we are moving today ... South Africa is on the threshold of change ... we've got a new Government, etc., and how do you think

You know .. this bloody word 'change' ... is being sloganised to the extent that I don't know where we're chucking this word around [laughing] you know at University, people sloganise that word ... honestly ... oh no, change ... change is necessary. You see in this document that the Department is sending around .. you know I just read the stuff ... _____ that people must be prepared to change and so on and so forth, but you know, with change a lot of guidance comes with that change, and implementation. People don't change themselves unless we need to change.

Okay, at that point, how do you see your role in the change process?

You know, your role as a principal in the process of change is essentially to engage yourself at the intellectual level with people. You are not going to change a person if you are not going to change his inner thinking ... his .. his .. his higher level of thinking. You know. You've got to appeal to that part of a person. If you are not going to get through there, you are not going to get through at all. So you've got to appeal to the person's mind. His intellect. And ... and ... not show it, but guide him into seeing these perspectives, you know, and letting people decide and think for themselves. Where you are now, you know ... isn't ... er .. beneficial to you, you know, it isn't beneficial to education, it isn't beneficial to society, but because the tool ... you are sitting on that tool, you can change things ... or maybe even sloganising that word change, but you are able to do things differently, you know.

Okay ... the principal's job is often seen as very stressful. How do you manage your stress level. By going to Newlands rugby

Yes ... maybe, maybe maybe by trying to switch off ... sometimes you can't switch off completely. You can't ... I mean here sometimes ... I just switch off. You can't just switch off ... okay ... but taking yourself out of the situation and saying fine... now I'm going to make a run, even if it is a fifteen minute run, you'll be surprised how you are able to cope, and maybe what I have found even in the running, thinking about problems, and solving that problem while I am running, you know. It is strange, but you are in a relaxed mood - I hope, you know. You are battling with your energy and so on, but yet you seem to see things differently when you're running on your own, and then also very important eh ... taking time off for yourself, being yourself, or being alone at certain points in time, and just sitting there. Maybe while you're running alone or something like that, you know. Taking the time off for yourself.

So at the end of the day stress management is important?

Oh, absolutely.

Do you think the current staff promotion system produces effective principals?

Never, never, never ever. I don't think it produces effective principals. Um... you see, what we might think what we might be seeing at the present moment. We teachers who became principal .. okay ... and I don't say many of them might be good managers, right .. but they were never good teachers ... as a result ... or sometimes often you find that the academics of that type of school _____ you know, and this has become a problem, because many a time you do find that the ____ principals ... especially now in this situation where they are now, where so many principals have retired, and people have come up you know ... if people didn't go through the proper ranks .. you know ... you're finding this ... maybe a good organiser, a good manager, maybe, manager in the sense that they can just about manage the school in a productive way like business is running, but running the school per se, the child, the parents, the teacher, you know, and seeing to their needs there ... no ... and we do definitely need good principals.

How do you envisage the role of the principal especially in this era of change in the new South Africa?

[Laughter] A principal's job in this era of change ... I think I'll qualify that the principal needs to be actively involved ... involved in the ability to take on his teachers at an intellectual level, changing their minds academically important. He must be able to run his workshops or he must be able to identify people on his staff to run these workshops and to ... to ... to help them run his workshops. And to change whatever needs to be changed, you know, at the intellectual level, and putting it into practice and getting all the teachers to commit themselves, you know, after you've worked at the intellectual level. Trying to get people to commit

themselves and seeing that there's another way of doing this. I'm not saying a _____ way, I'm saying another way, and attempting especially ... especially towards this new South Africa.

Thank you very much.



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PRINCIPAL D

How many years have you been teaching?

Twenty six years.

How long have you been in a middle management position, like head of department, deputy principal ... before you were appointed as principal of this school?

Since 1984, then I was appointed in 1993, so approximately nine years.

How long have you been in the position of principal at this specific school?

Two years.

How relevant is experience to the position of principal?

I don't think experience is important in the times in which we live now, because there's change, the playing fields are not level any more, or maybe they're more level now, and the goalposts have been shifted. They might be equally shaped, but _____ completely different today compared to times when we studied to become educators, to become qualified, we _____

Is there a need for ongoing training for people in management positions?

There's a need for ongoing training at all levels. This is what happens in the USA and um... and to a lesser extent in European countries .. in the USA you are appointed on a contractual basis, in certain states the contract lasts for three years, in other states they last for five years. Within that three or five year period there are certain things, call it duties, that you must achieve, you must perform. You must, for instance, go on summer holiday camp. There are certain things, call it extracurricular things that a teacher is actually judged upon, that we don't have here. We are never really judged on our extracurricular activities, but um... there is in America a continuous assessment.

Okay ... in which areas do you require ongoing training? You've said ongoing training is definitely a must, but in which areas?

Without going into a whole philosophy about the human condition, one can talk about developing oneself as a human being, one can talk about developing the child, one can talk about anything, but I think if I had one area, is that teachers seem ... or the teaching profession, or schools, seem to be very out of touch with industrial development and industrial requirements, and it would appear that the child, when he has left his final year at high school, as it _____ to prepare him now for life outside. There is life after school, by the way, and it seems that if I ... to identify anything, there are many lifeskills, so called lifeskills programmes now at schools being offered, but teachers offer lifeskills programmes, yet they have never been in touch with life outside the school. I mean we know that most teachers ... he grows up within the protected environment in his school years, primary school and high school, twelve years. Then he goes into a protected environment at college or university. He comes back into a protected environment as a qualified teacher now, teaching children, and he is expected to teach them about the world outside.

But talking about those teachers, those teachers become the principal or deputy principal - now in which areas do they need training? As far as management is concerned?

I still say ...um.... obviously there are people skills but I don't concentrate on that. I think there are many that will concentrate on that ... but ... for me, there's always been this thing that we read the newspapers, but industry ... must ... er ... sponsor support in education. But if I was industrial, I wouldn't sponsor something that's going to give me little return.... if the principal had worked within industry, knowing what industry wants, if principals, parents or maybe local authorities have more say

in curriculum, theory or more say ... and then prepare the staff and the children to be equipped for the needs of this industry ... for needs of industrial life outside ... then industry will say, look here we're getting a good _____ let's throw money in this project _____

Okay, in which form should the training take place?

The training should take place again as in a co-operative form. It shouldn't be a a top down thing for principals, in fact, it should be a co-operative form between private industry **and** not the education authorities, and the particular school, and I would like certain schools, say pick the Lavender Hill area, I would like the industries that is fed by the Lavender Hill area, and we're looking immediately at the Retreat industrial area, but then there are other industrial areas also near to that, we look at Claremont, or other big building ... or central business districts .. there's the Wetton industrial area, so what ... what should happen is that certain firms should undertake say a programme of sponsoring a particular school, and like primary schools are free schools for certain high schools, certain schools where say the primary or high school, should be feeder areas for particular firms. Ja .. those firms should now be working together with this whole body of schools that is in the Lavender Hill, Retreat area, and work out what does industry demand. What does industry want? When it becomes a partnership, when it becomes a co-operative, then people are going to throw in money, then principals are who are the people in management, will no ... look, this is what we need. Right now we're talking about development programmes, or in-service training programmes, but whatever programmes you offer, must attain a specific goal. Why these problems are problems is that nobody knows what the goal is, nobody knows what and who you're training these people for.

Okay. What type of management style do you practice or did you practice at your school?

I think the only way ... I don't think so much ... um.... the past ... is pretty important. About the aspect of management style ... I think ... there's been an interesting article just this week that says there has been autocratic leadership, there has been democratic leadership, there has been laizzes faire leadership, there has been all kinds of leadership, but there is a need right now for a new term to be coined that would explain the type of leadership that we need now, and that is we need a _____. It is heroic to go where no man has gone before, and there are too many principals right now who are fearful of inspectors, fearful of departments, fearful of the parents, fearful of even themselves, fearful of everything, and just don't have that heroic _____ and in the guise of that old Greek hero like Ulysses, or Roman hero like Spartacus, but what we need now at all levels especially at schools, is heroic leadership ... the ability to say ... I'm going to try something new because this is after all a new era. I am going to get sponsors. I am going to pull this out of the curriculum and bring in that. And I'm going to chance it because it's not legitimate anymore. And I'm going to take risks and I'm going to take chances, that is what they need, because that what vision is all about. Vision is about heroism. Vision is not about some fancy fool goal at the end of the fancy rainbow. Vision is taking chances, vision is taking your career in your hands and at times stand in danger of losing it. This is what heroism is about. Heroic leadership.

Okay in today's climate, how do you as a leader at this school see this concept affecting your position?

Well .. let's get this straight you know, the Department _____ but _____ I think ... the thing that affects my position is the concept of democracy. I would say that will be

the _____. I can't remember how we read this..... er ... I read an article about two years back that said democracy was not an answer .. but democracy is the best path to the answer.... there are other paths, you know where there is socialism or so on and so on, but none of those things are paths to get to an answer, and democracy is merely a path, and it is a path to an answer. Again, people are ... speaking about democracy as if that's the answer. You must have a goal, or you must have a purpose, or you must have an endpoint that you want to reach and then you use this process of democracy. Democracy doesn't mean everybody can talk ever ... I mean, we know that, but democracy means nothing if you don't know exactly what you want to achieve. This is the point. The problem ... of democracy ... people are talking about democracy as if that's an answer, and therefore they don't know where they want to go. They don't know where they want to take the school. They don't know ... they don't know where they want the child to be in two or three years time themselves. Democracy is merely the road along which we travel. Like we have a democratic system of government here, but at the end of the day, what must the democratic system of government lead to. It must lead to a country that has raised itself out of poverty, it must lead to a country that feeds the poor, it must lead to a country that provides homes for the homeless, it must lead to a country that has a well defined system or etceteras, etceteras. Democracy is not the answer. Democracy is only a path, but now people use this concept of democracy to argue reasons to trip up and we ... even _____ that what we were when there wasn't democracy, so the concept of democracy I don't think right now that we ought to be talking about it. We ought to be talking about what do we want to **achieve** with democracy, and then democracy will take its place ... because right now ... we misuse, abuse and misinterpret it

What special qualities must principals of school have in the area of management - you know the socio economic problems what special qualities must principals have?

Again .. I mean ... I'm fair. You always talk about the _____ and I try to ... to ... to bring it down to one main particular policy ... and _____ in my experience, um..... the educational system is well supported by the services, like there is a psychology service, there is a social worker service, there is a school feeding scheme ... there's rather hard working teachers, staff and so on and so on at the end of the day, the principal ... never mind his qualities that he has ... the principal whatever qualities they have ... sets the tone for the school. Affects the school. I don't want to go into the thing of the principal must be well read and the principal must be _____ and the principal must be this or something, and I don't even want to go into the thing of heroism that I mentioned ... I don't want to go in the area of vision ... because a lot of people _____ that, I don't want to be different ... I earnestly believe with all of my heart, the principal .. the main quality he must have .. he must be a _____. Because at the end of the day, it's not teachers that work with pupils, it is people that work with people. The principal as a person, works with other people. He _____ community ... he's the education authority he has to have a gift ... and ... in handling people. But people can pick up quickly whether this person is sincere or insincere. The domain of faith ... brings in you as principal and inculcates in you, a sense of justice. A sense of fairness. A sense of sincereness. Then people now discern and pick up that you are a just person. You are a fair person. You are a person of integrity. You are a person of faith that believes in a higher being than yourself. People will now accept you ... accept you as a human being, and then

accept you as principal and now you cannot lead without being accepted as a human being first.

Okay

Let me just finish. Many principals have never been accepted as human beings. They've been accepted and feared as principals, but never human beings, and that I feel seriously hampers your ability to lead.

Okay ... what additional skills do you think a principal must have to be an effective leader?

I think one of the most is ... let me start from ... he must be able to ... I don't want to use the word _____ I don't think that word can have those connotations, we can motivate a man by promising him promotion. And that happens. And that makes that person it makes it for me a sense of _____ I wouldn't say first of all not motivating he mustn't ... he must be an inspirational person people must be able to want to die for him. It may sound now over the top, but when you become an inspirational leader, _____ then you'll see your people will be aroused. The skill that I believe a principal must have is _____ because er ... I .. I .. I refer back now to Malcolm X ... I saw both the film and the documentary and it comes from one of these two things, but a policeman was watching Malcolm X control a group of his followers, and he controlled them with military precision, and then the policeman said .. he said ... it is _____ for one man to have so much power. And _____ because of the power, I mean the principal can spoil your career, spoil a teacher's career without him knowing it ... send in hidden reports and things like _____ but a principal has to be merciful. When people see that, when people see ... aah I've made a mistake, but you know this principal _____ he has given me a chance, or he's given me two chances, or he's given me three chances,

and when the principal has the quality of mercy, it affects the people then thirdly I'm just going to end with this now the principal ... um... let me explain the I find a lot of inspiration or one of my sources of inspiration is cartoons ... I like to read Hi and Lois, I like to read Hagar the Horrible, I like to read Andy Capp, because many cartoonists meet life issues .. they sum it up in one picture or two pictures ... and I recently read a comic strip of Hagar the Horrible, and the mother comes through the ... the mother's talking to the son, Hagar's little son, and the .. the ... the son says to the mother ... he's confused, you know. The Hagar's ... he was an enlightened leader .. and Hagar's followers say keep on saying to him... he must be stronger, you must be stronger, and then um..... the mother says to Hagar he must be gentle, he must be gentle, he must be softer. And then the mother says ... obviously he must be gentle he must be strong ... and then the husband and mother say ... _____ um.... the principal must be a person of love. He must truly love the children. He mustn't think of the children as being spoilt brats. He must first of all love the children. He must love his staff. He must love his work. He must love his school.

How do you as the principal cope with conflict situations that arise at this school?

I have a simple philosophy in that wherever conflict situation arises, I always start with ... um... let me say this, I don't think that conflict is always bad. It's how we manage the conflict. It's how you manage the conflict that's important. So at any time that a conflict situation .. I don't panic sometimes it's good for people to say exactly how they feel. I try to say .. okay, with this conflict situation, where are we going to? Say we follow X's line ... we will ... Mr X ... say we follow Mr X's argument, where will we come out. Say we follow Mr Y's argument, or group Y's argument, where will it end. I think where basically say, if we follow X group's strategy,

this will happen, if we follow Y group's strategy that will happen, when the two individuals see basically where their thing will culminate in, they will sort of come together and try to get mutually a solution for a new or another culmination point. Another thing I feel is that sometimes the conflict doesn't come because of problems. Sometimes the conflict comes because one person backs one union .. say one teacher union, and another person backs another union ... the solution of the problem is not important. It's giving support to different camps sometimes that's important. What I try to do is to identify this ... or separate the problem from his or her allegiance and that sheds a better light on it.

How do you facilitate good human relations at this school?

Um... good human relations for me only comes about when good people work ... you _____ professional or good human relationships if the one person say is a bad alcoholic, or he has a bad influence, or ... that you know ... so ... I try to facilitate good relationships by saying _____ and when each person looks at himself personally he must _____

Do you think there's a need for change at this school?

There's nothing _____ stable as _____ change is continuing. Changing is necessary. Change is growth. Change is development. Change is maturity. I think that answers it. You cannot talk about development, growth or whatever, except to change.

How do you see your role in the change process?

Um..... I must encourage it. I mustn't be afraid. And sometimes ... especially a principal .. things are comfortable, so you say why must be changed ...the problems you always wake up too late to see you should have changed a long time ago. Change, with every new birth, or every new beginning is discomfort and change, by

its very nature, will bring about discomfort, but we must continually have in mind that things will change, and so I will encourage, facilitate change, by saying er ... let's try something new. Or if somebody comes with something new, I'll give it a chance.

The principal's job is often seen as very stressful. How do you manage your stress level?

Man ... I can go into a lot of things about exercise and about going to church, about relaxing ... I think the .. the ... the stress is not forced by the job - the stress is forced by the little money we get. [Laughter]. If we get more money, we would have better holidays. I would be able to afford my wife staying at home and caring for me, but I mean now ... look what happens now ... besides the job, my wife has to go out to work. I being principal, I must wear expensive suits. I can't afford it. I mean money leads to problems, that's stress ... not the job. The job is easy.

Do you think the staff promotion system produces effective principals?

We all know it doesn't.

Okay ... [laugh] how do you envisage the role of the principal, especially in this era of change?

I think it goes back to one of the very first questions you asked. The principal is a facilitator - not so much in his school, but between the school and not the education department ... between the school and _____ the school is _____ when children or parents know that here's a school that's going to place their children in a job, or here's a school that's going to get particular firms to sponsor their children at university, because this is what happens in Japan .. and Taiwan and France - firms will ... will ... will identify potential workers at high school and then put those workers through to varsity. And that child will work for Toyota or Nissan or whatever, for his

whole life. That kind of thing. Or, on the other hand, where the child shows exceptional sports talent, why must he go to university ... why not go linking up to a big sports conglomerate that will make him into a great sportsman - principals for me, in this time of change, must facilitate between the school and the work outside..

Thank you.



PRINCIPAL E

How many years have you been teaching?

Thirty one years.

How long have you been in the middle management position, for example, Head of Department, Senior teacher, deputy principal, before being appointed as the principal of this school?

Thirteen years.

And how long have you been in the position of principal of this school?

[Pause] ... er thirteen years.

Thirteen years. Do you think experience is relevant to the position?

Yes, definitely.

Is there a need for ongoing training of people in management positions?

Definitely. People must be trained in order to achieve.

And in which areas do you require ongoing training?

Er ... areas ... at school?

At school, yes. .

I still maintain it should be in the senior positions, because I feel where you have a senior teacher, the senior teacher must be a person where the ordinary teacher can question and go to for help.

These training sessions, in which form must it take place? Workshops

Workshops, seminars .. ja .. weekend courses ... that is also very relevant.

What type of management style do you practice at this school?

Management?

Ja autocratic... participative ... or

No ... participative ... I firmly believe that it is no use being the boss. You'd just be a dictator. I believe in .. we have to cooperate and work together and delegate, that is very important. In that respect you will always get respect and co-operation from your staff and from your senior teachers.

In today's climate of democracy, how do you as the leader of the school, do you see the concept affecting the principal today?

Let me tell you, today I feel sorry for the principals. Because it seems to me it's going to be a community school, and the poor principal has no more say. No more discipline, with the result that the community runs the school. The principal has no say over the running of his school.

What special qualities must principals of schools have in our areas that we are teaching in ... you know, the normal socio-economic problems ... what special qualities must those principals have?

I don't think it's special qualities. You must your personality is very important. You must be a person with a religious background. And number three, you must have the love for people. If you don't have that, you will be a total flop ... really.

What additional skills .. you know like conflict manager .. er ... sound human relations ... etc., must principals be equipped with to be an effective leader?

Ja ... the relationship between a principal and his teachers and his senior teachers must be very good. Er ... when I was principal I still felt that visiting your classes regularly and er is essential. It's no use just you being in your office and you don't see a teacher, you don't see a class. It's useless .. and the relationship between a principal and his teachers it's very important. It's very important. You

must be a real human .. what I mean ... you must be a person where a teacher, or any person, comes to you, even if they have their own domestic problems.

How do you - as the principal, cope with conflict situations that arise at this school?

Now ... I've had many of those problems. Conflict between teachers and teachers, teachers and the community ... I feel that is where you as the principal with a religious background and years of experience is very important. To solve conflict is to get those parties together and er ... let's talk about it. Let's talk about it. And I believe in conflict situations ... and we pray over it, and then we start talking, and then after that, problem is solved.

Do you see the necessity for conflict management training to prepare a person or a principal for conflict situations?

Definitely. Definitely. Definitely. In times like these that we are going in now, we definitely need it.

How do you facilitate good human relations at this school? Do you think it's important?

It is very important. The human relationship between principal and teachers, principal and community ... er... I believe I was a firm believer in home visits. I did home visits regularly. Visiting parents, visiting problem families, but also home visits especially to my teachers, and I believe in visiting my teachers once a year, their families, so I know who the husband is and who the children are.

Do you think there's a need for change in schools?

What kind of change?

You know we've got the new Government, Africa is moving towards change, do you think with this kind of thing there's a need for change at school now, or must we just keep on moving as we did in the past?

In education we don't need any changes. Things went off smoothly and it was smooth before the new government took over, and I still feel we have to go on. Changes is not necessary. What we actually should have is more improvement to our schools, that is what I suggest, but changes? No changes.

The principal's job is often seen as very stressful. How did you manage your stress levels?

As a lover of nature er... whenever I had a hectic day I would go into my garden and I will weed and I will walk around in the garden, but stress ... even in my office, if I had stress everyday I would walk in the garden and water the garden at school, but I will never, ever ... let any problems get me under.

Do you think the current staff promotion system produces effective principals?

No. No. Definitely not. Talking about promotions?

Yes.

Um... I still maintain the right man for the right job. Er ... now these days they talk about affirmative action. Even in our own education, I don't think it's applicable, but if a man does the job, he must get the _____ to me it's not the qualifications, it's the ... experience and the quality of work that the person does. That's very important.

How do you envisage the role of the principal, especially in this era of change in the new South Africa?

Afgetreede hoog. Ek voel jammer vir die _____ ek sien geen kans vir 'n rooskleurige toekoms vir 'n hoof. Ek voel jammer vir hom, maar as hy voel hy kan

_____ om 'n sukses te maak van sy skool, wil ek hom net _____ sterkte en _____
maar vir 'n rooskleurige toekoms vir 'n arme hoof, ek voel jammer.

Thank you very much.

Ek voel jammer vir julle

[Laughter]

END OF TAPE



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