

UNDERSTANDING EFFECTIVE PRIMARY SCHOOL MANAGEMENT:

A Qualitative Study of Selected Schools in the Western Cape.

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



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DECLARATION

I declare that 'Understanding Effective Primary School Management: A qualitative study of selected schools in the Western Cape' is my own work that had not been submitted before for any degree or examination to any other university and that all the references that I have used or quoted have been duly acknowledged.



BAYAR LAATTOE

SIGNED : DATE:.....

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I herewith acknowledge my gratitude and indebtedness to all who showed an interest and rendered assistance in the completion of this study.

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Finally, I thank my wife, daughters and son for their continuous support and encouragement.

ABSTRACT

The thesis examines **effective primary school management** in four primary schools in the Cape Town metropolitan area. Each of these schools was previously governed by one of the former racial education departments. In many respects, these schools still reflect the legacy of the Apartheid system.

In particular, the study investigates key indicators of effective primary school management in these schools. These five indicators are **communication, leadership, goals and objectives, rules and discipline.**

The study adopts a qualitative research approach and four techniques were employed to collect data. These techniques are surveys, questionnaires, direct observation and diaries.

The investigation of effective primary school management focuses specifically on the role of the principal. Four principals - two males and two females - participated in the study. The males are permanently appointed and have more than two years' experience (as principals). The females are newly appointed and still on probation.

The study shows that there is very little difference in the way the schools are managed using the above indicators. The principals use similar leadership styles, namely **consultative and democratic.**

Only one principal differs from the others and claims that he would also use an autocratic style when he feels the situation requires it. The chief goal of the schools also centres around the **community.** However, the schools differ in the manner in which they operationalise this goal. The formal communication networks of the schools are alike and tend to follow the **school hierarchy.** The principals agree that the **rules for teachers** are important.

Two of the four principals state that they have **discipline problems** with pupils and have subsequently drafted codes of conduct for their pupils to improve the situation.

The thesis concludes that the primary schools in the study are effectively managed albeit in different ways



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LIST OF ABBREVIATIONS

A-	Afroz
C-	Charles
DET	Department of Educational and Training
DI	Department of National Education
DO	Direct Observation
ESM	Effective School Movement
HOA	House of Assembly
HOD	House of Delegates
HoD	Head of Department
HOR	House of Representatives
HMI	Her Majesty's Inspectorate of School
INT.1	First \ Initial Interview
INT.2	Second \ Concluding Interview
PTA	Parent Teacher Association
PTSA	Parent - Teacher Student Association
SA	South Africa
USA	United States of America
WCED	Western Cape Educational Department

CHAPTER 1

Introduction

1.1. Prologue

The SA Schools Act (1996, p. 2) acknowledges that the past system of education was based on segregation and racial inequality. Prior to 1994, at the national level, the Department of National Education (DNE) was responsible for the general education policy. During this time, the education in the Western Cape for specific racial groups was controlled by the following bodies:

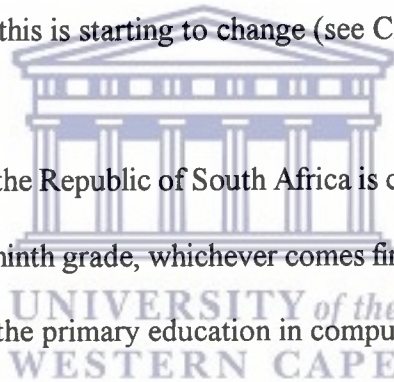
1. Department of Education and Culture (DEC) in House of Assembly (HOA) was responsible for the education of whites;
2. Department of Education and Culture (DEC) in House of Delegates (HOD) saw to the education of Indians;
3. Department of Education and Culture (DEC) in House of Representatives (HOR) was responsible for the education of coloureds; and
4. Department of Education and Training (DET) was responsible for the education of Africans¹

¹Africans were excluded from S.A. Tricameral Parliament

Although the above bodies have been dissolved, and a single education department has been established, most schools continue to reflect the legacy of the previous system.

This can be explained by the fact that the majority of public schools are situated in residential areas which act as feeder areas for the schools, and these areas still reflect the specific population groups for which it was classified. Furthermore, the teaching staff and the majority of the pupils of the same school are still from the population category though this is starting to change (see Christie, 1994).

Education for all children in the Republic of South Africa is compulsory from the age of seven until 15, or the ninth grade, whichever comes first (SA Schools Act, 1996, p.6). This means that the primary education is compulsory.



The following study is located within the schools that offer primary education and focuses on the management aspects of four primary schools - one from each of the former racial education departments (see Chapter 4 for more details).

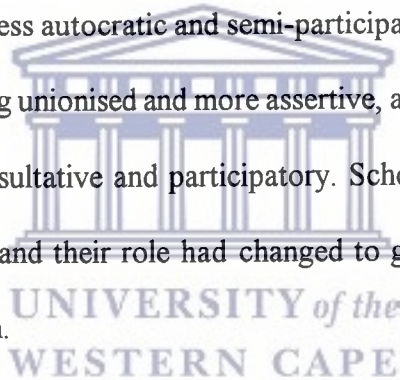
1.2 Background to and rationale of the study

The study is conducted by the principal of a public primary school that was previously controlled by the HOR. The researcher has taught under a number of

principals and each one has had a different approach to school management.

During the late 1970's and early 1980's, for example, two of the principals (where the researcher taught) were perceived to be authoritarian, and strict regimented procedures were followed - activities were done according to 'the book' and school inspectors ensured that the department's policies were strictly adhered to.

During the middle and late 1980's, the (third) principal - a contemporary of the first two - was perceived as less autocratic and semi-participatory. By the 1990's, more teachers were becoming unionised and more assertive, and the next (fourth) principal were far more consultative and participatory. School inspectors were renamed 'circuit managers' and their role had changed to giving guidance and advice rather than inspection.

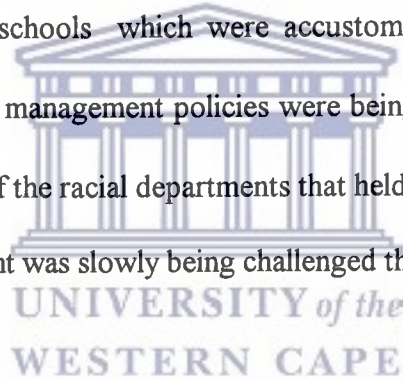


Possible reasons for these changes could be that the moods of the recent past - the 1976, 1980 and 1984-6 student protests, the establishment of progressive students' organisations and teachers' unions and the unbanning of the liberation organisations in 1990 (see Christie, 1994) - forced principals to adopt different approaches to school management.

From about the middle of the 1980's, at certain schools, democratically elected

Parent - Teacher Associations (PTA's) and Parent - Teacher Student Association (PTSA's) were designed to erode the power of the discredited statutory school committee systems which were implemented under the various racist education acts (Coloured Persons Education Act of 1963, Indian Education Act of 1965, and Education and Training Act of 1979).

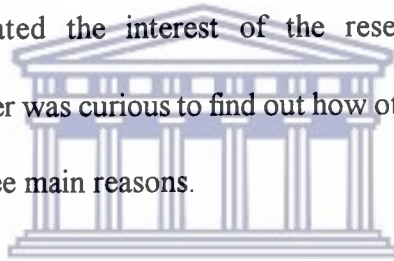
Parents, teachers and in some instances students, at some schools, took control of certain school activities which had previously been denied to them. The management structures of schools which were accustomed to being at the receiving end of top-down management policies were being challenged and in the process, the legitimacy of the racial departments that held education in check for the Apartheid government was slowly being challenged through protest mass action.



The Apartheid government had used the education system to buttress their racist beliefs. Schools were used as vehicles to prepare pupils and students for their place in an ordained society - a society controlled by whites (Education Journal, 1997). However, disadvantaged schools in particular, were displaying an inherent contradiction. On the one hand, the government was imposing its racist ideology through schools via education, and on the other, at schools there were movements which countered such imposition.

According to the report of the Task Team on Education Management Development (1996), the crisis in education can be attributed to the lack of legitimacy of the education system and has consequently led to poor management at the majority of schools and the collapse of a teaching and learning culture.

The discriminatory practices in education (and society at large), the students' and teachers' protest actions against these measures, the majority of parents' discontentment with the education policies and particularly the battle for the control of schools stimulated the interest of the researcher in **schools' management**. The researcher was curious to find out how other primary schools were being managed for three main reasons.



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Firstly, the researcher is presently managing a primary school and has experienced some problems trying to overcome the complacency (demonstrated by some teachers) which the researcher believes may have been fostered by the top-down management approach. Secondly, the researcher has experienced progressive changes in approaches to primary school management - from a strict authoritarian form of management to a more participatory and consultative one. These changes in management were accompanied by a flattening of the hierarchical bureaucratic structures.

Finally, the researcher believes, like Riddell (cited in Jansen 1995, p.193) that 'the influences which have moulded a child before she or he reaches secondary school constitute more significant influences on the child's academic achievement than factors to which the child is exposed to in the secondary school classroom'. Boyer (1993) and Daresh (1987a) cited in van der Westhuizen (1988, p.378) notes that 'under-performance in schools can be traced to the actions of the principals' and consequently, the way is paved for successful post-primary education.

1.3. Justification of the study

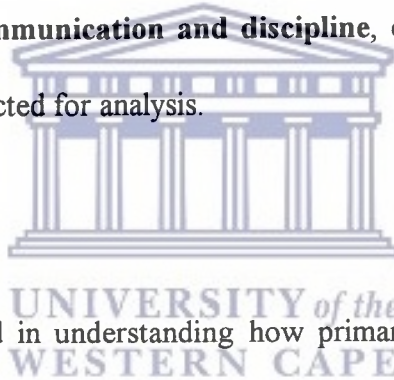
During 1996 the Minister of Education commissioned a Western Cape Provincial Audit: Educational Management Needs and Capacities and a national task team to report on Education Management Development (EMD). A conference on education management was also held in July 1996 at the Wilderness. This indicates that this area - education management - is an area that is currently being prioritised and the researcher hopes that this study will add to the above debate.

The researcher of the study also is a principal who heads a primary school's management team. By examining the management aspects of other principals, it is hoped that the researcher's management skills will improve and that this in turn will impact positively on the school's management practices.

Finally, the researcher hopes that the study will benefit other parties who may be interested in effective school management or educators who intend to make school management their careers.

1.4. Statement of the problem

The focal problem centres on the effective management practices of primary school principals. In particular, five indicators, namely **rules, goals and objectives, leadership, communication and discipline**, of effective primary school management are selected for analysis.



1.5. The Aim of the Study

The researcher is interested in understanding how primary school principals manage the schools. The researcher is aware that school management is a multi-faceted process involving a host of role players. However, only the role of the principal will be examined as the literature (see Chapter 2) emphasizes the pivotal role of the school principal. Specifically, four principals, each from a former racial education department, are studied.

The aim of the study is to qualitatively show how these indicators - **leadership, objectives and goals, communication, rules and discipline** - are manifested in

each of the four selected schools.

1.5. Summary of Chapters

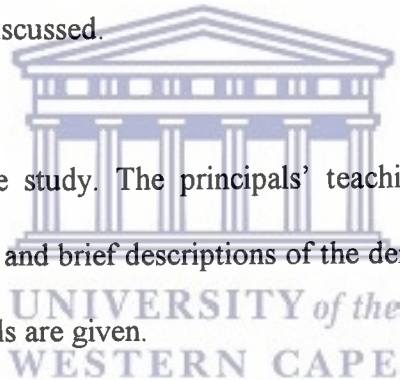
Chapter 2 deals with the key terms and reviews the relevant literature. The chapter concludes with the operationalisation of the five indicators of effective primary school management selected for analysis.

Chapter 3 discusses the research methodology. The methods of data collection and the sample chosen are discussed.

Chapter 4 contextualises the study. The principals' teaching experience and qualifications are mentioned and brief descriptions of the demographics and the physical conditions of schools are given.

Chapter 5 presents and discusses the key findings of the study.

Chapter 6 concludes the study and identifies key recommendations.



CHAPTER 2

Understanding Effective Primary School Management

2.1. Introduction

In this chapter, the key terms are defined and relevant literature discussed. The chapter focuses on literature on the Effective School Movement (ESM) in USA, UK, Canada and South Africa. It includes the criteria used by parents and the community to judge the quality of schools.

The purposes of focusing on the ESM is to establish a list of indicators or characteristics pertaining to effective school management. Whilst the research on the ESM lists a host of variables (for example, teacher training and experience, class size and resources like books in the school library), the variables or indicators that this study focuses on are concerned with management issues with specific reference to the role of the principal.

2.2. Key Concepts

Hersey and Blanchard (1993) define managements as the process of working with and through individuals, groups and other resources to achieve organisational goals. They state that there are four managerial functions and these are planning, organising, motivating and controlling. School management refers to the day - to -

day organisation of the school- related activities. There are numerous managerial activities that need to be performed. Some of them include decision-making, delegating tasks, managing conflict, team-building, managing stress and chairing and managing meetings.

The Department of Education's *Changing Management to Manage Change in Education* (1996, p.27) notes that 'management is about doing things and working with people to make things happen'. This definition captures the two concerns principals need to address, namely "doing things" - the task concern, and "working with people" - the concern for people.

Van Schalkwyk (1987, p.6) defines management as 'the performance of activities or functions that are aimed at making the functional activities succeed'.

The adjective 'effective' is deemed to mean producing the desired consequence or effect. 'Effective' conveys more than merely being able or competent. It encompasses innovation, creativity and flair. Hence effective school management involves more than just overseeing a school.

Dunham (1995, p. 32) sees effective management as meaning three things:

* The optimum use and development of resources such as people, money,

equipment, buildings, materials, time and space

- * using and developing specific skills, which include defining objectives, organising, coordinating, listening decision making, and reviewing the work of individuals and teams and,
- * achieving specific objectives.

Van der Westhuizen (1991, p.55) describes educational management as:

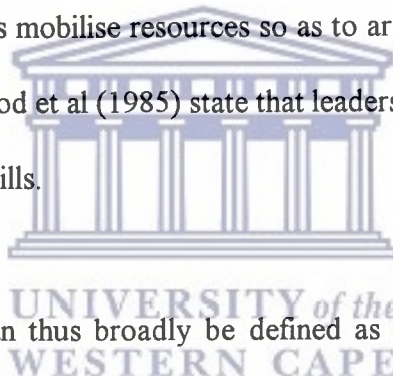
‘a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place’. Van der Westhuizen (1991) further claims that writers like Lipham and Hoeh (1974), and Rebores (1982) agrees that a principal has the following managing tasks:

- * staff affairs
- * pupil affairs
- * curriculum and teaching affairs
- * physical facilities
- * financial affairs and school and community affairs

He cites Marx (1981) as saying that to manage effectively, specialised knowledge is necessary which must continually be brought up to date and applied in a practical manner. Van der Westhuizen (1991) also agrees that for effective

management to take place, the principal needs to be specially trained for it. Karodia et al (1995) sees the principal as an educational manager.

From the explications of the term 'management', the principal's job is dynamic and challenging, and encompasses far more than mundane administrative tasks. The principal is also the leader of the school. Hersey and Blanchard (1993) define leadership as influencing the behaviour of a group or individual. Burns cited in Sergiovanni (1990, p.31) says that leadership is exercised when 'persons with certain motives and purposes mobilise resources so as to arouse and satisfy the motives of followers'. Cawood et al (1985) state that leadership implies a strong emphasis on interpersonal skills.



The role of the principal can thus broadly be defined as leader-manager. As leaders, they influence the behaviour and arouse and satisfy the needs of the followers. And here the staff and pupils are seen as 'followers'. Principals are also managers of schools when they work with the staff and pupils to achieve the organisational goals.

2.3. The Effective School Movement (ESM)

In education during the 1960's and the 1970's, the question concerning whether schools actually made a difference in pupils' educational outcomes was a focus

for debate both in America and Britain. The Coleman Report (1966) and the Plowden Report (1967) concludes that schools didn't make a difference to the educational outcome of the students. Differences in pupils' educational outcomes were explained by:

- * socio-economic status
- * family background
- * hereditary and
- * social biases in the economy (see Cruickshank, 1990)

School effectiveness or the Effective Schools management (ESM) questions these findings by placing the school in the central position, and begins with the premise that *schools do make a difference*.



2.3.1. ESM in America

Ronald Edmonds is seen by many as the father of the effective schools movement. Edmonds (1979) states that the American schools system discriminates against the poor and minority communities. He counters Coleman (1966) and Jensen (1969) who claim that low achievements of the poor are due to their socio-economic status and inherent disabilities characterising the poor (respectively). Thus he starts from the premises that 'all children are eminently educable and that the behaviour of the school is critical in determining the quality

of education' (Edmonds, 1979, p.20).

He asserts that his research began with the question whether there are schools that are instructionally effective for the poor. The research was carried out in urban schools catering predominantly for the poor and minorities. It established that there were some effective schools for the poor and minorities. According to Edmonds (1979), effective schools are characterised by the following:

- * strong leadership
- * High expectations for the students
- * regular monitoring
- * orderly and pleasant atmosphere - conducive to learning
- * emphasis on students' basic skills



Edmonds was an Afro-American educator and this could explain his interests in education for poor and minority groups. Scott and Walberg (1979) in response to Edmonds, support his call for high quality instruction for the poor and minority groups, but part ways in claiming that quality schooling alone is sufficient.

Scott and Walberg (1979) argue that the student as individual, the school and the home are vital for academic leaning. They point to other research (Burton White, 1975, the Home Start Reports 1974 and 1979) that support the tripartite

alliance of student, school and home. Scott and Walberg's (1979) report does not negate Edmonds' finding concerning what qualities an effective school should exhibit. They are of the opinion that schools alone are insufficient to make a difference.

Cruickshank (1990, p.25) cites the factors mentioned by Madden et al (1976) concerning effectiveness in elementary schools. These are:

- * principal plays a big role in educational decision making
- * favourable atmosphere conducive to learning
- * frequent monitoring of pupils' work
- * High emphasis of achievement
- * teachers receive necessary support



Of special interest is Cruickshank's observation that both pre-service and in-service teachers need to be informed of this debate. He argues that they can thus become more reflective practitioners and that studies of effective schools could generate wider interest and stimulate further research.

Witrock (1986) states effective schools are well-managed schools. Van der Westhuizen (1991) asserts that the effective functioning of a school greatly depends on the professional conduct of the school principal and the leadership

and management roles s/he fulfils. The successful outcome of the schools can thus be equated with good school management skills.

Both Edmonds and Cruickshank see the importance of the leader or the principal. They also agree that certain indicators like the monitoring of pupils' work on a regular basis, teachers having high expectations for students and a favourable school climate impact positively on the learners. The researcher regards the style of the leader of principal as an important characteristic of schools that are effectively managed.

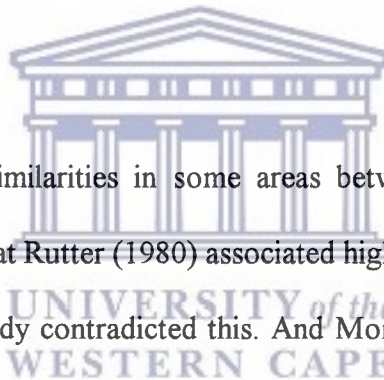
2.3.2. ESM in the United Kingdom

Reynolds (1990) says that the area of school effectiveness in Britain is relatively new when compared with the USA. He notes some of the problems other researchers have encountered - like difficulty gaining access to schools and difficulty researching common myths - and overtly alerts researchers to potential difficulties that may be encountered when embarking on research. He alerts the readers to the dynamism of the research over time. He claims early studies (1966 - 83) showed large differences in school effectiveness. Later (1983 - 1986), small differences were observed, and later still (1987 - 1989), substantial differences were again noted. It is important to note that different researchers use different sets of criteria and samples in their research and this could account for these

differences.

Reynolds (1990, p.14) cites Rutter's (1980) characteristics of effective school organisations. These include:

- * firm leadership
- * a system of rewards and punishments
- * positive school environment
- * effective use of homework
- * Well-prepared educators



Reynolds (1990) notes dissimilarities in some areas between American and British research. He states that Rutter (1980) associated high staff turnover with effectiveness whereas his study contradicted this. And Mortimore et al (1988) state that frequent monitoring was coupled with ineffective schools yet Edmonds (1979) notes the contrary. Differences in the teacher - pupil ratios, access to resources, basic conditions of employment of educators, and job security are some of the factors that could explain the differences between the American and British experiences. The researcher needs to be aware of the contextual nature of research and why research findings of one country can't be accepted uncritically in another.

Reynolds (1990) states that the area of school administration, management and

decision-making has been neglected and needs to be researched. It is in this area - management - that the present study is located. Reynolds also says that American research was done by practitioners (for example, Ron Edmonds was a Senior Assistant for Instruction, New York City Public Schools) and hence other practitioners had access to it and could identify with it more easily unlike that of the British experience.

Hargreaves et al (1993) profess that research on effective schools has found certain internal conditions that are typical in schools that achieve high levels of outcomes for their students. They regard Purkey and Smith's (1983) organisational factors as important but state that process factors, which are the means of achieving the organisational factors, are equally important. Purkey and Smith's (1983) organisational factors include:

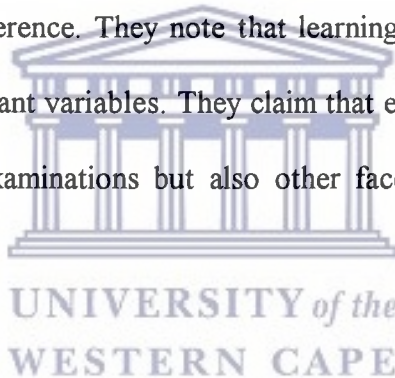
- * leadership
- * supportive school climate
- * High student expectations and clear goals
- * parental involvement
- * monitoring of achievement and performance
- * ongoing staff development and inset

The process factors, according to Fullan (1985), include collaborative planning

and implementation, effective communication, clear rules and a feel for leadership.

Hargreaves et al (1993) note that the above criteria may provide necessary but not sufficient conditions for school effectiveness. They see the effective schools movement as a process leading to school improvement, that is, research to inform practice.

Hopkins et al (1994) contend that by the 1980's there was a general consensus that schools do make a difference. They note that learning history and family backgrounds are also important variables. They claim that effective schools are not only concerned with examinations but also other facets like behaviour, delinquency and attendance.



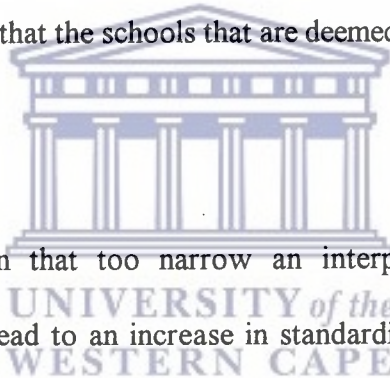
Hopkins et al (1994, p. 46) draw attention to Mortimore's (1988) study of junior primary school effectiveness. Most other studies were done at secondary schools and Mortimore's study is pertinent to this thesis since it is located in the junior or primary school. Mortimore (1988) lists the following characteristics as essential to school effectiveness:

- * purposeful leadership by principal, involving the deputy and other teachers,
- * positive climate,
- * environment conducive to work,

- * parental involvement, and
- * Assessment and record keeping.

There are some similarity and consistency between Hopkins et al's (1994) characteristics and those characteristics of Her Majesty's Inspectorate of Schools (HMI) survey done in 1988. This survey mentions the following: good leadership, high standards, well - qualified staff, adequate working conditions, a capacity to manage change, clear aims and community involvement (Hopkins et al, 1994).

The above strongly suggests that the schools that are deemed effective will show similar core characteristics.



Hopkins et al (1994) warn that too narrow an interpretation of school effectiveness criteria could lead to an increase in standardisation, and schools with good examination results could become complacent. They may lack enthusiasm to improve as they see themselves as effective and therefore no need to improve. They thus argue for development from school effectiveness to a school improvement programme.

Burrell (1998) notes that there is an ongoing debate between school effectiveness and school improvement. He claims that in the past the advocates of the two discourses tended to keep themselves apart. However, he has observed that there

is a concerted effort, particularly in the UK, to bring the two discourses closer together. It is hoped that this thesis could add to this debate.

2.3.3. ESM in Canada

Renihan, Renihan and Waldron (1986) add a Canadian perspective to the school effectiveness debate. They (1986, p. 17) contend that the effective school literature did not inform educators of anything “startlingly revolutionary”. Its major impact was that it highlighted factors vital to school success. Renihan et al (1986) list eight factors which they regard as essential for effective schooling.

These are:

- * leadership
- * conscious attention to climate
- * academic focus
- * high expectations and appropriate standards for students
- * students’ participation in decisions
- * sense of mission
- * Positive motivational strategies
- * feedback of academic performance (Renihan et al, 1986, p. 17).

Renihan et al (1986) note some of the pitfalls that can be experienced when the above characteristics are implemented at schools to improve their effectiveness.

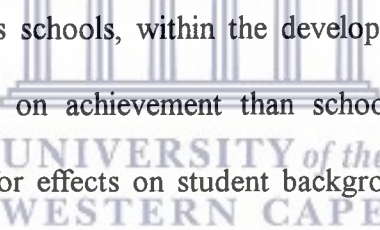
These pitfalls include unrealistic time frames, hierarchically imposed changes, too high expectations for low levels of input, over-reliance on external help and staff not supportive of the changes. They do, however, mention two projects where the effective school model has been successfully implemented.

According to Renihan et al (1986) an imposition that is largely unfavourable can have disastrous consequences. Renihan et al (1986, p. 21) warns of the “bandwagon effect” where changes will be ineffective if it is merely imposed for the sake of change.

2.3.4. ESM in South Africa

It is important to realise that the Canadian education experience may be very different from the South African one. Presently, SA is in a period of transition. For the first time a uniform set of rules and regulations are applicable to all public schools. Increases in the pupil-teacher ratio are affecting the establishment of most schools in the Western Cape unfavourably. Many teachers are opposed to these ratios. Although these ratios were agreed on by most of the teaching unions, teachers who are non-aligned or whose unions were not party to the agreement of the teacher-pupil ratio and even some union members see the implementation as an imposition from above.

Not much published literature on school effectiveness in South Africa can be found. Jansen (1995) notes that this is partly due to South Africa's isolation in the past from participation in international research initiatives. Jansen (1995, p.193) claims that Botswana and Zimbabwe were 'fertile arenas' for school effectiveness. He contends that research on ESM was brought to the developing countries by three 'carriers'. These carriers are international funding agencies (like the World Bank), international research associations (such as International Association for the Evaluation of Educational Achievement-IFEA) and individual researchers, often from the West.

The logo of the University of the Western Cape, featuring a classical building with columns and a pediment, with the text 'UNIVERSITY of the WESTERN CAPE' below it.

He asserts that by the 1980s schools, within the developing countries, were exerting a greater influence on achievement than schools in industrialised countries, after accounting for effects on student background (Jansen, 1995, p.192). The ESM has thus had some positive effects in developing countries.

However, Jansen (1995, p. 190) also warns about uncritically replicating 'Anglo - American research on effective schools' on developing countries. He cites Fuller and Clarke (1993) who argue for an extension of the school effectiveness to include culturally situated models and Hannaway and Talbot (1993) who wish to include contextual models of effectiveness.

Jansen (1995, p. 196) observes that the educational research community has begun to criticise the homogenising tendencies of large scale studies and to shift the emphasis on the complexities, uniqueness and unpredictabilities not only between but also within institutions.

✓ Clive Harber (1991) (cited in Jansen , p.196) states that ‘despite a mountain of published writings on education, we still know relatively little about the everyday reality of schools and in particular how key actors carry out their roles’.

This study intends to elucidate the role of a key actor - namely the principal. Whereas most of the researches on ESM are generalised studies that involved many different role players like teachers, principals and students, this study will focus exclusively on the principal. Furthermore, the investigation will not involve a generalised large scale study but rather a small scale, in-depth study of four principals.

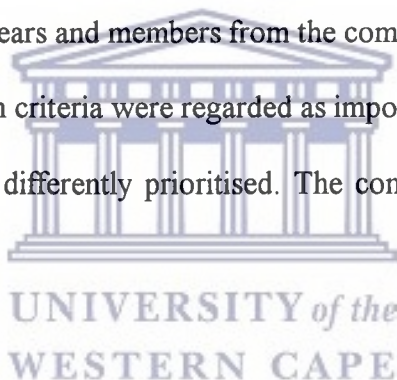
2.4. Criteria for Quality Schooling

This survey, conducted in Canada, is relevant to the thesis as it helps to provide another perspective of schools and it strengthens support for certain characteristics that are also deemed essential for effective schools.

Glover (1992) notes some of the criteria used by parents and the community to judge the quality of schooling available. Parents were asked to complete questionnaires at school assembly meetings. The questionnaire was designed by the Parent' Advisory Committee and the Students' Advisory Committee.

To obtain a longitudinal view of change in attitude over a time period and to ascertain that the criteria for judgement were constant through the various ages of schooling, responses were obtained from parents of pupils at entry level, parents of pupils after three years and members from the community. The survey revealed that certain common criteria were regarded as important by each of the three groups but they were differently prioritised. The common criteria were found to be:

- * high quality work
- * positive staff attitudes
- * good discipline
- * examination outcomes
- * Support for pupils

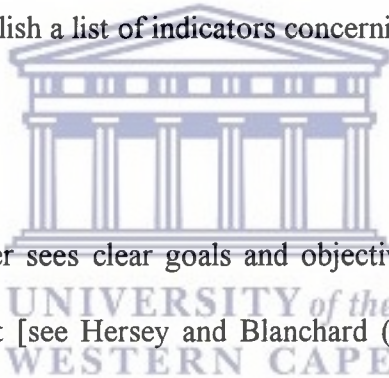


This survey is interesting because the main stakeholders responsible for identifying the criteria of quality schools were parents rather than teachers or university researchers. The survey is of interest particularly to principals who

wish to improve their schools. This survey didn't focus on school effectiveness but rather the way people judged schooling. There were, however, some common characteristics between this survey and the ESM.

2.5. Indicators or Characteristics of Effectively Managed Schools

Janet Ouston (1993, p. 215) cites Reynolds and Packer (1992) as suggesting that the studies of school effectiveness in the 1990s will become studies of school management. This study may be seen as an extension of the ESM as it draws on the research of ESM to establish a list of indicators concerning the management of schools.



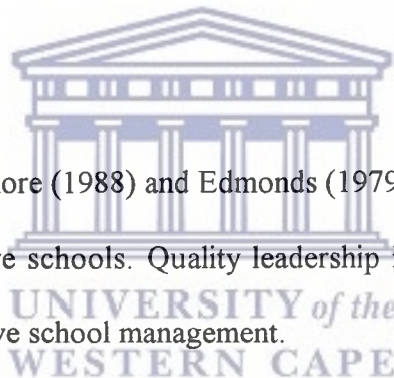
From the literature the writer sees clear goals and objectives as indicative of effective school management [see Hersey and Blanchard (1993), Purkey and Smith (1983), HMI (1988) and Dunham (1995)].

Glover (1992) notes that parents saw positive staff attitudes as important to good schooling. Purkey & Smith (1983) regard ongoing staff development and inset as important if schools are to be effective. The SA Schools Act (1996) notes the importance of the role of the teacher by granting some teachers on the staff the opportunity to serve on the governing body. Management of schools will encompass, amongst other things, staff and teacher issues. The following criteria

apply to teachers and staff: regular staff meetings, staff development programmes, support for teachers, motivation of staff, an acceptable appraisal system, continuous monitoring and evaluation of activities.

Many researchers, like Mortimore (1988) and Purkey & Smith (1983), saw the role of the parents as vital. The SA Schools Act (1996, p.18) places the governing aspect of the school in the hands of the parents. The parents must be the majority on the governing body. 'Parental involvement' at school is a criterion that needs to be considered.

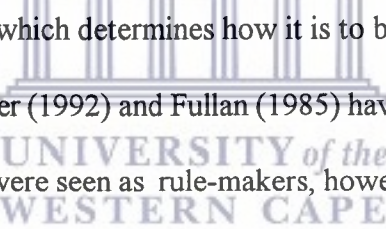
Renihan et al (1986), Mortimore (1988) and Edmonds (1979) place 'leadership' high on their lists of effective schools. Quality leadership is deemed to be an important criterion of effective school management.



Edmonds (1979) and Mortimore (1988) note the relevance of a 'safe and positive environment'. Schooling in SA has been characterised by boycotts and strikes. Alexander cited by Muller (1995) notes that a culture of learning needs to be restored. One way of achieving this is by providing environments that are safe and conducive to work. The provision of an orderly and safe environment is another important yardstick.

Glover (1992) noted that the parents saw 'good discipline' as a feature of quality schools. The researcher believes that this indicator will be present in schools that are effectively managed.

Based on the review of the literature, it is argued that 'communication' plays a vital role in any organisation. Fullan (1985) regards effective communication as an important factor in ESM. ^{cmef} Schools should have an effective communication network so that pertinent information can reach its intended recipients as efficiently as possible.



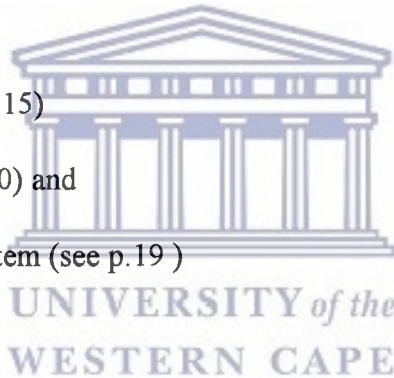
Any game has a set of 'rules' which determines how it is to be played. The same is true for organisations. Glover (1992) and Fullan (1985) have a high respect for rules. In the past, principals were seen as rule-makers, however the SA Schools Act (1996) assigns new powers - like adopting a code of conduct for learners and determining school times - to the governing body. The importance of rules cannot therefore be over-emphasised.

In summary, from the literature reviewed the following key characteristics of effective primary school management emerge:

clear goals and objectives (see p.18 and p.19)

positive parent relations (see p.14 and p.19)

- # effective communication (see p.18 and p.21)
- # firm leadership (see p 14, p.15 p.17 p.19 and p.20).
- # system of rules (see p.18)
- # collaborative decision-making (see p.18 and p.20)
- # regular staff meetings (see Glover, 1992)
- # a staff development plan (p.18)
- # monitoring and evaluation of school activities (see p.14 and p.16)
- # creation of a safe positive environment (see p.14 and p.15)
- # good discipline (see p.21)
- # support for teachers (see p.15)
- # motivation of staff (see p.20) and
- # an acceptable appraisal system (see p.19)



2.6. Identification and Operationalisation of Key Indicators for effective Primary School Management

Analysis of the above and the responses from the key informants (see Chapter 3 for a more detailed explication) resulted in the following five indicators being selected for the study of effective primary school management.

2.1.6. Goals and Objectives

A goal can be defined as a broad and generalised intention and it is to be

accomplished over a long term. Goals give schools direction to work towards. An objective, on the other hand, has a specific focus and is achieved in the short term. An objective can be seen as quantifying or operationalising a goal (van der Westhuizen, 1991). It needs to be noted that a school can have many goals that it can be working towards simultaneously.

The thesis intends to examine whether the school has prioritised chief goals and objectives and to note which activities have been or will be operationalised to achieve them.

2.6.2. Leadership

Leadership is seen as the 'process of influencing the activities of an individual or ^{So as} a group in efforts towards goal achievement in a given situation' (Hersey and Blanchard, 1995). It includes the ability to cope with the complications of power, authority and dependence. ENDC

Jones (1987) notes a progression of leadership styles, beginning with the 'monarchic' style and concluding with a more recent 'organic' style. The 'monarchic' style is characterised by an almost absolute power of the principal whereas the 'organic' style concerns the sharing of power. The writer too has observed a tendency by principals to move away from an autocratic style to one

that is far more participatory. The latter is deemed more effective as skills and expertise of more persons are accessed.

Karodia et al (1995) note that South Africa is in a state of transformation and that leadership for transformation requires a participatory style of leadership. With this in mind, the writer wishes to investigate the leadership styles of the principals.

Specifically, Bennet (1988) notes that the principals can be more effective when they adopt a style where they are more visible. The researcher wishes to explore this avenue.



The study is also interested in examining whether the principals exhibited signs of being firm and steadfast when implementing school policy because staff may try to take advantage of the principals during the period of transformation of the Western Cape Educational Department.

2.6.3. Communication

At schools, communication refers to the exchange of information and ideas. Tubbs and Moss (1980) see effective communication occurring when information or a message as it is initiated and intended by a sender corresponds closely with the information or message as it is understood and responded to by the receiver.

Everard (1987) notes that large organisations constantly strive to establish an effective flow of information. Schools are also faced with similar problems of establishing effective communication networks. Badenhorst et al (1987) note that the formal communication channels at schools usually follow the hierarchy. The study wishes to investigate modes of communication in schools. The researcher is aware that there is an informal (usually horizontal) communication system or 'grapevine' that operates at schools, but this aspect will not be examined as it will involve role players (like teachers) excluded from the study.

In the Western Cape, there are three official languages - Xhosa, Afrikaans and English. Principals who are multi - lingual will therefore have an advantage over those who are not as they will be able to communicate with a person who may only speak one of the three languages.

There are two major forms of verbal communication that are used at schools. These are the written form and the oral form. In schools the bulk of the information is disseminated in an oral manner. Because the study is concentrating on the principal, and most of the data will be in the oral-aural mode, the study will also gauge the effectiveness of the principals as communicators.

2.6.4. Rules

van der Westhuizen (1991) describes rules as a set of specific instructions or fixed decisions which cannot be disregarded. Rules contain definitive prescripts about what may and may not be done. However, it is important to note that rules can be adhered to, transgressed or even disobeyed.

Karodia et al (1995) state that rules are necessary for the smooth and trouble-free functioning of schools. Van der Westhuizen (1991) says that rules are required for the creation and maintenance of order. Rules and the reasons for the rules needed first to be understood, learned and then conformed to (Hargreaves, 1987).

The researcher is of the opinion that a set of school rules that are discussed and codified by a staff, and then issued to teachers can promote the creation and maintenance of order at school because the teachers will then be aware of what is expected of them.

This study focuses particularly on rules for teachers and it wishes to establish whether the principals regard rules for teachers as important, whether the schools have codified sets of rules and whether these rules facilitate the principals' management tasks.

2.6.5. Discipline

There are many definitions of the word 'discipline'. The following definition is found to be useful. Discipline is 'the acquisition and practice of acceptable forms of behaviours' and 'self-control' (Cawood and Gibbon, 1987, p. 293). They (ibid) claim that discipline is a product of order.

Since the abolition of corporal punishment (SA Schools Act, 1996, p. 10), schools' discipline seems to have deteriorated. The study intends to determine whether the schools are experiencing discipline problems and what measures the schools have introduced to improve school discipline.

Schools are regarded as having 'pupil discipline problems' when they are unable to create and maintain order because their pupils are displaying unacceptable standards of behaviour and/or a lack of self control. The study will examine pupil discipline problems.

From the literature review and the feedback from the key informants, five indicators have been selected and operationalised and these are the variables that the study focuses upon. The five indicators of effective primary school management are goals and objectives, leadership, communication, rules and discipline.

CHAPTER 3

Research Methodology

3.1. Introduction

Cohen and Manion (1995) assert that there are two main traditions for studying the social world. These are the objectivist and subjectivist traditions. The two contrasting traditions have four sets of dissimilar theoretical underpinnings. Burrell and Morgan (cited in Cohen and Manion, 1995) claim that the epistemological assumptions - that is whether knowledge is 'hard, real and capable of being transmitted in a tangible form or whether "knowledge" is a softer, more subjective, spiritual or even transcendental kind, based on experience and insight of a unique and essentially personal notion' - to which the researcher subscribes, will determine the type of methodology to be used.

The objectivists subscribe to the former view that knowledge is hard and real, and is seen as positivist whilst those who subscribe to the latter that knowledge is softer and more subjective, is anti-positivist.

Positivism involves determining generalisations or universal laws that explain

and govern the reality that is being examined and employ quantitative research methods. Kicheloe (1991, p. 143) says that quantitative research is chiefly concerned with 'frequency'. Data collected quantitatively take the form of numerical indicators that are analysed by statistical means - descriptive or inferential statistics. Questionnaires are examples of instruments commonly used by positivists.

The anti-positivists stress the importance of the subjective experience of the individual. Their principal concern is with understanding the ways in which individuals create, interpret and codify the world they occupy. Anti-positivists use mainly (not exclusive) qualitative research methods. Qualitative data takes the form of **words** rather than numbers (Frey et al , 1992). The technique commonly used by anti positivist is the interview.

Although in its extreme from the positivist and the anti-positivist approaches are deemed incompatible, Reichardt and Cook (cited in Borg and Gall, 1989) are of the opinion that benefits can be gained by using a combination of the two approaches.

This study favours the subjectivist tradition although questionnaires, given to key respondents, are used to help validate the indicators of effective primary school

management used in the thesis. The subjectivist tradition is selected because the study is specifically interested in understanding how individual principals manage their schools rather than establishing generalisation about primary school management.

3.2. The Research Design

The design of the study can be separated into four components. The First component consists of **questionnaires** where key informants were asked to rank the indicators (see pp.27-28) that the writer drew from the literature review.

The second component involves two in-dept **interviews**, at the beginning and end of the study. These interviews were recorded with the consent of the respondents and later transcribed.



The third component is a **diary** that the respondents kept and where they recorded incidents that occurred at school over the negotiated period of a week.

The final component involves **direct observation** where the researcher observes the respondents in their place of work².

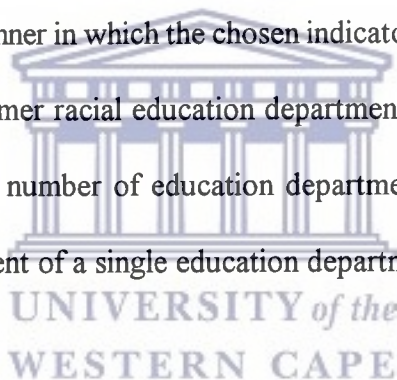
After the five indicators were validated by the key informants (see p.39), the

²Refer to appendix for copies of schedules

initial interview was done. The principals were asked to begin their recordings in the diaries after these interviews. This was followed by direct observation periods. The final interview was planned to take place after the direct observations periods and diaries were completed. The final interview was then used as a platform to clarify or expand on issues in the study that were ambiguous or unclear.

3.3. The Sample

The study determined the manner in which the chosen indicators were manifested in primary schools in the former racial education departments. The sample size was thus determined by the number of education departments in the Western Cape prior to the establishment of a single education department.



There were four such education departments. These include the Departments of Education and Culture of House of Assembly (whites), the House of Delegates (Indians) and the House of Representatives (coloureds), and the Department of Education and Training (blacks).

A purposive sampling method was used. According to Cohen and Manion (1995, p.89), this method allows researchers to 'handpick the cases to be included in the sample on the basis of their judgement and their typicality' and in '(T) his way

build up a sample that is satisfactory to their specific needs’.

The sample consisted of four primary school principals. Each principal had to manage a primary school that was formerly controlled by one of the above racial education departments. The principals who were selected were educators with at least ten years teaching experience. This implied that these principals would have taught at schools when the schools were still controlled by these racial departments. The principals would thus have had some interaction with these departments.

Two female and two male principals were selected. The two female principals were newly appointed and on probation, whereas the two males were in a permanent capacity and had been in a principal position for more than two years. The two male principals had previously been employed by the HOA and HOR, and the two females had been employed by the DET and the HOD.

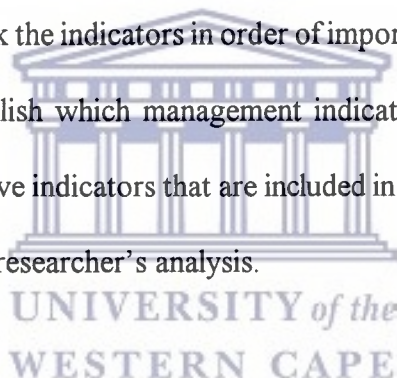
3.4. Research Techniques

Research techniques refer to the manner and procedures used to gather information. For the purposes of this study **four** techniques were used - the questionnaire, the semi-structured interview, the diary and direct observation. Multiple techniques were used as different methods of gathering information enhance the richness of the data.

Cohen and Manion (1995) state that confidence levels in the data are increased when different techniques of data collection yield similar results and this, in turn, should also add to the validity of the data. They (ibid) refer to the use of three or more techniques as triangulation.

3.4.1. Questionnaire

The fourteen characteristics of effective primary school management (see p.) were listed on a self-completion questionnaire (see Cohen and Manion, 1995) and key informants were asked to rank the indicators in order of importance. The purpose of the exercise was to establish which management indicators were generally regarded as important. The five indicators that are included in the study are based on the above results and the researcher's analysis.



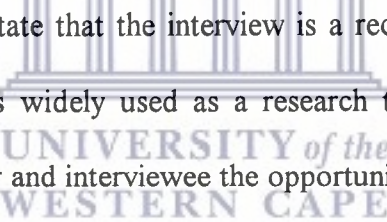
A total of thirty questionnaires was issued to persons in the Cape Town metropolitan area. To make the study more inclusive and representative, five questionnaires were given to principals, ten were given to teachers and fifteen were issued to parents, five of whom were school committee members. The respondents were given two weeks to complete the questionnaires. Fifteen questionnaires were returned (a 50% return rate), four from principals, six from teachers and the rest from parents.

The analysis of the results yielded the following indicators:

1. clear goals and objectives
2. quality leadership
3. effective communication
4. A system of rules
5. Good discipline.

This list corresponds closely to the selection that emerged from the literature review.

3.4.2. The Interview



Powney and Watts (1987) state that the interview is a recognised method of gathering information and is widely used as a research tool. The interview provides both the interviewer and interviewee the opportunity to meet in a face-to-face encounter and assess each other. It can be used to provide an opening to build confidence and mutual trust between interviewer and interviewee.

Powney et al (1987, p.6) define interviews as 'special kinds of conversations'. Cannell and Kahn (cited in Cohen and Manion, 1986, p.291) see the interview as 'a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him (sic) on content specified by research objectives of systematic description, prediction and

explanation’.

An advantage of this technique is that it allows for greater depth than other methods but it is more prone to subjectivity and bias on the part of the interviewer (Cohen and Manion, 1986).

Powney and Watts (1987, p.35) suggest using the terms ‘personal perspective’ as it is less severe than ‘bias’ or ‘subjectivity’. Powney and Watts (1987, p. 37) further cite Brenner (1981) as saying ‘to want an interview **without** interviewer influence is a contradiction in terms’ (writer’s emphasis).

The actual interview is just a small part of the larger process. The process consists of the following aspects:

- * planning
- * organising
- * the interviewing session
- * recording
- * transcribing
- * analysing and
- * reporting

Powney and Watts (1987) state that the interview is a cooperative venture but that the reconstruction of what occurs is seen as the sole prerogative of the researcher-analyst. They (ibid.) regard the analysis as a creative process as it involves interpretation. There are different types of interviews and the writer selected the formal or semi-structured interview. Powney and Watts (1987, p. 17) refer to these interviews as 'respondent interviews'. This form of interview affords the interviewer some leeway to ask pertinent questions related to the responses to the prepared questions on the interviewing schedules.

The initial interview consists of a set of fourteen open-ended questions. Each respondent was asked the same set of questions in the initial interview. It was found that this strategy made it easier to compare and contrast the replies of the respondents (see Appendix B, p. 116).

The concluding interview consisted a set of fourteen or fifteen open-ended questions. Seven common questions were asked to each of the respondents. The other questions in the interview addressed specific issues that need further elaboration (see Appendix D, p. 120). These issues were drawn from the initial interview, the diary and the direct observation period. Each interview lasted for approximately an hour.

It is possible that the respondents could have wished to portray themselves in a very favourable light and mislead the interviewer. However, the interviewing schedule was not made available to the respondents beforehand so they did not know what the questions were in advance.

Some of the drawbacks of the interview situation were minimised by the fact that respondents were reminded that there was no correct answer to the questions. Furthermore, the interviews were well-planned and prepared for and the respondents were reassured that all information would be treated confidentially.

3.4.3. The Diary

Each respondent agreed to keep a diary. The principals stated that they were unable to keep the diaries for longer than five consecutive school days as their schedules were far too busy. Thus, the respondents' work commitments impacted on the effective usage of the technique.

Two respondents' diaries were recorded during April and two during May. The respondents began recording in their diaries after their initial interviews.

Judith Bell (1987) notes that by diaries one does not imply the personal thoughts and actions but rather the records or logs of professional activities. These annals

and accounts can provide great insight into work patterns and activities of the respondents. The diaries, which were collected, involved logging two incidents per day, one event that happened in the morning and the other that occurred in the afternoon.

She (ibid.) warns that completing the diary is time-consuming and can be irritating for the busy person to keep stopping to make an entry. This was the case in one instance where one respondent returned an uncompleted diary (noting information for four days only) arguing that there was no time to complete the exercise.

Bell (1987) cautions that in diary exercises there are problems with representativeness - Does the diarised period reflect a typical duration or not? The respondents in the study claim that the events that they noted were largely routine, with the exception of one or two issues. The similarity of the recorded issues among the respondents, such as homework and general misbehaviour, showed that the diarised periods were typical.

The diaries did help to contextualise the situation under which the respondents laboured. However, a more encompassing view could have emerged if the principals had kept the diaries for longer periods.

There are weaknesses when using this technique. Respondents may not necessarily record the actual events that occurred during the said time. An accident that may have happened prior to the stipulated period may be recorded and this could mislead the researcher. The respondents could fabricate situations as they may no longer share the enthusiasm that they had earlier. They can also select those incidents that show them up in a favourable light.

There was little that could be done to overcome the above limitations other than to rely on the honesty and the integrity of the respondents as they determined which issues they were going to record.

3.4.4. Direct Observation

Nisbet and Watt (cited in Bell, 1987) claim that interviews reveal only how people perceive what happens, not what actually happens, whereas direct observation may be more reliable than what people say in many instances.

Observation schedules were drawn up and each of the respondents was observed using the same set of criteria. There was thus consistency in what was examined. The observation schedules were specifically designed to enable the writer to observe the five indicators selected for the study.

The researcher proposed to spend more than six hours with each of the respondents in an observer capacity but was only able to spend between at most five-and-a-half to six hours with each respondent. Principals on a few occasions had to postpone the observation sessions as their presence was required elsewhere. For example, principals had to attend meetings organised by the WCED. This impacted on the study as new dates had to be arranged. But because sufficient time had been allocated for data collected, the delay did not impact too heavily on the study.

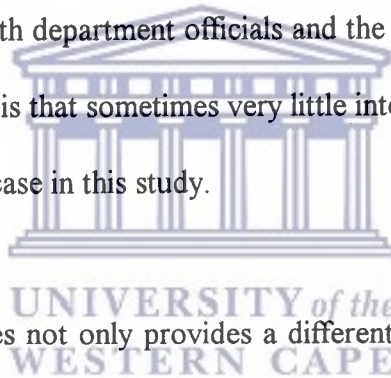
Generally, the principals spent the morning sessions in the office and selected to teach periods during the middle and afternoons sessions. The principals had agreed to be observed on condition that the observation periods excluded their subject teaching. These conditions were acceded to as it was not crucial to the study. The time the principal spent in the office, to a large extent, dictated the periods that could be set aside for direct observation.

A drawback of direct observation was that the researcher only had a limited opportunity to observe and experience the actual working conditions under which the respondents were working.

During observation periods, the respondents frequently stated what they were

doing. For example, “I’m writing a cheque” or “I’m collating stats”. The researcher is of the opinion that the experience of being observed is not natural and thus the respondents shared what they were doing with the researcher. On occasions it relieved the boredom that set in when the principals were doing mundane tasks like letter-drafting and compilation of statistics such as the EMIS forms for the WCED.

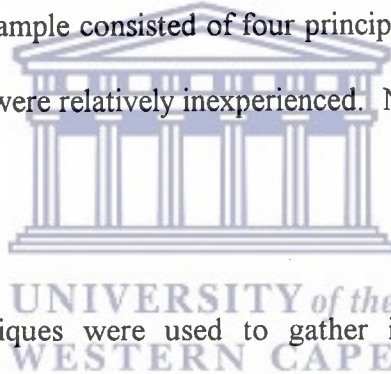
All the respondents were observed interacting with pupils, staff members and parents, and on occasions with department officials and the public. So although a weakness of this technique is that sometimes very little interaction with others may occur, this was not the case in this study.



Each of the above techniques not only provides a different aspect of effective primary school management, they also encompass different attributes. The interview concerns mainly the attitudes and beliefs of the respondents. The respondents have little control over the questions. However, the respondents have almost total control over what they write in the diary. The diaries deal with behaviour as interpreted by the respondents. Direct observation is interpretation of the respondents’ behaviour and actions by the researcher. Although the researcher is an intrusion, and the situation is somewhat artificial, the respondents did not know what was being observed. This means that they were largely unable

to modify their behaviour because they are unaware of what was being observed. These different techniques jointly provide greater insight to effective primary school management than a single technique would have offered.

The study uses an anti-positivist approach because it is interested in determining how individual principals manage their schools rather than establishing universal norms of primary school management. A purposive sampling method allowed the researcher to 'handpick the cases to be included in the sample' (Cohen and Manion, 1995, p. 89). The sample consisted of four principals - two males and two females. The principals were relatively inexperienced. None had more than five years' experience.



Four data collection techniques were used to gather information. These techniques included the questionnaire, the semi-structured interview, the diary and direct observation. With the exception of one interview, all the other data were collected at the schools.

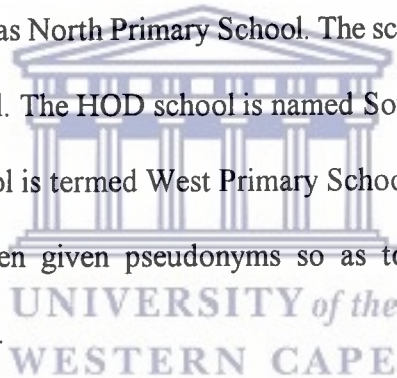
The following chapter helps to contextualise the study.

Chapter 4

Contextualising the study

4.1. Introduction

Each of the four primary schools in the study was previously controlled by either the Departments of Education and Culture of HOA, HOR, or HOD. To ensure that the schools remain anonymous, the schools' representing HOA was a Model C school and it is referred to as North Primary School. The school from the DET, is called East Primary School. The HOD school is named South Primary School and from the HOR, the school is termed West Primary School. The principals of these schools have also been given pseudonyms so as to ensure that their identities remain confidential.

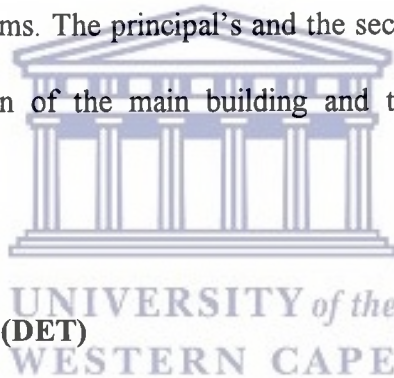


4.1.1. North Primary School (HOA)

Charles is principal of North Primary. He is married and falls into the age category 41 - 45 years. He has 16 years teaching experience in the senior primary phase and is well qualified. He has a BA. degree, a teaching diploma and two post graduate degrees. Charles has taught at two schools in his career thus far. He was head of department for five years at North Primary before becoming principal and this is his third year as a principal. The school comprises of 491 pupils and 15

fulltime teachers, three of whom are employed by the governing body. The grade ranges from Grade 0 to Grade 7. The school also has two secretaries, one employed and paid for by the WCED, and the other employed and paid by the governing body and employed on a part-time basis and functions mainly as a bursar.

The school building is a large multi-storey building and is well-maintained. The classrooms are large and well ventilated. The administration section of the school is separate from the classrooms. The principal's and the secretaries' offices are in the administrative section of the main building and they are not easily distracted by pupil activities.

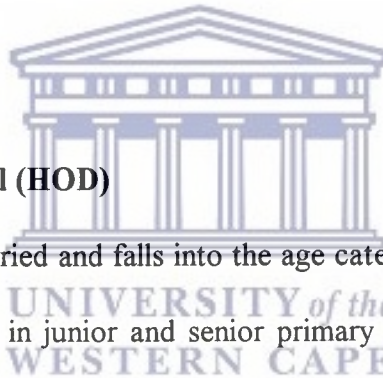


4.1.2. East Primary School (DET)

Thobeka is the principal of East Primary. She is divorced and falls into the age category 41 - 45 years. She has 25 years teaching experience most of which was spent in the junior primary. Thobeka holds a primary teaching certificate and a BA. degree. She is newly appointed (Jan. 1997) and has been at the same school for all of her teaching years. She was head of the department at the school for a number of years. There are 684 pupils attending the school and the teaching staff consists of 16 teachers. The grades range from Grade 1 to Grade 7. From April 1997, the WCED has appointed a full-time secretary to the school.

The school building is made up of a number of low, single storey buildings. The classrooms are small. A partition dividing two end classrooms can be opened and this can act as a tiny hall. The administration section contains the principal's and secretary's offices and the staffroom.

The deputy principalship is currently in dispute. The school governing body has recommended a teacher from another as their first choice as deputy principal. An applicant from East Primary has contested the governing body's decision. The dispute is being investigated.



4.1.3. South Primary School (HOD)

Afroz is principal. She is married and falls into the age category 46 - 50 years. She has 17 years experience in junior and senior primary combined. Afroz is newly appointed (Jan. 1997) and this is her first year at South Primary. She has only had a year's experience as a head of department at a previous school. She holds a higher primary diploma and has taught at seven different schools in different provinces in RSA.

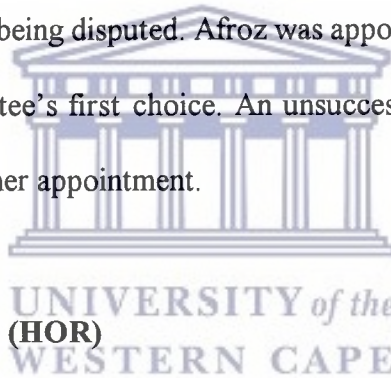
There are 561 pupils attending the school and the teaching staff consists of 17 teachers. The school grades range from Grade 1 to Grade 6. The school is overstaffed by two teachers, according to the national teacher-pupil norms. The

school also has a full time secretary who is employed and paid for by the WCED.

The school building is made up of a number of single storey buildings with sheltered walkways linking the buildings. The school is neat and well-maintained.

The administration building is separated from classes and the principal, deputy and secretary have their own offices. They are not easily distracted by classroom activities.

The principalship is currently being disputed. Afroz was appointed by the WCED because she was the committee's first choice. An unsuccessful applicant from South Primary is contesting her appointment.

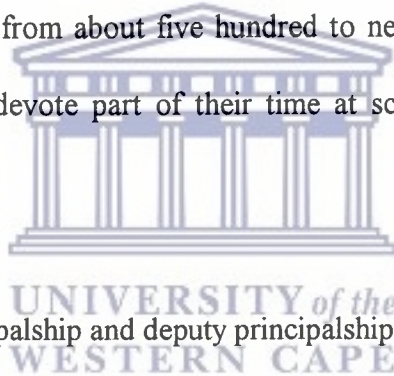


4.1.4. West Primary School (HOR)

Joe, the principal, is married and falls into the age category 36 - 40 years. He has 13 years experience in the senior primary. He holds two diplomas, a primary school diploma and a school librarian diploma, and has taught at two primary schools. He was a head of department at West Primary for five years and this is his fourth year as principal. The school has 487 pupils and 15 teachers. The school grades range from Grades 0 to Grade 7. According to the national department's teacher-pupil norms, the school has two teachers in excess. The school has one part-time secretary who is employed and paid by the WCED.

The school building is a double storey building and it has recently been renovated. The classrooms are relatively small. The principal's office is situated at the base of the staircase. Certain classes are forced to pass the office en route to their classrooms. The secretary has work space below the staircase and also uses the principal's office at times.

The brief descriptions of the schools and the principals help to contextualise the study. Each of the principals has to manage a similar number of teachers although the number of pupils varies from about five hundred to nearly seven hundred pupils. The principals also devote part of their time at school to do subject teaching.



Disputes involving the principalship and deputy principalship have been declared at the South and East Primary where females are principals. Both these inexperienced principals have to manage the schools knowing that there are staff members dissatisfied with the schools' management decisions regarding promotion posts and that there is a possibility that status quo may change should the dispute be upheld. These factors may impact on the way these principals manage the schools.

The analysis which follows is based on the role of principal as manager-leader.

Chapter 5

Processing the information

5.1. Introduction

This chapter deals with the analysis of the collected data. Each of the five indicators of effective primary school management is analysed separately using data obtained from the interviews, the diaries and the direct observation periods.

5.2. Principalship and Gender

The first question that was asked to each of the principals in the first interview (INT.1) was whether they had always wanted to be principal. The question was asked to determine whether the respondents had consciously worked towards the principalship since becoming a teacher. Charles and Joe reported that it had always been their ambition and they had consciously pursued their ambitions. Thobeka and Afroz said they applied for the principalship because they were encouraged to do so and were pleasantly surprised when their applications were successful.

In the past, few females were appointed as principals in the primary school, although females were in the majority (Christie, 1994). However, in line with the

'new' principals that govern the new South Africa democracy, gender preference has been abolished and individuals can no longer be discriminated against on the ground of gender.

There has always been scope for males as principals. Most school principals were male such that there was an abundance of role models for males aspiring to be principals. Joe states that four members in their family were principals (J- INT. 1) and there is a strong likelihood that this influenced not only his choice of career but also helped to shape his ambition.

Females in the teaching profession were at a distinct disadvantage. Firstly, there was a lack of female principals as role models, and secondly, there was limited scope for females as principals. These factors could have curtailed the ambitions of females in the teaching profession.

Afroz reports that the female in the Indian culture is still seen as subservient to the male. She notes that the school still receives phone calls asking to speak with the principal and that the callers are surprised to learn that the principal is female (A- INT. 2). This implies that callers perceive the principal of an Indian school to be male.

Afroz also states that she feels that a male principal (at that school) would ‘have been treated differently’ (A- INT. 1). This suggests that the male principal’s authority would have been more easily accepted. It needs to be noted that this is the first time a female has been appointed to the principalship at this school and that the appointee came from another school. The fact that Afroz is new to the school and female, combined with the customary status of Indian women, could explain why Afroz feels that a male principal would have been treated differently.

Thobeka states that being a female principal has its advantages because females have ‘empathetic ways of doing things’ (T- INT. 1). It is interesting to note that Afroz also uses the word ‘empathise’ to denote her way of dealing with people (A- INT. 1). Neither of the males (Charles or Joe) used this concept. According to Jirasinghe and Lyons (1996, p.50) the ‘ability to be empathetic’ is an important quality for head teachers to exhibit. To Thobeka, the ability to be empathetic is innate to females and this is an advantage to them in leadership positions (T- INT.1).

5.3.1. Goals and Objectives

Three principals claimed that they saw the chief goal of their school as revolving around the ‘**community**’ (A, C & J- INT. 1). The respondents used ‘community’ to denote the people living or working within the vicinity or the school.

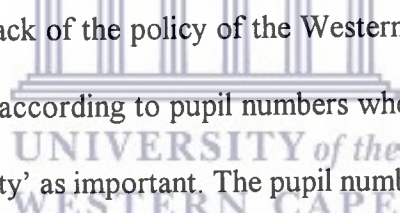
Afroz indicated that she wished to stop the flow of pupils from the area to other schools and in order to do that she needed to make the school 'more attractive to the community' (A- INT. 1). She claims that children from the area are being attracted to other schools outside of the area. Afroz has identified possible reasons for this and has planned a strategy to improve the image of the school. Her objectives in the short term are to upgrade sport facilities, institute action - cricket, and introduce computer and Madressa classes (A- INT. 1). Afroz has only been in the post for a few months and already she has instituted a plan of action that she thinks will improve the image of the school.

Joe, at West Primary, wants the community to be 'proud of the school' (J- INT.1). He wishes to use the school for the 'upliftment of the ... community', not only academically but also culturally and through sporting activities. He notes that 'the goal of the school is to be community based' (J- INT.1).

Charles claims that their chief goal is to become a 'community school' (C- INT.1). He states that they intend to provide the 'community what it requires' and to ensure that the children are getting the 'best education possible' (C- INT.1). The school provides certificates and gold stickers to pupils and a free end-of year - lunch for teachers as incentives to motivate them to attain prioritised goals.

One of North Primary's short term objectives is that the school be made more accessible to the broader community so that it can be used for community affairs, such as hosting public meetings, parent support groups, and police forum meetings (C- INT.1). Charles says that the school has a public relations

committee whose duty it is to promote the image and use of the school (C- INT. 1). The goal of being a community school has been operationalised by two directed activities - a public relations committee has been established, and activities that the school will sponsor have been identified.



It is important not to lose track of the policy of the Western Cape Educational Department to fund schools according to pupil numbers when considering why schools regard the 'community' as important. The pupil numbers directly impact on the monetary allocation of the schools. Thus the more pupils attend the school, the bigger the monetary allocation. The turn to community could thus relate to the new funding formula that emphasises school's enrolment figures as a basis for calculating the state subsidy.

The fourth school, East Primary, saw their chief goal as providing their pupils with 'life skills' (T- INT.1). The school is currently embarking on a programme with St. John's Ambulance to teach the pupils first-aid skills.

Thobeka is also aware that pupils from the area are leaving the school to attend 'white schools or so - called coloured school' (T- INT.2). She has identified the different curricula that were followed by these schools as being the major drawcard. She is now of the opinion that because all schools are presently following the same 'syllabus', parents need not 'waste money' by sending their children to 'these schools' (T- INT. 2). Thobeka has prioritised the improvement in the standard of education as an important objective, and she has subsequently held a few workshops to empower the teachers to deliver a high quality of education (T- INT.1). She is aware that the school's lack of facilities is also a discouraging force but she has prioritised the quality of education.

She knows that the parents are poor and not well educated and she intends to use the school to educate them 'as what is going on in the schools' (T- INT.1). This includes the current developments like the establishment, powers and duties of a governing council. To achieve this objective, Thobeka has held a parents meeting to discuss the election of a governing council.

All the principals showed concern that the parents were not sending their children to or utilising the 'community' or local schools and subsequently embarked on different courses of action to promote their schools. Afroz intends to improve facilities and has begun fund-raising (A- INT. 1), Thobaka hopes to better the

quality of education and has embarked on workshops for the teachers. She has also arranged meetings to help educate parents (T- Int. 1). Charles has instituted a public relations committee and decided to sponsor certain community activities (C- INT.1)> Joe did not indicate how he has or intends to operationalise this goal.

Each of the principals saw a symbiotic relationship developing between the school and the broader community where the school will positively influence the community and the community will, in turn, make full use of the school.

It is interesting to note, that although each of the schools is situated in different residential areas, had previously been controlled by different education departments and were subjected to different per capita funding, they have similar goals. They saw the need for the community to utilise the school's services hence the need to make themselves more attractive to the community.

In summary, both the male and female principals saw the community as an important catalyst to the success of their schools.

5.3.2. Leadership

All the principals agree that their styles of **leadership** involve **consultation** with their staff and allowing for greater participation in staff related issues. Three of the principals - Charles, Thobeka and Afroz - used the word 'democratic' to

describe and to elaborate on their leadership style (C-, T-, & A- INT. 1). Thobeka describes democratic as 'one where everybody's views are entertained if it is productive and constructive' (T- INT. 1). It appears as though included in this description is the implementation of majority decisions. The other principals used it in a similar vein. The principals adopted this style of management to enable the to manage the schools more effectively. This leadership style is similar to the one Jones (1987) refer to as 'organic' and Karodia et al (1995) describe as 'participatory'.

Charles is the only principal who stated that he uses a variety of styles depending on the circumstances, and he also uses different styles for different teachers depending on the teacher's development. He asserts that he is effective when the style he uses is appropriate for the situation and the person/s concerned.

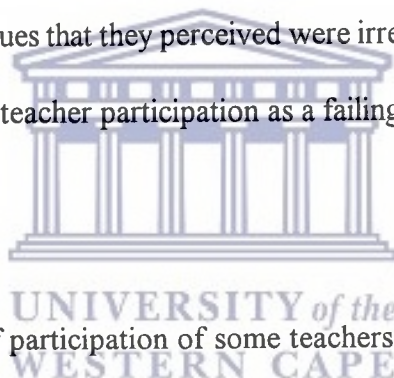
Thobeka, Afroz and Joe tend to use one style predominantly, irrespective of the person or the circumstance. Thobeka states that if the majority of the staff elected to go in a particular direction, for example change the starting time of school (T- INT. 1), then this decision would be implemented. The influence is that both pupils and parents will have to accept this decision. Afroz states that she consciously moves away from the idea of principal as 'autocrat' or principal as 'the boss' by allowing for teacher participation even where she could simply

make a ruling (A- INT. 1). She cites the instance where she could have used her authority to combine classes and instead chose to allow the staff to decide. Afroz feels that greater staff participation can lead to effective school management hence she grants teachers the opportunity to participate in school matters.

Joe says that he wants to move away from a 'principal - dominated school' (J- INT. 1). He prefers to be 'open' and aware of the importance of 'the confidentiality aspect' of his job (J- INT.1). Joe uses strategies, such as openness, transparency and consultation, to manage the school more effectively. Presently, a deputy principal post has been created at East Primary. The establishment of the new post has impacted on the management of the school as Thobeka is unclear which management tasks she is supposed to be responsible for, and which tasks the deputy must see to. Her dilemma is highlighted when note that she is 'not clear where this body's job (referring to herself) is supposed to end and this one (the deputy) start' (T- INT.1).

In the absence of job descriptions, Thobeka has used her colleagues as resources to establish the duties and functions of the deputy principal (T- INT.1). She realises that for her to be an effective leader she needs to know the duties and functions of each member of the management team so that unnecessary duplication of duties and functions does not occur.

Charles and Joe assert that some teachers prefer not to be involved in the decision-making process and favour decisions to be taken for them (C- & J-INT.2). They claim that the reasons for this can be historical as teachers have grown accustomed to being told what to do, they have low confidence levels and thus avoid making inputs, and others may not wish to take the responsibility for their actions. In the past, many teachers have not been afforded the opportunity to be part of the decision-making process and hence may find the process time-consuming and labourious. Teachers may also have grown apathetic because they may have been involved in issues that they perceived were irrelevant to them, and some may even have viewed teacher participation as a failing on the principal to take decisions.

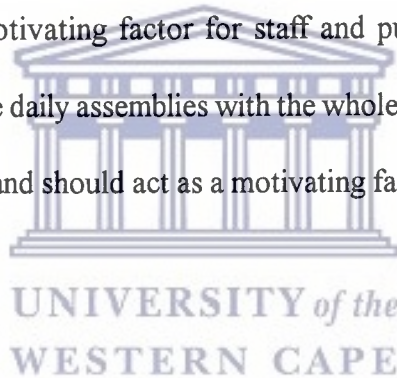


However, despite the lack of participation of some teachers, the four principals argue the need to empower the staff through consultation and participation in most staff related issues.

The principals agreed that their effectiveness could be enhanced if they spent less time in the office and more time physically interacting with the staff and pupils in an informal way (A-, C-, J- & T- INT.2). Joe noted that a better response could be received from teachers when principals, through their interaction, show what is expected by setting a good example.

Joe does duty in the quad after the bell had rung for the start of school, intervals, and end of school (D- DO). Doing quad duty shows the staff and pupils that he is concerned with the daily operations for the school and it also affords him the opportunity to monitor which staff members (if any) are not doing prescribed duties such as stair duty. Here Joe's actions are effective as it acts as a motivation factor and as a deterrent.

Thobeka argues that the principal must be **seen** as one who likes the job and this she believes can act as a motivating factor for staff and pupils. Thus she has chosen to conduct most of the daily assemblies with the whole school because she believes that her actions can and should act as a motivating factor to the staff and pupils (T- DO.).



Charles says that it is very important for the pupils and staff to 'see' him in the variety of roles that he performs (C- INT.2). Charles goes to greet the Junior Primary pupils daily after the bell has rung for the commencement of school and before the pupils go to their classrooms (C- DO.). He also visits their classes bimonthly to praise and to pin gold stickers on the shirts of those pupils who have contributed positively to the class. Senior primary school pupils who qualify for merit certificates receive them at the assemblies. According to Rutter et al (1979, p. 124) praise for good behaviour and good work by commencing individual

children in assemblies is associated with better pupil behaviour and according to this, Charles' actions can be deemed to be effective.

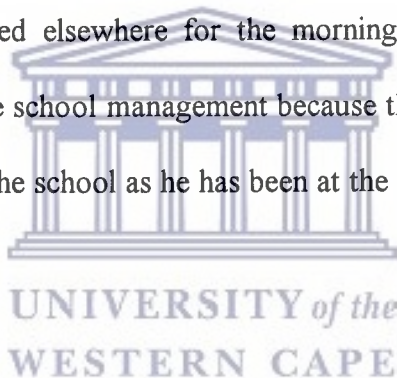
Afroz also regards physical interaction with staff and pupils as very important. She says that she sometimes 'pop in to say hello to a class or teacher that (she) hadn't spoken to for a long time'. She states that this may on occasion be seen as 'disruptive' (A- INT.2). But she maintains that this action strengthens her position as principal as it demonstrates concern for both pupils and teachers.

In the past most primary school principals spent the greater part of their time in their offices. However, the above principals feel that they can be more effective if they spend time physically interacting with staff and pupils. The principals agree with Bennet (1988) that they can be more effective if they were **seen** around the school.

Joe believes that he is far more competent as a leader when he shares information and consults with the deputy principal and consequently they meet daily at 09h00. This informal meeting lasts about 10 minutes. Joe has built this daily meeting into his timetable so that he could keep the deputy informed of pertinent school events (J- DO.).

Charles and the senior head of department were observed discussing the discipline meted out to a boy in the senior primary after the boy's parent had telephoned (C- DO). Charles demonstrated his effectiveness as a principal by conducting a swift and thorough investigation and informing the parent of his findings later that day.

Afroz frequently confers with the deputy principal on an informal basis. The two were observed informally discussing internal class arrangements of a teacher whose services were required elsewhere for the morning (A- DO.). These discussions promote effective school management because the deputy principal is familiar with the ethos of the school as he has been at the school for a longer period.

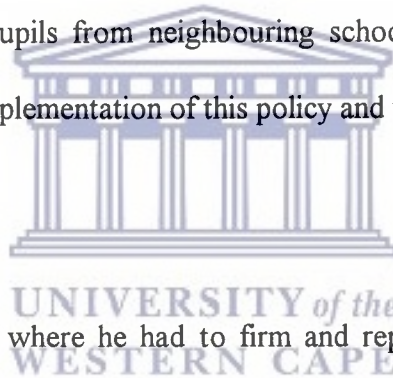


Thobeka, the circuit manager, and a teacher were observed discussing issues concerning the dispute involving the deputyship of the school (T- DO & T- DI). Thobeka ensured that the teacher clearly understood what was required of her as they continued the discussion after the circuit manager left. She also offered to discuss the issue with the teacher after school should she desire it.

The observation periods substantiate the principals' leadership style as consultative. These consulting sessions took place informally. During the

observation periods, the writer noted that the principals liaised with senior staff personnel specifically because they believed that the senior personnel's contributions would help to make the management of the school more effective.

Joe stated that one of his strongest assets as a principal and leader is **'being firm'** (J- INT.1). This he demonstrated by refusing to accept a pupil from a neighbouring school even though the parent threatened to report the matter to the WCED (C- DI.). According to Joe, West Primary has an unwritten policy that forbids the acceptance of pupils from neighbouring schools without a valid excuse. He was firm in the implementation of this policy and was not intimidated by the parent's threats.

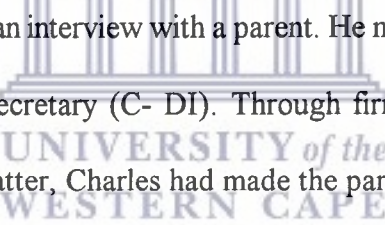


Joe also tells of an incident where he had to firmly reprimand one of the teachers who had not planned the lessons in advance (J- INT.2) although the teacher was aware of the practice. Joe notes that he could not overlook the issue as he has to be 'fair to everyone' and ensure that teachers know what is allowed and what is not allowed' (J- INT.1).

Afroz says that a teacher who had organised a three-day school excursion for her class decided on the morning of said field trip that she would not travel with the school transport as planned, and that she would only join the excursion much later

that afternoon. Afroz said that she was perplexed by the teacher's demeanour and had to be firm with the teacher to resolve the matter.

A parent, who had been summoned to the school because her child was not completing his work at home, told Afroz that she (Afroz) must be '**firm**' with the boy (A- DO.). The situation was rather ironic because the parents were actually asked to come to the school because they were not being firm with the boy at home as the work he had to complete at home was never done. Afroz set a date when she, the parent and the boy would discuss and try to resolve the issue.



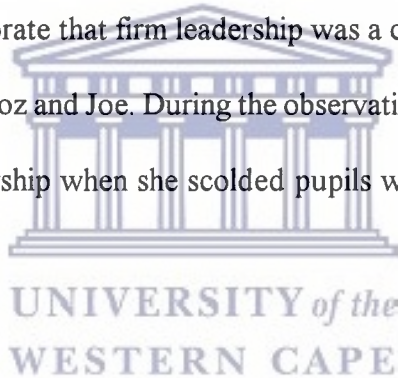
In his diary, Charles writes of an interview with a parent. He notes that the parent had an altercation with the secretary (C- DI). Through firm leadership and a commitment to resolve the matter, Charles had made the parent see the error of his ways and amicably settled the matter.

Afroz writes in her diary about a boy's parents who had contacted her and asked her to assist with the recovery of money that their son had stolen from his aunt. Afroz, in her capacity as principal and by being firm with the pupil, was able to retrieve most of the money and so settle the issue amicably.

It can be argued that when the authority of the principals is undermined by

teachers or pupils, or when teachers and pupils take advantage of the principals, the management of the school will suffer. Principals therefore need to be firm with they deal with their staff and wards. It is important that principals exert their authority when they feel that the actions of their staff or wards will impact negatively on the management of the school. By being 'firm', the principals exercise their authority such that they are able to ensure the effective management of schools.

The diaries helped to corroborate that firm leadership was a characteristic of the three principals - Charles, Afroz and Joe. During the observation period, Thobeka displayed signs of firm leadership when she scolded pupils who were not doing their work in class.



The above discussion has shown that both female and male principals exhibit similar leadership qualities. They prefer to 'consult' with the staff and allow for teacher participation rather than take autocratic decisions (A-, C-, J-, & J- INT. 1 and DO). They feel that this leadership style fosters effective primary school management. Joe and Charles state that consulting with staff members is not necessarily an easy task and they cite reasons for this (see p.64).

The principals are also in agreement that more personal interaction with pupils

and staff can enhance their effectiveness as principals (A-, C-, J-, &T- DO). All the principals displayed characteristics of firm leadership (A-, C- & J- DI and T- DO.). The quality of firm leadership helps the principals to manage the schools more effective.

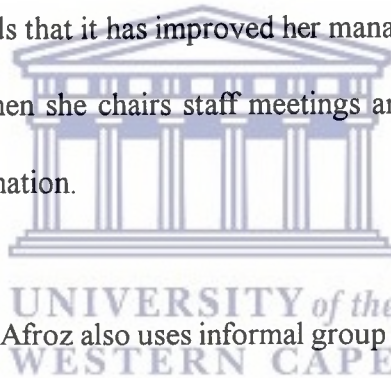
5.3.3. Communications

The principals are unanimous in their agreement that effective **communication** in schools is vital. Thobeka sees communication as a 'tool' that facilitates teamwork (T- INT. 1). She argues that the formation of cliques on the staff occurs when there is a breakdown in communication and this causes divisiveness. She states that she favours 'group communications' (T- INT1) - that is, addressing or exchanging ideas with the staff. This form of communication is advantageous as all members hear the same information at the same time and there is a less likelihood of 'privileged' information being given to a few.

Thobeka is of the opinion that interpersonal conflict that may exist on a staff can be lessened through effective communication and this in turn will lead to more effective school management. She also states that poor communication can divide a staff and this can militate against the effective management of the school.

One of the quickest ways of communicating with the whole staff is via the meetings. Thobeka says she only calls meetings when the need arises and only important decisions will be minuted.

Afroz has introduced weekly staff meetings because she sees communications as vital. She states that she learnt from a previous principal to 'sound out' people before a meeting and thus better prepared for the meeting as one got to know the 'feel of the staff' before commencement of the meeting (A- INT.). She has adopted this practice and finds that it has improved her management practices as she is far more confident when she chairs staff meetings and this allows for a more effective flow of information.



Besides these staff meetings, Afroz also uses informal group meetings when 'you need something specific done.... and you don't need to get the whole staff together...' (A- INT.). She cites as an example, getting the 'timetable guys' together to work on a change in the timetable. Afroz has a habit of writing down most issues so she keeps track of virtually all pertinent issues (A- DO).

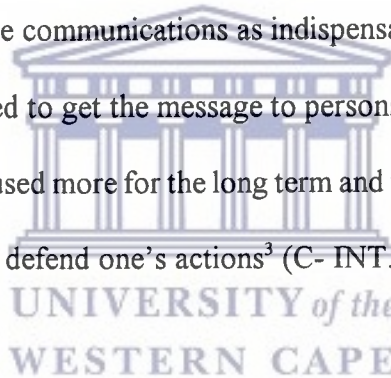
Joe sees communications as important and notes that 'having no communication is having no vision' (J- INT.1). He sees communication as an aid whereby 'the vision for a school' is verbalised and shared with the teachers, parents and pupils

(J- INT.1).

Joe says that he creates openings at parents' meetings where teachers, particularly the senior teachers, communicate directly with the large parent body (J- INT. 1).

Joe hopes that these opportunities will boost their confidence levels and also prepare them for senior management positions. He sees communicating with large parent groups an important task that augments effective school management.

Charles, too, regards effective communications as indispensable. He asserts that verbal communications is used to get the message to persons quickly. However, written communications are used more for the long term and for issues where one may, at a later stage, have to defend one's actions³ (C- INT.1).



Charles is the only principal who pointed to specifically two forms of communication - verbal (oral) and written. He states that his B. Ed. studies made him more aware of the forms of communications (C- INT. 1).

Charles says that he had recently received two messages from two different teachers. The one stated that too many 'verbal introductions' (oral) were being

³The Labour Relations Act, 1996, spells out procedures that need to be followed in the event of insubordination, misconduct or dismissal.

sent, and the other stated that too many 'written instructions' were being circularised (A- INT.). He had resolved to adopt a more balanced approach to the dissemination of message and memos and he hopes that management of the school will be more effective because of this practice.

During the observation period, the principals were observed communicating with different people. Most of the communications involved individuals or two persons. Only Thobeka was observed addressing a large group of adults.

At North Primary, Charles met with two professional adults who wished to hire the school hall for a few days to run seminars and workshops (C- DO). His approach to them was businesslike, assertive and very formal. Charles carefully spelled out the terms and negotiated the price. It was obvious that Charles had prepared himself well for the meeting.

Charles telephoned the circuit manager for additional information, after he had received departmental circular that affected the status of a staff member who was placed on the redeployment list (C- DO). Charles' tone to the circuit manager was warm, relaxed, friendly and personal.

After he had received the relevant information, he sent for the teacher concerned

and explained the details of the circular. Here again his tone was soft friendly and warm (C- DO). Charles demonstrated effective use of verbal communications. Not only did he plan his communications carefully, his tone of voice was appropriate and effective for the various occasions.

Joe was observed communicating with an itinerant remedial teacher (J- DO). His tone of voice was friendly, pleasant and professional. Later Joe had to address a builder who had come to effect repairs at the school. Joe, who usually speaks English, had to converse with the builder in Afrikaans as the builder felt more comfortable in that language (J- DO). The principal could communicate with the builder in Afrikaans because he was multilingual and thus a better relationship developed between the two. Good interpersonal relationships aid effective school management and Joe's willingness to speak with the builder in Afrikaans helped to build good relationships between him and the service provider.

At East Primary, most of the verbal communications to the staff members and pupils are done in Xhosa. During the observation periods, where there was conversation with staff members or pupils, Thobeka explained to the researcher in English what had transpired.

Thobeka was observed when she scolded two senior primary pupils (in Xhosa)

who had been sent to the office because they had not done their work (T- DO). Thobeka's tone of voice was loud and aggressive. She stood out of her seat and pointed her finger at the pupils while she spoke. Her tone of voice and her gestures displayed her disappointment with the pupils' actions and although the researcher could not understand the language, the message was quite clear. The pupils were sent to the principal because the teacher felt that the issue warranted a response from the highest authority in the school.

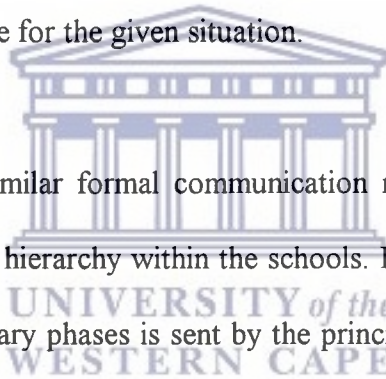
Although Xhosa is Thobeka's first language, she is equally conversant with English and also speaks Afrikaans (T- DO). Thobeka was asked to do the vote of thanks at the end of the launch of the St John's Programme (T- DO.). On this occasion, she was addressing a group of adults and she spoke in English. She was calm and collected when she walked up to address the group and she spoke clearly, forcefully and confidently (T- DO.) and it was clear that she had prepared herself for this task.

Thobeka communicates (written or oral) most frequently with the WCED in English. Her grasp of the languages enables her to communicate effectively with those she comes into contact with and this helps her to manage the school better.

Afroz had a meeting with a potential relief teacher who was going to be employed

by the governing body (C- DO.). The tone of the interview was warm, congenial and conversational rather than formal. Afroz had planned the interview and managed the process well.

The principals all have good command of English. Their tone of voice and their extensive vocabulary afford the ability to be effective communicators and this in turn enables them to manage their schools effectively. Both Thobeka and Joe spoke a second language (English and Afrikaans, respectively) which proved advantageous and appropriate for the given situation.



The schools all displayed similar formal communication networks and these networks seem to follow the hierarchy within the schools. Information specific to the Junior or Senior Primary phases is sent by the principal to the heads of department of these phases who in turn disseminate the information to the teachers (A-, C-, J- & T- DO). It is generally understood that feedback follows the same course (in reverse). This was very well illustrated at East Primary when a teacher could not console a pupil whose guardian had passed away. The teacher approached the senior primary guidance counsellor who in turn liaised with the principal to have the pupil referred for counselling at a nearby trauma centre (T-DI.). Badenhorst et al (1987) note that vertical formal communications are effective because role players know their part in the system.

The assembly is one of the quickest ways of communicating information to the whole school simultaneously and each of the schools uses this form of mass communication on a daily (T- DO.), weekly (C- INT. 1, A- INT.2) or at least quarterly basis (J- DO). The writer observed Joe and Thobeka each conducting a school assembly (J- & T- DO.). Both assemblies were brief, well-planned and only one major item was dealt with, thereby ensuring that the message was thus less likely to be forgotten. The above examples demonstrate how assemblies conducted at schools are used to foster effective primary school management.

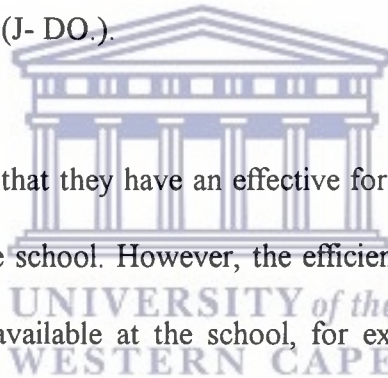
North and South Primary have mini-switch boards that allow Afroz's and Charles' secretaries to screen their telephone calls (A- & C- DO.). This allows them not to be disturbed while they are performing management tasks. These secretaries thus play an important role in the schools' communication network system.

Presently, East and West do not have this apparatus (J- & T- DO) and consequently Joe's and Thobeka's secretaries are unable to perform this service. Both Thobeka and Joe observed being interrupted by 'trivial' telephone inquiries and messages for teachers which could have been dealt with by the secretaries if the schools had access to this apparatus. It is also important to realise that additional telephonic equipment increases the monthly rental and schools may not

be in a position to afford this equipment.

North Primary is the only school in the study that had an intercom system (C-DO.). This apparatus simplifies communication between the office and the classes. The school building is multi-storied and this apparatus eliminates the need for a person to trudge from class to class with the messages.

Joe has also investigated the possibility of installing an intercom but the budget of 1997 does not allow for it (J- DO.).



The schools all demonstrate that they have an effective formal communication network operating within the school. However, the efficiency of the system is enhanced by the resources available at the school, for example an intercom system and a mini switch-board. It is interesting to note that North and South Primary were previously better funded than East and West Primary (cf. Race Relations Survey, 1993/1994) and this could explain why they have resources that the other two do not have.

Each principal acknowledges the important part played by parents in their child/ren's education process (A- DI., C- DI., J- INT.1 & T- INT.1). It is thus important for the school to have good communications with parents. However,

it appears as though principals mainly wrote letters to parents informing them only of their children's behaviour at school (A- , C- , J- & T- DI.). It was only Afroz who also informed the parents of the achievements of the pupils. This is done via a school circular sent out quarterly (A- INT.2).

Charles and Joe have introduced regular quarterly parent - teachers' meetings to provide both parents and teachers with a more intimate form of communication (C- & J- DO). These meetings can also afford the principals with opportunities to speak with the parents in connection the school's development and their part in it. Although Thobeka had held a meeting with the parents in connection with the governing body structure, by May, she and Afroz had not yet provided teachers and parents with the opportunity to meet face to face.



The principals unanimously agreed that good communications are vital for effective school management. The principals' interaction with staff members, parents and general public (A-, C-, J- & T- DO) confirmed this.

The schools were remarkably similar in their formal communication networks. These networks followed the lines of the school hierarchy and proved effective for the dissemination of information. The analysis suggests that disregarding or ignoring the school hierarchy can impact negatively on school management. This

was demonstrated at East Primary School when parents went directly to classes and verbally abused teachers (T- INT.). The incident could have been avoided if the principal had been consulted prior to the parents going to the class (see the section on Rules for further details).

Other important factors of effective communications that lead to effective school management are the principals' extensive vocabularies, multi-lingualism, the appropriate tone of voice and effective use of language.

5.3.4. Rules

A focus of this study is to investigate the principals' views and perceptions on the importance of **rules** for teachers and how these rules impact on the effective management of primary schools.

It is evident that there were vague sets of rules or guidelines for teachers prescribed by the ex-education departments (see for example H.O.R.'s Handbook for Principals, 1986). Nevertheless, some schools 'drafted' their own sets of rules within the education department's guidelines to provide their teachers with clearer understanding of what their schools expect of their teachers.

Thobeka says that rules for teachers 'are important'. She agrees with Karodia et

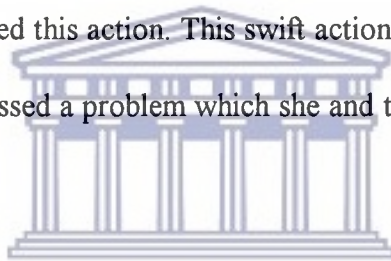
al (1995) that rules are vital for the effective functioning of the school as they govern and regulate the teachers' behaviour (T- INT. 1) and hence her job is made easier. But, she states that if the rules are to be adhered to, the rules 'must come from the teachers' (T- INT.1). She is of the opinion that when 'teachers make the rules themselves for themselves', they are more likely to observe them. She suggests that rules that emanate elsewhere are more likely to be resisted and this could effect the management of the school. She says that the staff has discussed rules for teachers but has not yet codified a specific set of rules.

She also argues that there should be school rules that regulate the parents' behaviour when they are visiting the schools as well. Thobeka cites instances where parents go directly to teachers' classes and verbally abuse them (T- INT.1). Such actions by parents could result in the loss of confidence in the school's authority.

These incidents impact on Thobeka's time and could be avoided if the school had rules governing the parents' behaviour when they visit the school. It is unclear why Thobeka has not introduced some plan of action to prevent this re-occurring. These rules could help to make her more effective as a manager, as parent, teachers and pupils could be spared the embarrassment associated with such actions. However, her inability to implement any a plan of action to prevent this

reoccurring must be seen as ineffective as she has not done anything to avert similar situations from happening in the future.

Afroz supports the argument that there must be rules regulating parents' actions at schools. She in turn mentions occasions where parents go directly to the class and bring pupils who may have been involved in some altercation, to the office (A- INT.1). Afroz has addressed the problem by sending letters to the parents indicating the school procedures that need to be observed when they visit the school. The teachers supported this action. This swift action is seen as effective as Afroz identified and addressed a problem which she and the staff consider to be anti-educational.



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Afroz considered rules for teachers to be very 'important.' She claims that 'if those rules are not in place administration would be very difficult' (A- INT.1). Afroz sees a positive relationship between rules and effective school management or 'administration'. She notes that the WCED has a general set of rules which she applies consistently. These include completing leave forms and noting late-coming of teachers (A- INT.1). However, she feels that rules specific to schools, like teachers assisting with 'scholars' patrol' (A- INT.1), need to be negotiated with the staff. Hence, she has had meetings with the staff regarding such a set of rules that the teachers have agreed to 'abide by' (A- INT.1). Afroz's actions are

judged to be effective although the rules have not yet been codified.

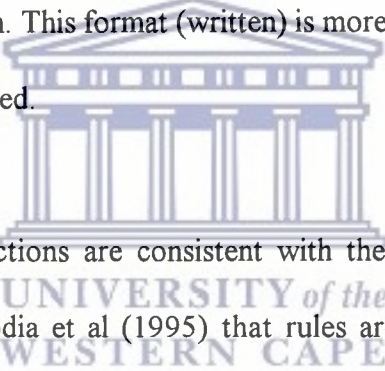
Joe notes that it is difficult to work in any organisation 'without any rules' (J-INT.1). He, like van der Westhuizen (1991) sees rules as helping to establish some form of order so that teachers will know that '(T)his is what is accepted - that is not accepted' (J-INT.1). Thus Joe sees rules as aiding effective primary school management as they define the norms of the school.

He states that the teachers' behaviour and actions at their school are regulated by a codified set of rules that the teachers drafted. Joe also believes that teachers are more likely to obey rules if they have had a hand in making them hence he granted them such an opportunity. The document has only been written this year and each teacher is issued with a copy which serves as a handbook. Joe believes that this document will make him an effective manager because the process in drawing up the document was democratic and the teachers will 'know exactly this is what the school is all about' and that 'This is what its intentions are' (J-INT.1).

North Primary, too, has a codified document which is given to each teacher. Charles notes that rules for teachers are very important. He states that school management is made easier when beginner teachers have a 'framework or set of guidelines around which they work' and 'the teachers are aware of the

boundaries - the areas of responsibilities' (C- INT.1).

During the observation period, the writer observed that most of the general school rules, such as the times for starting school and intervals (A-, C-, J-, & T- D) were consistently applied. This consistent application of the rules - whether from a formal document (as in the case of Charles and Joe) or written minutes from meetings (as in Thobeka and Afroz's cases) - is indicative that these schools are effectively managed. The principals also demonstrated the importance of having the rules in some written form. This format (written) is more permanent and can easily be referred to or accessed.



The principals' views and actions are consistent with the works of van der Westhuizen (1991) and Karodia et al (1995) that rules are necessary for the creation of order and smooth functioning of the school. The principals were also in agreement that teachers were more likely to obey rules if they had a hand in formulating them and for this reason staffs were given the opportunity to help draft the rules that govern and regulate their behaviour. These rules thus contribute to the effective management of the schools. While there was agreement that rules for teachers are important, Afroz and Thobeka also highlighted the necessity of having rules for parents.

5.3.5. Discipline

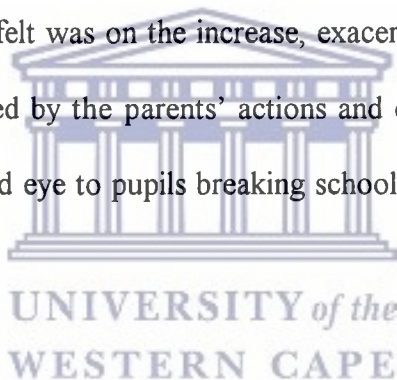
Charles states that their school is situated in an area where **discipline** is 'problematic' and at school, they have to work hard 'to stay on top it' and that it is 'constantly needing attention' (C- INT.1). The staff had just recently drafted a policy for pupils detailing the punishment in the event of the school rules not being adhered to. The staff believes that the implementation of this policy will help to improve the school discipline. The enactment of this policy is the responsibility of the senior head department.

The formulation of the policy and the delegation of its enactment to the senior head of department has freed the principal of this duty and he can thus pursue other school areas that need attention. Whereas the above policy concerns corrective action for a lack of discipline, the school balances this with a policy which rewards pupils for displaying good discipline in the form of praise, certificates and gold stickers (C- INT.1 & C- DO.). Charles notes that there has been a general improvement in school discipline since the two policies of punishment offenders and rewarding good discipline were implemented (C- DO.). Thus, it can be argued that Charles' actions are effective.

At West Primary, the staff has codified a set of school rules and punishment procedures for pupils as they were experiencing an increase in 'disciplinary

problem' J- INT.). Joe claims that pupil discipline at their school has deteriorated since the abolishment of corporal punishment (J- INT. 2) and the possibility exists that the code of conduct may be the school's response to it. This policy or 'disciplinary code of conduct' has been ratified by the parent body earlier this year (J- INT.2).

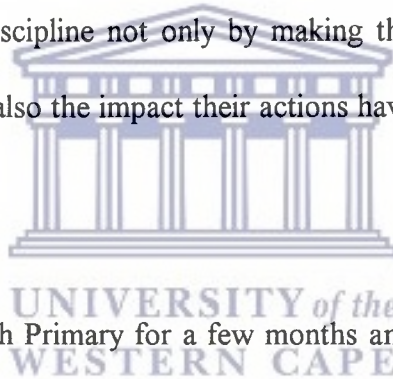
Joe states that in the past parents come to school to 'back their children' after the children had been disciplined at school (J- INT.2). He is of the opinion that this action by parents, which he felt was on the increase, exacerbated the problem. The teachers were intimidated by the parents' actions and cases had occurred where teachers turned a blind eye to pupils breaking school rules because they feared the parents' action.



The disciplinary code of conduct addressed the above problems. Joe notes that the advantage of having the document in 'black and white' is that there is consistency in the corrective measures. All the parents have been issued with copies of this document, hence his remark that the document could be used to 'back oneself up' (J- INT.2). Joe believes that the management of the school will be more effective once the document has been fully implemented.

Afroz divides the discipline at the school into two categories. The first being

‘disciplinary problems related to drugs or physical abuse’ which she claims she can handle confidentially and effectively at a management level (A- INT.1). The second one concerns the more general class discipline problems which are the responsibility of the teachers. Afroz argues that before teachers can implement discipline, they have to be ‘self-disciplined’ (A- INT.1). She says that teachers can’t discipline or reprimand the pupils if they are guilty of similar actions. She cites the example where teachers expect the pupils to be punctual but they are not. Afroz, thus equates class discipline with the self-discipline of the teachers. She tries to improve the staff discipline not only by making them aware of their actions on their classes, but also the impact their actions have on the rest of the school (A- INT.1).



Afroz has only been at South Primary for a few months and is still getting to know the teachers. She has noted that some teachers lacked self-discipline. She has assessed the situation and decided that the most effective way to deal with the problem is to speak with the teachers about it. One can thus regard her responses to the perceived management problem as effective.

Thobeka says that they ‘are blessed’ because they don’t have ‘out of hand disciplinary problems’ at the school (T- INT.1). At East Primary, two girls were sent to the office by the teacher for misbehaving in their class. They were scolded

by the principal for their actions (T- DO.). This incident would seem to indicate that at this school, the principal is still seen as the key agent of discipline and that teachers expect the principal to manage problems that they find too difficult to handle.

North and West Primary Schools have formulated documents to improve the pupil discipline because they perceive the discipline at their schools to be problematic. These schools are headed by the more experienced principals who are males. The documents are an attempt to ensure that the major role players, such as teachers, parents and pupils, are familiar with the schools' code of conduct. Joe and Charles saw the need to codify the set of rules to enhance the learning situation at their schools. The codification of these rules is an attempt to manage the disciplinary problems at these schools more effectively.

The female principals stated that they were not experiencing disciplinary problems at their schools. Both have also indicated that they are empathetic (A- & T- INT.1) and their approach to pupil management may be different from their male counterpart. At this point neither principal has drafted a code of conduct for their pupils. However, the SA Schools Act (1996, p.8) states that each public school must adopt a code of conduct for the learners and it may therefore just be a matter of time before Aforz and Thobeka codify the codes of conduct for their

schools.

The effectiveness of the principals with regard to ‘discipline’ needs to be gauged by their responses and actions to their perceived problem (if any). In the above instances, it could be argued that the four principals managed their disciplinary problems as effectively as they could.

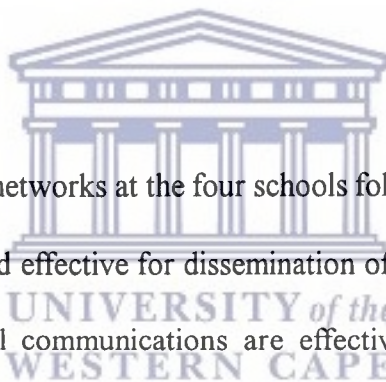
5.5. Conclusion

The principals stated that their chief **goal** is to be of service to the community. They did, however, operationalise their goals differently. The establishment of a public relations committee, training of pupils in first aid and specific fundraising campaigns are some of the strategies employed by the schools to operationalise their goals. The principals saw the schools’ relationship with the community as involving more than merely teaching the pupils.

The principals’ styles of **leadership** involve consultation with the staff. They also advocate a democratic approach to leadership and as they believe this will improve the effectiveness of the management of the school. This style differs from the old autocratic or top-down form of leadership. One principal did, however, state that he reserves the right to adopt an autocratic leadership style when he feels the occasion demands it.

The principals agreed that they could be more effective when they adopted a leadership style where they spent more time interacting with staff and pupils and less time in their offices. The principals did perform certain activities where they interacted with the staff and pupils.

Each of the principals saw positive relationships between effective **communication** and effective primary school management. One principal stated that effective communication promoted team-building while another linked it with the vision of the school.



The formal **communication** networks at the four schools followed the hierarchy of the schools and this proved effective for dissemination of information. It has also been noted that vertical communications are effective because the role players know their part in the system (Badenhorst et al, 1987).

The principals also used formal meetings, assemblies and informal gatherings effectively to distribute information and thus manage the schools better. Their command of the language and forceful use of gestures made them effective communicators. These factors contributed to effective primary school management.

Rules for teachers were considered to be important as they contributed to the effective managing of the school by regulating the teachers' behaviour. The rules helped make teachers know what is expected of them and more self-sufficient.

Teachers were granted the opportunity to help formulate the rules that are to govern them, as the principals are of the opinion that teachers are more likely to obey rules that they had a hand in drafting.

The principals noted the importance of applying the rules consistently to dispel and notion of bias which could be detrimental to the effective management of the schools. The need for a set of rules for parents was also highlighted.

The **discipline** of pupils is an important management task of principals. At two schools where the discipline was perceived to be problematic, disciplinary codes of conduct were drafted to try and improve the discipline. One of the two schools also rewards good behaviour of pupils in an attempt to improve the discipline.

At another school, the self-discipline of the teachers has been linked to the discipline of the pupils under their care. The principal has spoken with the teachers who have poor class discipline about improving this important aspect of their work. [The principals' actions can be regarded as effective because they

instituted strategies to try and overcome problems which could adversely impact on the effective management of the school.

From the above discussion, it can be noted that there are a number of similarities and differences in the manner in which the indicators are manifested in the four primary schools.



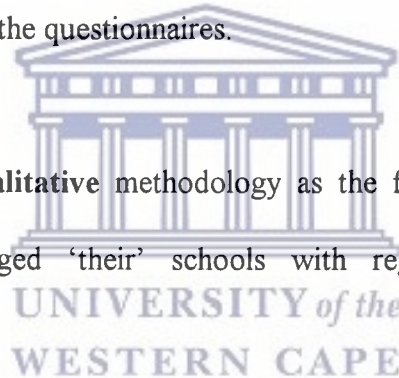
CHAPTER 6

Conclusion of Recommendations

6.1. Introduction

The study examined **effective primary school management** using five indicators that were drawn chiefly from the literature on the Effective School Movement and through responses from the questionnaires.

The study adopted the **qualitative** methodology as the focus was on how individual principals managed 'their' schools with regard to the five characteristics.



Four techniques of collecting data were used. These techniques are **questionnaires, semi- structured interviews, diaries and direct observation.**

A variety of techniques were selected to provide rich data.

A **purposive sample** of four principals, two males and two females, was chosen.

Other criteria used for selection were that each principal had to manage a **primary** school and that each of the four schools had to have been governed by

one of the former racial educational departments. The race of the principal of each of these schools also had to correspond with the 'old' racial classification of that school. The sample was selected from the Cape Town metropolitan region of the Western Cape.

6.2. Summary of Key Findings

Three principals stated that the chief **goal** of their schools involved serving the community. The fourth saw their chief goal as supplying the pupils with life skills. All four principals operationalised their chief goal using different short term objectives.

The principals of the disadvantaged schools were concerned that the pupils, living in the area surrounding the school, were attending schools outside of their area. These principals have analysed their schools' shortcomings and embarked on different sets of tactics to woo back pupils.

The principals can be seen as effective because they selected and concentrated on one chief goal. By choosing one chief goal, they ensure that they have a single focus to concentrate on or direction to work towards. The goal was then operationalised through various short term activities. Van der Westhuizen (1991) notes that these short term activities or objectives can be seen as quantifying the

selected goal. These short term activities are also important as they enable the principals to plan and assess the milestones required to achieve the selected goal. One principal did not indicate how he was going to operationalise or had already operationalised the chief goal.

The principals displayed similar styles of **leadership**. There was a conscious move away from the authoritarian and dictatorial style to a democratic one. Jones (1987) has also noted the progression of leadership styles, and the 'organic' style (see p.30) corresponds with the democratic style where leadership is shared. The principals saw the need to consult with the staff and allow more staff participation which according to Karodia et al (1995) is needed to facilitate the transformation of education in South Africa. The principals were more effective using this style because the decisions taken reflect what the majority of staff members agreed on, and these decisions were more acceptable to the staff than top-down directives.

One principal, however, stated that he does not confine himself to one style predominantly. He noted that he is effective when the style he uses is appropriate for both the teacher/s and the situation. Hersey and Blanchard (1993, p.130) note that 'when a leadership style is inappropriate for a given situation, it is termed ineffective'. Thus, according to Hersey and Blanchard (ibid.), Charles must be seen as more effective than the others as they tended to use only one style despite

the situation.

The principals confirmed Bennet's (1988) observation that they could be more effective when they adopted a style where they were visible. Each principal selected certain activities which they performed regularly. The actions of the principals were viewed as effective because they were leading by example and they were seen as integral members of the school.

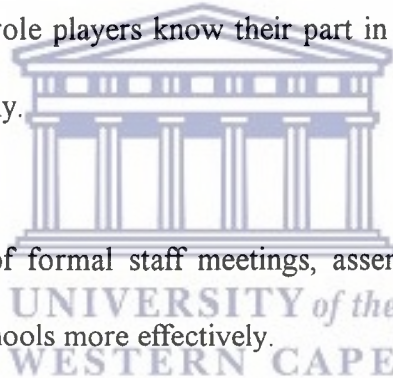
There were no obvious differences in leadership style between the male and the female principals. The males seemed more confident in their roles as principals and it was surmised that this was because they have had slightly more experience. The female principals described themselves as 'empathetic' but the writer was not at the schools sufficiently long to witness or to comment on this aspect.

There was also very little difference in leadership style among the different principals as relates to race. Possible reasons for this could be that the principals are all relatively 'new' as principals and they are contemporaries. The WCED has also grouped white, coloured, black and Indian schools together in the same circuits and held meetings and workshops on school management and leadership with these schools. This could help explain the similarity of leadership styles among principal. The SA Schools Act (1996, p.2) encourages 'the democratic

transformation of society' and this too may have inspired the democratic practices at schools.

The schools all displayed an effective formal **communication** network for the dissemination of information and messages. This network mainly follows the school hierarchy. Badenhorst et al (1987) have noted similar trends. The network is effective because messages and information reach the recipients quickly and efficiently. The vertical communication channels facilitate effective primary school management as the role players know their part in the system and can therefore access it more easily.

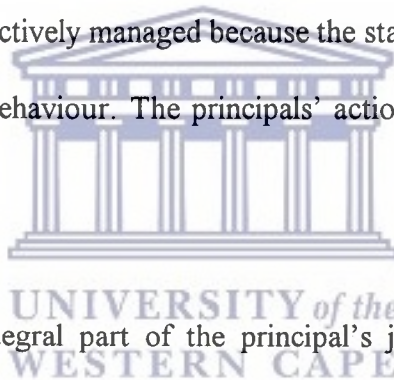
Optimal use is also made of formal staff meetings, assemblies and informal gatherings to manage the schools more effectively.



Resources such as typewriters, photocopiers, mini-switchboards and intercom systems help to facilitate the communication process at schools, but not all schools have access to them.

Karodia et al (1995) have observed that **rules** are vital for the effective functioning of schools. Schools that are effectively managed should therefore have rules that help them operate effectively.

The principals noted that rules for teachers lead to effective primary school management because they (rules) are required for the creation and maintenance of order in schools (Van der Westhuizen, 1991). All the principals asserted that teachers are more likely to obey rules when they had a hand in making them. They thus gave their staff the opportunity to discuss and formulate the rules which are govern and regulate the staff's own behaviour. The principals followed the steps noted by Hargreaves (1987)[see p.33]. At two schools these discussions culminated in formal documents being drafted. There is a strong possibility that the schools will be more effectively managed because the staff has been party to the rules that govern their behaviour. The principals' actions can therefore be regarded as effective.



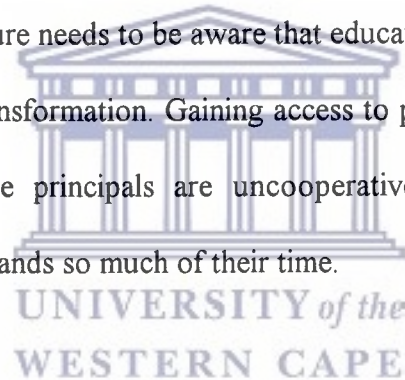
Pupil management is an integral part of the principal's job and poor pupil **discipline** militates against the effective management of school. Glover (1992) has already noted the importance of good discipline. At two schools, disciplinary codes of conduct for pupils were introduced to improve the discipline and promote effective school management. To these principals, there appears to be a strong interconnection among codified rules, discipline and the effective management of schools.

The study has shown how the five selected indicators of effective primary school

management are manifested at the schools studied and argues that the four principals managed their schools effectively according to these indicators. Principals who wish to improve on their primary school management practices need to heed the importance of these five indicators.

6.3. Recommendations

Any researcher wishing to pursue studies concerning effective primary school management in the near future needs to be aware that education in South Africa is currently in a state of transformation. Gaining access to primary schools can prove difficult not because principals are uncooperative but because the transformation process demands so much of their time.



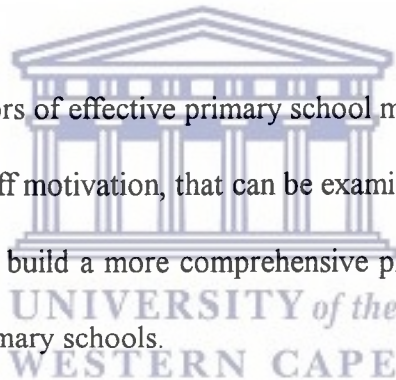
The principals in the above study are relatively inexperienced. Research needs to be conducted to determine how experienced primary school principals, that is principals with more than ten years experience, manage 'their' schools.

The above studies were conducted in an urban environment and similar studies can be conducted in a rural environment. Studies also need to be done at primary school with large establishments and pupils in excess of a thousand. These studies can then be compared and contrasted. The WCED can use these studies to

produce in- service training programmes to help inexperienced principals manage the schools more effectively.

Researchers opting to use direct observation as a form of data collection for the study of principals, should try to negotiate that the observations not to be confined merely to the office as this is not the only domain in which principals operate. In order to build up a more composite picture, researchers also need to observe principals outside of the office.

There are also other indicators of effective primary school management, such as conflict management and staff motivation, that can be examined. Research using other indicators can help to build a more comprehensive picture regarding the effective management of primary schools.



At national level, the Minister of Education can consider instituting a post-teaching diploma in school management (similar to a teaching diploma). These special diplomas could be made compulsory for higher office. These diplomas will at least ensure that principals have some knowledge of school management. Colleges of Education and universities can also include courses in their curriculum for trainee teachers on school management. These courses can provide the trainees with some basic ideas on how schools are managed and this could

help teachers decide whether they would like to make management of schools their careers.

The provincial education departments should provide all schools with job descriptions for each post within the school establishment. Knowing what is expected from each member in the management team can help principals manage the schools more effectively.

At local level, circuit managers can compile a list of retired principals who could help newly-appointed principals manage schools more effectively.

Principals and members of the management team need to be encouraged to conduct research into school management. Their research can then be made available to other principals in the form of a quarterly newsletter or circulars. This can help to improve the management of the schools and thereby improve the quality education.

Harper has noted that we still know relatively little about what actually happens in schools or how key actors carry out their roles (Jansen, 1995). It is hoped that this study has not only helped to shed more light on these issues, but that it will foster the effective management of primary school.

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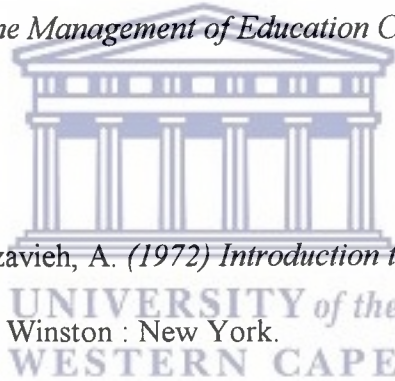
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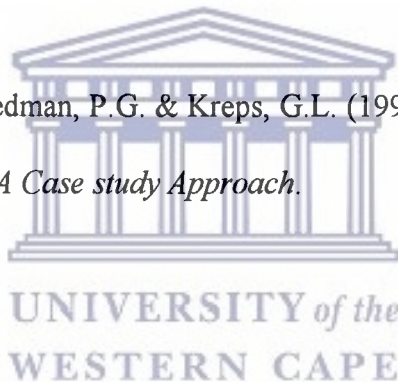
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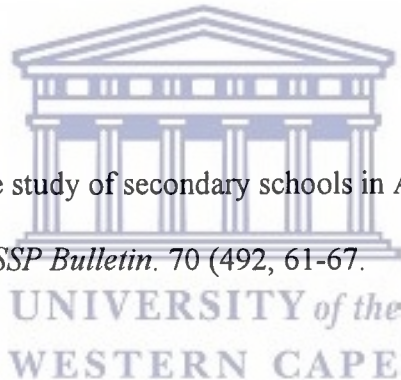
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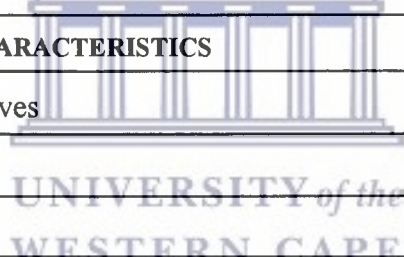
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Appendix A - Validating of Indicators of effective Primary School Management

KINDLY RANK THE FOLLOWING CHARACTERISTICS IN ORDER OF IMPORTANCE

Use numerical value 1 for the most important and 14 for the least. Fill in your answers in the right hand column.



CHARACTERISTICS	ANS.
A set of Goals and Objectives	
Communication	
Positive Parent Relations	
A system of Rules	
Regular Staff Meetings	
Collaborative Decision-making	
Quality leadership	
Staff Development Programme	
Continuous Monitoring and Evaluation of Activities	
Safe and Positive Environment	
Good Discipline	
Support for Teachers	
Motivation of Staff	

Appendix B - Initial Interview

Interview one - each respondent is asked the following set of questions

1. Did you always want to be a principal?
Did you want to be principal at this school?
2. What do you like most about you job?
3. What do you regard as the chief goals and objectives of 'your' school?
4. What do you dislike about your job?
5. Please describe your style of principalship/leadership.
(Traditional, participatory, directive, country club type)
6. It is said that in large organisations, good communications are vital. What do you think? Comment on your school's communication network.
(Formal and informal - the grape vine)
7. Who are your role models? Who do you admire in relation to school management?
8. Discipline at some schools are seen as problematic. What about your school?
(Pupils and teachers - getting to classes timeously, carrying out duties)

9. What do you think your strongest asset as a principal is?
10. What do you think is the most difficult thing to do?
11. How important do you think rules for teachers are?
12. Please rank the following : (typed on separate cards)
clear goals and objectives; firm leadership; effective communication ; a
system of rules and good discipline.
13. Do you wish to elaborate on any of the above questions or issues?
14. Are there any other aspects of school management that you would like to
comment on that have not been covered in the interview? (The role of
parents, support for teachers, motivation of staff, managing non-teaching
staff)



Appendix C - Diary

Dairy or Logbook

The purpose of this research diary is to shed light on specific aspects of Primary School Management. The information collected will be used by the researcher in a thesis that will lead to the completion of a degree - Master of Education.

All the information collected will be treated as CONFIDENTIAL.

Here follows the information collected for the completion of the diary.

1. The diary/logbook should be completed **daily** for at least **one** week.
2. **Two** entries of events that happened during school time have to be made for each day - one event that took place **before noon** and another that happened **after noon**.
3. The events or issues that are noted should pertain to the following :
Rules, Goals and Objectives, Leadership, discipline and Communication.
- 4 You can also **INCLUDE** any other event or issue you feel to be relevant.
5. Should any help or assistance be required, I can be contacted at the following telephone number :

Your Patience and co-operation are highly appreciated.

Sincerely

.....

Diary

Respondent.....

Day

Date.....

(Use one sheet for each day)

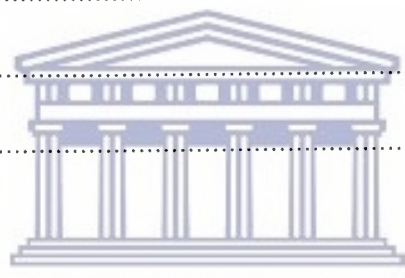
before noon

issue/event:.....

.....
.....

person/s involved:

.....
.....



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communique:.....

.....
.....

solutions/procedures.....

.....
.....

after noon

issue/event:.....

.....

.....

person/s inv:.....

.....

.....

communique:.....

.....

solutions/procedure:.....

.....

.....



Appendix D - Observation Schedule

Observation Schedule Respondent :

Day : Time : Date :

*** underline the observed behaviour; comment/s written in space provided

1. Clear Goals and Objectives

The principal is punctual . Always / Often / Sometimes / Never

.....
.....

The principal creates a good impression. Always / Often / Sometimes /

Never

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.....
.....

The principal is purposeful & direct. Always / Often / Sometimes / Never

.....
.....

The principal reminds staff of goals and objectives.

Always / Often / Sometimes /Never

.....
.....

The school has explicitly stated goals and objectives. Yes / No

.....
.....

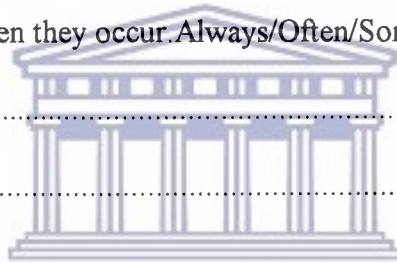
2. Firm Leadership

The principal is easily recognised as leader. Always/Often/Sometimes/Never

.....
.....

The principal settle conflicts when they occur. Always/Often/Sometimes/Never

.....
.....



The principal leads by example Always / Often / Sometimes / Never

.....
.....

The principal lets the staff know what is expected of them.

Always / Often / Sometimes / Never

.....
.....

The principal defers when decisions have to be made.

Always / Often / Sometimes / Never

.....
.....

The principal is firm. Always / Often / Sometimes / Never

.....
.....

The principal is participatory. Always / Often / Sometimes / Never

.....
.....

The principal is laissez faire. Always / Often / Sometimes / Never

.....
.....

The principal shares leadership. Always / Often / Sometimes / Never



.....
.....

3. Effective Communication

The principal greets and acknowledges greetings.

Always / Often / Sometimes / Never

.....
.....

The principal is a persuasive talker. Always / Often / Sometimes / Never

.....
.....

The principal is uses tone of voice effectively.

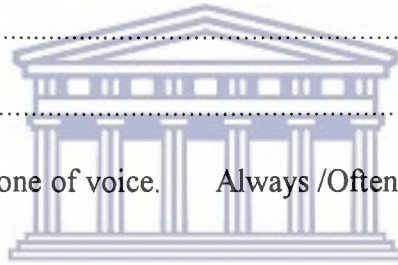
Always/Often/Sometimes/Never

.....
.....

The principal uses memos to inform staff. Always/Often/Sometimes/Never

.....
.....

The principals uses one tone of voice. Always /Often /Sometimes / Never



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.....
.....

The principal addresses the whole school during the term.

Always / Often /Sometimes / Never

.....
.....

The principal uses telephone effectively. Always/Often/Sometimes/Never

.....
.....

The principals allows for exchange ideas. Always/Often/Sometimes/Never

.....
.....
Most communications in telling mode. Always/Often/Sometimes/Never
.....
.....

4. A System of Rules

The school begins at a fixed time. Always/Often/Sometimes/Never

.....
.....
School ends at a fixed time. Always/often/Sometimes/Never



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.....
.....
The principal ensures the rules are followed.
Always/Often/Sometimes/Never
.....
.....

The principal reminds staff and pupils of rules.
Always/Often/Sometimes/Never
.....
.....

The principal applies the rules consistently.

Always/Often/Sometimes/Never

.....

.....

The principal makes exceptions to rules.

Always/Often/Sometimes/Never

.....

.....

5. Good Discipline

The principal deals with problems when they occur.

Always/Often/Sometimes/Never

.....

.....

Disciplinary problems are addressed in meetings.

Always/often/Sometimes/Never

.....

.....

The principal only handles problems that the teachers can't handle.

Always/Often/Sometimes/Never

.....

.....

The principal speaks with the teachers when the class discipline is lacking.

Always/Often/Sometimes/Never

.....
.....
The principal delegates certain responsibilities regarding discipline. (e.g. teachers' point duty, pupil misbehaviour. Always/Often/Sometimes/Never

The principal is a strict disciplinarian. Always/Often/Sometimes/Never

.....
.....
The principal is not interested in the school discipline.



Always/often/Sometimes/Never

.....
.....
The principal does not allow classes to be interrupted without a good reason.

Always/Often/Sometimes/Never

.....
.....
The principal allows certain teachers to take advantage of her/him.

Always/Often/Sometimes/Never

.....
.....
Additional Notes
.....
.....
.....
.....
.....
.....



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Appendix E - Concluding Interview

E.1. Interview Two - Each respondent is asked the following set of questions

1. Now that you have realised your ambitions of being principal, where do you go to from here? What are future ambitions?
2. The school is a place where persons with different interests work together. What do you do to encourage collective responsibility?
3. What qualities should a good principal exhibit?
4. How do you ensure that teachers are doing what they suppose to be doing in their classes?
5. What percentage of your time is spent on 1. Teaching 2. Instructional leadership and 3. Administration?
6. Could you rank these cards? If I said that it differed from the previous time, to what would you attribute this change?
7. Do you think that this research done at your school has benefitted you in any way? Have you become more reflective or participatory?

****** Each respondent was also asked to answer seven or eight other specific questions in addition to the above set of questions.