

TEACHER AND PUPIL PERCEPTIONS ON THE ROLE OF PRINCIPALS IN THE NEW EDUCATIONAL DISPENSATION IN SOUTH AFRICA

BY

SE10
RADE

NTOMBI GLADYS RADEBE

371. 201 2 RA

Submitted
in accordance with the requirements for
the degree of

MAGISTER EDUCATIONIS

in the Department of
Education

at

Vista University

Supervisor : Professor Dr HM Freeman



Welkom 1995

ONLY FOR USE IN THE LIBRARY
REFERENCE WORK



TEACHER AND PUPIL PERCEPTIONS ON THE ROLE OF PRINCIPALS IN THE NEW EDUCATIONAL DISPENSATION IN SOUTH AFRICA

BY

NTOMBI GLADYS RADEBE

Submitted
in accordance with the requirements for
the degree of

MAGISTER EDUCATIONIS

in the Department of

Education

at

Vista University

Supervisor : Professor Dr HM Freeman

Welkom 1995

DEDICATION

This study is dedicated to my deceased brother, Buti Tomeng David Radebe, who was shot dead on the night of 1 September 1995, 45 minutes after we had met. I will always remember his guidance, undying and uncompromising love to me. How I wish he was here to see the fruits and destination of his encouragement. I miss him a lot. May his soul rest in peace.

ACKNOWLEDGEMENTS

I wish to acknowledge the contributions of the following in the completion of this study:

The Almighty God, who gave me wisdom, guidance and everything possible to get me through my studies.

My mother, Kalafeni Eveline Radebe, for her constant and undying love, assistance, for the burning light she kept for me while I struggled with my study. She is always by my side. May God bless her.

Special acknowledgement and gratitude are due to my supervisor, Prof. H Freeman, Campus Director and lecturer in Education, Vista University Welkom, who even after the loss of her beloved husband, was willing to see me through my study. The expert guidance, unswerving assistance, friendly encouragement and consolation she gave me after I had lost my brother, needs to be appreciated and acknowledged. She is a shoulder to cry on, always my inspiration to go forth against all odds. I also wish to thank her for the assistance and intervention to get my study leave when I could not get it allocated. May the Almighty God be with her.

Mr Smart, Sociology lecturer, Vista University, Welkom for his guidance and assistance in word processing and statistical analysis.

My principal, Mr David Oupa Matshitse, Seqhobong Secondary School, Kutlwanong, Odendaalsrus, who provided literature, and also assisted in questions for the interviews.

Special thanks to the Area Manager, Welkom, Mr Masitsa for having given me a letter of approval to conduct the research in schools under his jurisdiction when no one would give it to me.

Acknowledgements are due to the primary and secondary schools that assisted in the completion of questionnaires and participation in interviews, for their ideas, support and enthusiasm.

Acknowledgements are made to Vista University, Welkom for permission to use the library and computer room.

Special thanks to Miss van der Linde, Vista University, Welkom for the professional typing of this dissertation.

DECLARATION

I hereby declare that:

TEACHER AND PUPIL PERCEPTIONS OF THE ROLE OF THE PRINCIPAL IN THE
NEW DISPENSATION IN SOUTH AFRICA

is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at any other university.

Ntombi Gladys Radebe

- a) TITLE: Teacher and pupil perceptions on the role of principals in the new educational dispensation in South Africa
- b) STUDENT: N G Radebe
- c) DEGREE: M.Ed
- d) DEPARTMENT: Education
- e) SUPERVISOR: Prof. Dr HM Freeman
- f) **SUMMARY**

The education system in South Africa is undergoing transitional change therefore the principal's role and perceptions concerning this role also become affected.

Traditionally principals managed schools without opposition from teachers and pupils because of authority and power vested on them by the Department of Education and Training. Presently this traditional role of the principal is contested by teachers and pupils to such an extent that principals are chased away from their schools.

In this study empirical research is employed in order to assess the perceptions that teachers and pupils have on the role of the principal. According to responses, the teachers as well as the pupils prefer an open, democratic principal.

The conclusion therefore is that the teachers and pupils' perceptions about the role of the principal have changed. They are not prepared to be passive any more and are demanding participation in management.

- a) TITEL: Teacher and pupil perceptions on the role of principals in the new educational dispensation in South Africa
- b) STUDENT: N G Radebe
- c) GRAAD: M.Ed
- d) DEPARTEMENT: Opvoedkunde
- e) STUDIE LEIER: Prof. Dr HM Freeman
- f) **OPSOMMING**

Die onderwysstelsel van Suid Afrika beleef tans 'n oorgangsfase wat die rol van 'n skoolhoof aanpas en die sienings van hierdie rol beïnvloed en verander.

Tradisioneel het skoolhoofde skole bestuur sonder die teenkanting van onderwysers en skoliere, omdat outoriteit en mag by hulle geplaas is deur die Departement van Onderwys en Opleiding. Huidiglik word hierdie tradisionele rol van die skoolhoofde teengestaan deur onderwysers en skoliere in so 'n mate dat skoolhoofde van skole weggejaag word.

Die impiriese navorsingsmetode word in hierdie studie gebruik om die sieninge wat onderwysers en skoliere het oor die rol van die skoolhoof, te beoordeel.

Die slotsom waartoe gekom is, is dat die sieninge wat onderwysers en skoliere het oor die rol van die skoolhoof, verander het. Hulle is nie meer bereid om passief te wees nie en eis deelnemende bestuur.

TABLE OF CONTENTS

	Page
DEDICATION	i
ACKNOWLEDGEMENTS	ii
DECLARATION	iv
SUMMARY	v
OPSOMMING	vi
 CHAPTER ONE	
INTRODUCTORY ORIENTATION	1
1.1 INTRODUCTION	1
1.2 ORIENTATION CONCERNING NEW DISPENSATION IN SOUTH AFRICA .	3
1.2.1 Educational change	4
1.2.2 Necessity of educational transformation	4
1.2.2.1 Pre-democratic era of education (1948-1976)	5
1.2.2.2 Pre-democratic era of education (1976-1994)	5
1.2.2.3 Democratic era	7
1.3 STATEMENT OF PROBLEM	9
1.4 AIMS OF RESEARCH	9
1.5 RESEARCH METHODOLOGY	10
1.5.1 Literature study	10
1.5.2 Empirical research	11

1.6	TERMINOLOGY	12
1.7	COURSE OF STUDY	12
1.8	CONCLUSION	13

CHAPTER 2

	THE ROLE OF THE PRINCIPAL AS THE MANAGER AND LEADER OF THE SCHOOL	14
2.1	INTRODUCTION	14
2.2	MANAGEMENT ROLE OF PRINCIPAL	15
2.3	LEADERSHIP ROLE OF THE PRINCIPAL	17
	2.3.1 Schools of thought on leadership	18
	2.3.1.1 House's path-goal theory of leadership	18
	2.3.1.2 The two-dimensional leadership theory	19
	2.3.1.3 Contingency theories of leadership	20
2.4	LEADERSHIP STYLES	24
2.5	INGREDIENTS OF LEADERSHIP	28
	2.5.1 Authority	29
	2.5.1.1 Types of authority	31
	2.5.1.2 Authority as practised by principals in the previous dispensation ..	33
	2.5.2 Power	34
	2.5.2.1 Types of power	35
	2.5.2.2 Traditional use of power held by the principal	38
2.6	DEMANDS MADE ON THE MODERN PRINCIPAL AS LEADER	40
	2.6.1 The dual role of principals	40
	2.6.2 Administrative demands made on the modern principal	41
	2.6.3 Principal's role in establishing school climate	43

2.6.3.1	Types of climate in organisations	45
2.6.4	Trust between principal and teachers	46
2.7	CONCLUSION	48
CHAPTER 3		
	DATA COLLECTION	50
3.1	INTRODUCTION	50
3.2	COLLECTION OF DATA	51
3.3	RESEARCH INSTRUMENTS	53
3.3.1	Questionnaires	53
3.3.1.1	Questionnaire A for group A	54
3.3.1.2	Questionnaire B for group B	56
3.3.1.3	Pre-testing	58
3.3.1.4	Distribution of questionnaires	58
3.3.2	Interviews	59
3.3.2.1	Reasons for selecting the interview	60
3.3.2.2	Conducting the interview	60
3.4	CONCLUSION	61
CHAPTER 4		
	ANALYSIS OF DATA	62
4.1	INTRODUCTION	62
4.2	SORTING DATA (CODING)	63
4.3	DATA PROCESSING	63

4.4	DATA ANALYSIS	63
4.4.1	Interpretation of Biographical Data	64
4.4.2	Interpretation of the general information about the management situation at schools	70
4.4.3	Interpretation of the teachers' views about the principal	92
4.4.4	Interpretation of the principal's view about teachers	101
4.4.5	Interpretation of pupils' responses	110
4.4.6	Interviews	120
4.4.7	Schools where the principals are present	125
4.4.8	Conclusion	126
4.4.9	Problems experienced by researcher	127

CHAPTER FIVE

	CONCLUSIONS AND RECOMMENDATIONS	129
5.1	INTRODUCTION	129
5.2	CONCLUSION	129
5.2.1	Conclusions derived from literature study.	129
5.2.1.1	Demands made on the modern principal.	130
5.2.1.2	Management role of the principal	130
5.2.1.3	Leadership role of the principal	130
5.2.2	Conclusions derived from questionnaires	132
5.2.3	Conclusions from interviews	136
5.3	SUMMARY	140
5.3.1	Introduction	140
5.3.2	Principal and teachers	140
5.3.3	Principal and change	141
5.3.4	Teachers' future expectations on the role of the principal	141
5.3.5	Discrepancies in questionnaires and interviews	141
5.4	RECOMMENDATIONS	143

5.5	RECOMMENDATIONS FOR FURTHER RESEARCH	144
	BIBLIOGRAPHY	146
	ATTACHMENT 1	152
	ATTACHMENT 2	153

LIST OF TABLES

	Page
Table 1	GENDER OF RESPONDENTS 64
Table 2	RANK OF THE RESPONDENTS 64
Table 3	AGE OF THE RESPONDENTS 65
Table 4	TEACHING EXPERIENCE OF THE RESPONDENTS 66
Table 5	EXPERIENCE AT THE PRESENT RANK 67
Table 6	EXPERIENCE AT THE PRESENT SCHOOL 68
Table 7	MEMBERSHIP OF TEACHER ORGANISATIONS 69
Table 8	BODY THAT GOVERNS SCHOOLS 70
Table 9	WHO CONTROLS THE SCHOOL? 71
Table 10	PRESENCE OF SRC 72
Table 11	INVOLVEMENT OF STUDENT REPRESENTATIVE COUNCIL 73
Table 12	NECESSITY OF STUDENT REPRESENTATIVE COUNCILS AT SCHOOL 73
Table 13	MORALE OF TEACHERS 74
Table 14	CO-OPERATION AMONG TEACHERS 75
Table 15	RESPONDENTS' KNOWLEDGE ABOUT WHAT HAPPENS AT SCHOOL 76
Table 16	ATTITUDE OF THE RESPONDENTS TOWARDS THE PRINCIPAL 76
Table 17	PRINCIPAL'S ATTITUDE TOWARDS TEACHERS 77
Table 18	ATTITUDE OF THE PUPILS TOWARDS THE PRINCIPAL 78
Table 19	ATTITUDE OF THE PRINCIPAL TOWARDS PUPILS 79
Table 20	ATTITUDE OF THE TEACHERS TOWARDS THE PUPILS 80
Table 21	ATTITUDE OF THE PUPILS TOWARDS TEACHERS 80
Table 22	PUPIL BEHAVIOUR 82
Table 23	EFFECTIVE EDUCATION 82
Table 24	STAFF MEETINGS 83
Table 25	CONTRIBUTION IN STAFF MEETINGS 84
Table 26	JOB SATISFACTION 85
Table 27	RESPONDENTS' CONDITIONS OF SERVICE 86
Table 28	MERIT AWARDS 86
Table 29	KNOWLEDGE ON AWARDING OF MERITS 87
Table 30	RESPONDENTS' PROMOTIONS 88

Table 31	WHEN ARE PROMOTIONS DONE?	88
Table 32	KNOWLEDGE OF PROMOTIONS	89
Table 33	TEACHERS' CLASS ATTENDANCE	90
Table 34	SUBJECT OFFERED FOR WHICH TEACHERS ARE NOT QUALIFIED	91
Table 35	NUMBER OF SUBJECTS TAUGHT	91
Table 36	PRINCIPAL'S OPEN DOOR POLICY	92
Table 37	PRINCIPAL AND CONFLICT SETTLEMENT	93
Table 38	FREE TO DISCUSS EDUCATIONAL PROBLEMS WITH PRINCIPAL	94
Table 39	WHO IS CONSULTED WITH EDUCATIONAL PROBLEMS?	95
Table 40	STAFF DEVELOPMENT ACTIVITIES ENCOURAGED BY PRINCIPAL	96
Table 41	PRINCIPAL ACCESSIBILITY ON INSTRUCTIONAL MATTERS	96
Table 42	PRINCIPAL'S ENCOURAGEMENT OF USE OF DIFFERENT TEACHING METHODS	97
Table 43	CLASSROOM OBSERVATIONS/VISITS BY PRINCIPAL	98
Table 44	FREQUENCY OF CLASS VISITS DONE	99
Table 45	EVALUATION OF TEACHERS' WORK	99
Table 46	FREQUENCY OF EVALUATION	100
Table 47	STAFF MEMBERS AND PREPARATION OF LESSONS	101
Table 48	MONITORING OF LESSON PREPARATION	102
Table 49	FREQUENCY OF MONITORING PREPARATION	102
Table 50	MONITORING OF LESSON PREPARATION	103
Table 51	CLASS VISITS BY PRINCIPAL	103
Table 52	EVALUATION OF TEACHERS' WORK	104
Table 53	FREQUENCY OF EVALUATING TEACHERS' WORK	105
Table 54	DISCUSSION OF EVALUATION RESULTS WITH TEACHERS	105
Table 55	PRINCIPAL'S PERCEPTION ON TEACHERS' RESPONSE TO EVALUATION	106
Table 56	SUBJECT AT SCHOOL OFFERED BY PRINCIPAL	107
Table 57	FREE TO DISCUSS INSTRUCTIONAL MATTERS WITH TEACHERS	107
Table 58	INVOLVEMENT OF STAFF IN INSTRUCTIONAL DECISIONS	108
Table 59	OPEN DOOR POLICY	109
Table 60	STUDENT REPRESENTATIVE COUNCIL'S PRESENCE	110
Table 61	THE ACTIVENESS OF STUDENT REPRESENTATIVE COUNCIL	111

Table 62	WHO CONTROLS THE SCHOOL?	112
Table 63	SCHOOL PROGRAMME	113
Table 64	TEACHERS ATTENDANCE OF CLASSES	113
Table 65	OCCURRENCE OF NON-ATTENDANCE	114
Table 66	THE PRINCIPAL'S REACTION TO TEACHERS' NON-ATTENDANCE OF CLASS	115
Table 67	WRITTEN WORK GIVEN BY TEACHERS	116
Table 68	AMOUNT OF WRITTEN WORK GIVEN	117
Table 69	FEEDBACK ON WRITTEN WORK	118
Table 70	CLASS VISITS	119
Table 71	CONSULTATION WHEN FACED WITH EDUCATIONAL PROBLEMS	119
Table 72	DESIRE TO LEAVE ONE SCHOOL FOR ANOTHER	120

LIST OF FIGURES

	Page
FIGURE 1 The structure of South African Education	7
FIGURE 2 Funnel-type Authority Structure	30
FIGURE 3 Attitude of pupils to teachers	81
FIGURE 4 Relationship between principal, teachers and pupils	135

CHAPTER ONE

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

The role of the principal in education generally and teaching in particular, has dramatically changed during the past decade. The modern principal faces a myriad external pressures and expectations, has to deal with conflict and stress and has to try to keep up with ever-increasing technological and social changes (Squelch and Lemmer 1994:8).

Traditionally the principal was considered a father figure at school who could instruct teachers and pupils on what to do, communication between the principal and his staff was top-down. Teachers and pupils were passive recipients who offered no opposition at all (Peters 1976:120).

However, in many schools today the principal is no longer respected and his authority is rejected by both teachers and pupils (Hartshorne 1992:313). This state of affairs is reflected by the ever-increasing strikes and sit-ins by teachers and pupils. The obvious and well-known fact is that the strikes, sit-ins and picketing do education much harm for it affects the smooth running and effectiveness of education in schools. There is a regular occurrence where teachers collectively bargain against the principal with the result that in many cases, the latter is forced to vacate his position (The Star 1993:6). Such practices by the teachers emanate from their dissatisfaction about the principal's management of the school and also because they are no longer prepared to be submissive to the principal. They feel that they have a right to challenge what was

previously taboo to them, for they regard themselves as workers and therefore have a right to strike (South African Democratic Teachers Union (SADTU) 1991:1).

The principal is governed by regulations from his employers (Department of Education and Training (DET) 1990:5). Some of these regulations are totally rejected by both the teachers and the pupils. The reason being that they feel oppressed by the Apartheid education and to them, the principal appears as a puppet of the department should he try to reason with them.

Due to these changes in South African schools a principal is forced to re-evaluate his role, because presently lines of battle are so sharply drawn that one is almost in the position of either being for or against teachers (Drake and Roe 1974:33). The principal finds himself in a predicament for he has to obey the rules of his employer, on the one hand and also take heed of the demands made on him by his staff, teachers' organisations, the community and the pupil organisations.

A principal who is highly autocratic and manages top-down, experiences opposition from the staff and pupils as they do no longer seem to identify with this form of management. Theron and Bothma (1990:131) maintain that in this top-down management, professional growth is arrested or retarded, and the growth of a school as an educational community is impeded. The laissez-faire type of principal on the other hand demoralises his staff and pupils to such an extent that no effective education can take place. If pupils and teachers are to do as they please without any regard for authority, then such a school does not qualify for existence. The most favoured principal seems to be one with a democratic leadership style (Glatter *et al* 1988:31). Such a principal is viewed as successful and effective in managing his school, effective teaching seems to take place in such a school. Democracy totally rejects a consistent top-down management but stresses co-operation between the principal and the staff in order to attain the collectively

accepted objectives (Wood et al 1985:61).

Co-operation can be achieved by the principal who takes into account that behaviour and attitude determine each other. He should thus adopt a positive attitude towards education participants especially the immediate teachers and pupils, in order to be both a successful and effective principal. It is through the principal's behaviour, attitude, conduct and competence that he becomes the source of the educational flux which flows through to the pupils, teachers, parents, community and educational policy (Theron and Bothma 1990:41). A successful principal becomes a surfer, skilled at riding the wave of change as it unfolds. Important to this concept of pattern rationality is the principal's concern with the effects of his actions (Sergiovanni 1991:48).

Educational leadership is a critical determinant of educational quality (Peters 1976:72). Therefore continuous management development is essential for a principal who may be regarded as the key educational leader. This study will set out to determine what the perceptions of teachers and pupils are concerning the role of the principal in the new educational dispensation in order to promote effective and successful education.

1.2 ORIENTATION CONCERNING NEW DISPENSATION IN SOUTH AFRICA

In order to comprehend educational change it is necessary to consider the context in which it occurs. South Africa has changed because of the handing over of power and control by the National Party (NP) to the National Unity Government headed by the African National Congress (ANC). The ANC's policy is to democratise and reconstruct an education system capable of delivering quality education to all citizens of South Africa (ANC 1994:5).

If the country changes it is undisputable that the education system will also. Therefore the next section will explain what educational change is all about.

1.2.1 Educational change

Educational transformation is understood in the light of the current political change undergone by the country. The historical development and change in the country has far-reaching implications for and impetus on the education system which was a contested area during the liberation struggle (Dekker and van Schalkwyk 1995:449) as a result the South African schools have in turn become sites of radical transformation (Squelch and Lemmer 1994:8). The latter fact has been evidenced by the crisis of 1976-77 Soweto riots and the school boycotts of 1980. In the light of such changes school principals are under increasing pressure to come to terms with these changes and challenges (Dean 1985:69).

Educational reform is also demonstrated by the educational struggles and resistance which have occurred over a long period of time (Kallaway 1984:19-20). Therefore the next section will outline these periods and assess whether educational transformation was necessary.

1.2.2 Necessity of educational transformation

The past aspects of South African education system should be addressed as they constitute the foundation of new developments. For the purpose of this study, the history of education in South Africa will not be detailed. The pre-democratic era commencing from 1948-1976 and 1976-1994 will be briefly discussed. The democratic era in contrast is better understood within the context of the events leading to it (Dekker and van

Schalkwyk 1995:449).

1.2.2.1 Pre-democratic era of education (1948-1976)

The pre-democratic era of education was the period of Apartheid education which was instituted by the NP when it came into power in 1948. This indicates that the political factor brought about a racially differentiated education system (Kallaway 1984:99-100). Bantu Education was formally introduced on 1 April 1955 and African Education was placed under separate authorities. In 1964 Coloured Education was placed under a government department and Indian Education followed in 1967 (Nkondo 1990:17-18). The period following the introduction of separate education witnessed an ever increasing resistance and hostility against this type of education (Mashamba and Narsing 1990:1).

1.2.2.2 Pre-democratic era of education (1976-1994)

The pupils' hostility to Bantu Education heightened in 1976. There were uprisings in Soweto because the pupils rejected Afrikaans as the medium of instruction in African schools. They ruled that Afrikaans be given equal footing with English (Dekker and van Schalkwyk 1995:457). After Soweto riots the pupils added a slogan 'Liberation now, Education later' and this led to a situation of little or no schooling in the country (Singh 1992:7). The school protest soon became a rejection of Bantu Education and later a rejection of apartheid (Christie 1990:10).

The changing political climate in the country in the seventies and eighties made teachers aware of their vulnerability in the struggle because they had been passive and

stagnant (National Teacher Unity Forum (NTUF) 1990:1). This was evidenced by some teachers' formation of National Education Union of South Africa (NEUSA) in 1980. It was committed to the liberation of all people from the oppression and exploitation they suffered under apartheid (NEUSA 1986:1). In 1988 there were restrictive measures imposed by the government on the Union. This action did not immobilise teachers because NEUSA operated underground and emerged openly and defiantly in 1990.

The same year the largest teacher union, an amalgamation of most teachers' organisations, the South African Democratic Teachers Union (SADTU) was launched. One of the aims of SADTU was to eradicate Apartheid education and replace it with a single, non-racial and democratic education (SADTU 1990:2). February 2, 1990 has brought about important changes in the country, among others, the unbanning and derestricting of organisations. Teachers too embarked on marches, protests and stay-aways. There was an increasing tension between teachers and the principal with the result that the latter was in most cases chased away from school. Teachers also looked for a way to commit themselves to the new education dispensation. On the other side parents too showed interest in the education of their children by embarking on sit-ins in the education offices in defiance of apartheid.

From the discussions above it is clear that the government was greatly pressurised by the masses of the people. There was no alternative but to move towards democracy which was to be established through the 1994 April elections.

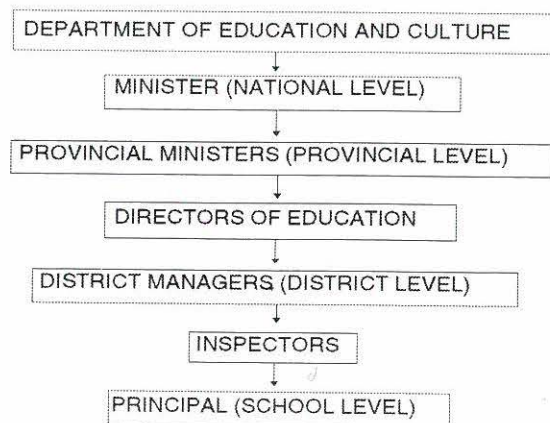
1.2.2.3 Democratic era

The Democratic era commenced with the democratic elections of April 1994 when a non-racial and democratic education, based on equality for all the citizens of the country, was instituted. The new education system diffused the 'old' apartheid and different departments of education. At present, the process of restructuring of education in South Africa is still taking place (DET 1995:17).

Education is an aspect of the South African situation that is undergoing dramatic change and those changes are briefly outlined below.

- * the 1993 Constitution which provided among others equal citizenship to all citizens and also includes provisions for education, was drafted;
- * the new system of education is managed on the basis of nine provinces with the minister of education at the national level and each province with its own minister of education responsible to the national minister. This can be summarised by the structure below:

FIGURE 1 The structure of South African Education



The new education legislation provided for each province to draft its own laws as long as they do not violate national laws and the constitution. To examine how the provincial ministers do that, the Council of Education Ministers (CEM) was elected to monitor them.

In each district there is a district manager to oversee every school under his jurisdiction. The inspectors are responsible to the district manager. One of the duties of the inspector is to ensure that the schools he monitors run smoothly. Each school must be controlled by the principal who will advise the inspector on daily performance at school.

To conclude, traditionally the principal was respected by both teachers and pupils. Presently the situation has become a monotony to chase principals away. There may be contributory and complex reasons for this state of affairs occurring in schools. Yet a closer focus on the South African education indicates that education in general is not living up to standards. This implies that even schools are affected and therefore the principal cannot be rigid and refuse to accept change.

The educational scene is changing in South Africa. This leads to the conclusion that principals who oppose change may become victims of strikes. Therefore it is necessary that schools should be managed by principals who have acquired management skills and respect the democratic rights of teachers, parents and pupils.

1.3 STATEMENT OF PROBLEM

Extensive socio-political and socio-economic as well as political changes in South Africa confront the educational system of the new South Africa. The role of the principal, as the manager of the school, is not immune to these changes. In the light of the educational changes taking place presently, the following questions are posed:

- 1.3.1 What new demands are made on principals in a new educational dispensation in South Africa?
- 1.3.2 Can effective teaching in particular and education in general be promoted by a change of attitude of principals in a new educational dispensation in South Africa?
- 1.3.3 What are the perceptions of important stakeholders in education, such as teachers and pupils, of the role of the principal in the New South Africa?

1.4 AIMS OF RESEARCH

In the light of the formulated problem, the researcher's main aim is to examine the principal's traditional role in education and to establish whether teachers and pupils agree that there need be a change in attitude of the principal in order to accommodate the transitional changes that affect his role. The general scope of study implies the following secondary aims:

- 1.4.1 To assess the demands made by teachers and pupils on school principals in the capacity of managers;
- 1.4.2 to establish, based on perceptions of teachers and pupils, what the role of the principal as manager of the school should ideally be in the new educational dispensation in South Africa;

1.4.3 to ascertain to what extent principals need to adapt to change in order to be successful managers in the future educational dispensation in South Africa.

1.5 RESEARCH METHODOLOGY

The present study is based on a literature study and empirical research.

1.5.1 Literature study

A literature study will be undertaken to provide a comprehensive overview of existing research as a preliminary step in the researcher's preparation for the study of the role of the principal as a school manager. Literature provides necessary assistance and guidance needed for the problem to be investigated. It is a mistake to rush headlong into planning and carrying out the study before making a thorough survey of what is already known in the area of interest (Ary et al 1990:67). Through a literature study the researcher is assisted to view his study in historical and associational perspective and in relation to earlier and more primitive attacks on the same problem (Leedy 1974:69).

Various educational journals, books and relevant documentation will be consulted in order to collect more knowledge necessary to investigate the stated problem, and to be provided with new ideas and approaches of dealing with said problem. Against this background, the researcher will be better prepared to suggest avenues of approaches to the solution of the problem (Leedy 1974: 69).



1.5.2 Empirical research

When a variable such as attitude is to be understood, the human experience has to be understood in its holistic and unified form (Ary *et al* 1990:445). All factors and influences in a given situation are considered. Attitude cannot be understood in isolation. If it is to be determined, the context in which it occurs has to be understood. This does not mean that the researcher will have to approve or disapprove attitude, but he will have to understand and determine reasons for its existence (Kincheloe 1991:144).

The research instruments, questionnaires and interviews, are appropriate for the present study because they reveal what the respondents feel about the situation in which they find themselves and their perception of the principal. In order to discover these facts one has to study them in their context and in a particular setting. This clearly reflects that the principal's attitude cannot be understood outside the school setting where he is directly involved. Sherman and Webb (1988:5) state that events cannot be understood adequately if isolated from their context. Kincheloe (1991:144) and Ary *et al* (1990:445) claim that human experience is shaped in particular contexts and cannot be understood if removed from these contexts.

Inquiry arises in the environment in which humans are directly involved, the experiences in such environments therefore have to be studied holistically. Kincheloe (1991:144) claims that as individuals explore human situations they must attend to the variety of factors which shape them. This reflects and reinforces the idea that the experience has to be studied in a unified whole in order to understand its complexities. Use is made of naturalistic research.

The research instruments that will be employed in this research are semi-structured interviews and the questionnaire technique. Questionnaires will be directed at principals, Heads of Departments (HODs), teachers and pupils at randomly selected secondary and primary schools in the Goldfields area, to establish what new demands are made on principals and to investigate the teachers' and pupils' perceptions on the role of the school principal. Through these questionnaires, the objectives of the study will be realised. Semi-structured interviews will also be conducted at the same schools to establish reliability of research.

1.6 TERMINOLOGY

- The pronoun 'he' has been used in the study not to depict gender bias on women but to facilitate smooth reading and understanding and to avoid repetition of pronouns 'he' or 'she'.
- The council which represents all pupils at school is called Student Representative Council (SRC).
- The singular form 'principal' has been used to ensure smooth reading and to generalise the term.

1.7 COURSE OF STUDY

In chapter one which serves as an introduction, a statement of the problem to be studied, the aims of the study and an explanation of the research method are given.

In chapter two basic managerial principles and leadership theories and styles are discussed to determine what is expected from principals. The traditional role of the principal is also compared with modern demands made on the principal.

Chapter three deals with the collection of data, the research methodology is explained and the questionnaires discussed.

Chapter four considers the analysis of the data collected.

Chapter five provides conclusions and recommendations with regard to the information gathered.

1.8 CONCLUSION

Chapter two consists of a literature study that aims at evaluating and comparing the traditional and current roles of the principal in the school, that is, democracy as compared to autocracy.

CHAPTER 2

THE ROLE OF THE PRINCIPAL AS THE MANAGER AND LEADER OF THE SCHOOL

2.1 INTRODUCTION

Chapter one provided an orientation statement and research methodology. Chapter two sets out to describe the role of principals as educational managers and leaders. This enables a comparison of past management with the present situation where teachers are hostile towards principals and collective bargaining is extensively done by teachers against principals (Sowetan 1994:4).

A literature study will be undertaken in this chapter to provide a comprehensive overview of existing research on school management and leadership to provide the necessary background against which the problem can be investigated, and to possibly generate new ideas on solving the problems that currently arise in school management.

The school principal traditionally was a professional fulfilling a dual role, on the one hand he had the desire and interest to guide teaching and learning and on the other hand he had the responsibility of managing the school (Wood et al 1985:2). The latter being the proper administration and management of resources as expected by the central administration. It is against this background that the principal's managerial, leadership and administrative role have to be scrutinized.

Traditionally the school principal was responsible for everything that happened at the school, a

responsibility that could never be delegated (Jones 1987:43). The principals believed that it was the teacher's job to teach and the principal's job to manage the school (Glatter *et al* 1988:13). This management role of the principal needs further clarification.

2.2 MANAGEMENT ROLE OF PRINCIPAL

Educational management is a scientific study of those management procedures which are essential for teaching and learning to take place (van der Westhuizen 1991:54). The term includes management therefore a closer look has to be taken at management. It can mean:

- * achieving objectives;
- * guiding or leading;
- * a series of consecutive action;
- * decision making and co-ordinating.

Van der Westhuizen (1991:39) states that management is a social process through which the manager co-ordinates the activities of a group of people by means of planning, organizing, guiding, supervising and controlling in order to achieve specific goals. Management is regarded as a social and technical process which comprises the utilization of resources, whereby human action is influenced and changes facilitated in order to realise organisation goals (Theron and Bothma 1990:179). Management is also regarded as the universal and unavoidable personal and organisational process of relating resources to objectives (Paisey 1981:3). It is a process through which people who are managing human activities must make sure that human and other resources are implemented in such a way that the requirements of the people they serve are met and the aims and objectives initially set, are achieved (Buchel 1993:1).

Management moreover is a process which ensures that predetermined goals are achieved within a specified time (Viljoen and Möller 1992:2). This was expected of principals previously as it is expected of principals presently.

It is concluded that management is a social process where the activities of a group are co-ordinated, utilized and influenced to accomplish organisational goals. To meet the organisational goals, a time limit has to be set, this implies that time has to be effectively and efficiently managed. Management as a technical process implies that managerial skills are needed to influence and utilize both human and non-human resources and facilitate changes if need be. The universality and unavoidability of management, implies that no organisation can exist without management.

The school principal as a manager is legally accountable and responsible for everything that happens at the school. He is not only responsible for the planning and organisation of educational issues, but also for managing the staff, therefore he has to develop different managerial skills such as how to handle and supervise his staff in such a way that the satisfied staff will be motivated to do their utmost to achieve the set goals. 'One of the shortcomings of traditional management and its leadership is that it could help teachers and schools achieve a basic level of competence but could not sustain this competence without constant monitoring' (Hanson 1979:124). As management is a social process, the principal must know how to develop good human relations and how to work with people in order to co-ordinate their activities. He furthermore has to be flexible and where he realises the need for change, he must facilitate that change. In other words he should be a competent leader.

2.3 LEADERSHIP ROLE OF THE PRINCIPAL

A leader is supposed to be an individual incumbent in an official position and who is dynamically involved in the interaction with the group to achieve the shared goals (Owens 1991:135). He not only leads, but is followed (Theron and Bothma 1990:13).

By implication leadership influences other people in such a way that they will pursue objectives set by the leader (Yssel et al 1984:22). 'Leadership is also seen as a gestalt phenomenon in its concern with organisational and operational potential and with motivated followers' (Beare et al 1989:259). It is a force that can start action among people, guide what is done in a given direction, maintain such activities and unify efforts towards common goals (Wood et al 1985:60). According to above definitions leadership means influencing people (followers) to co-operate to realise set goals. This held truth in the past and is valid for the present and the future.

Traditional educational leadership, according to Hanson (1979:125), emphasized hierarchy, obeyed rules and management protocols and relied on bureaucratic linkages to coerce teachers to respond as subordinates. Modern leadership in contrast maintains that leadership is no longer an individual and perhaps autocratic matter, but is to some extent a group activity with people complementing each other and with some responsibilities delegated and shared (Dean 1993:3).

To summarise, leadership may be briefly defined as a process in which the leader influences the followers to realise their full organisational and operational potential. In the case of the traditional principal who had to obey the authorities, little room was left for initiative and creativity, but the principal nevertheless was the leader of the group in the past. To lead effectively and successfully, the modern leader has to develop his own leadership methods and styles. In order to establish the choices a principal can make, different schools of thought on

leadership are looked at in the next section.

2.3.1 Schools of thought on leadership

There are various schools of thought on leadership among which three will be discussed.

- * House's path-goal theory of leadership;
- * the two-dimensional leadership theory; and
- * contingency theories on leadership.

2.3.1.1 House's path-goal theory of leadership

The theory is called 'path-goal' because it explains how leaders influence their subordinates' perception of work goals, personal goals and paths, to realise goal attainment (Hoy 1982:235). Leaders according to this school of thought are effective when they can lift the acceptance, satisfaction and motivation levels of their subordinates (Hoy and Miskel 1987:270-271).

The implication is that the principal has to motivate his followers to do their utmost without having been coerced. This further implies that the principal should understand and know the personal characteristics of the individuals on his staff. This will enable him to develop ways of dealing with them. The principal will also have to consider the environmental pressures and demands made on education in general and on his school in particular and vary his behaviour accordingly. This means that he has to be flexible in his position as a leader in order to be able to accept and understand the external influences, pressures, demands on and expectations for his role. In contrast the two-

dimensional leadership theory advocates influencing followers.

2.3.1.2 The two-dimensional leadership theory

According to the two-dimensional theory, leadership is viewed as a process through which others are influenced to achieve goals in a specific situation (Owens 1991:136). The important elements of leadership according to this theory are the behaviours of both leader and followers in the process of adapting to the situation. Two-dimensional leadership style is identified in this case according to Owens (1991:136, 138) as:

- * the authoritative leadership style as reflected by the leader who decides for and rules over his subordinates, and the purpose is task-oriented;
- * the participative leadership style is indicated by the leader who permits the followers to operate freely, in which case it is group-oriented.

The two-dimensional theory contends that the leader's behaviour varies on a continuum between the above two dimensions. Therefore no leadership style will be considered either totally authoritarian or totally participative. Some leaders are group-oriented, others are task-oriented and must show a balance of behaviour somewhere in between (Beare *et al* 1989:103).

As much as the principal may be task-oriented it is equally important that he takes the human resources with whom and through whom he works to achieve the desired goals into consideration. In his zest to realise the organisational goals, he is forced to vary his behaviour on a continuum between these two dimensions and serve both the task and people equally. The same purpose is striven for by the contingency school of

thought.

2.3.1.3 Contingency theories of leadership

Contingency leadership theories will be discussed under the following subheadings:

- i) Fiedler's contingency theory
- ii) Vroom's and Yetton's normative contingency theory
- iii) Reddin's 3-D theory of leadership

i) **Fiedler's contingency theory**

The contingency approach attempts to predict which types of leaders will be effective in different types of situations. According to the contingency approach it is necessary to specify the conditions or situational variables that moderate the relationship between leader traits and performance criteria (Hoy and Forsyth 1986:127-128). It is evident that under one set of circumstances, one type of leader is effective and under another set of circumstances, a different type of leader is needed. There is no best leadership style because style is determined by the situation. It is for this reason that the contingency approach tries to determine the effectiveness of a leader in a particular situation (Hoy and Miskel 1987:256).

The implication of Fiedler's contingency theory is that the behaviour of the principal is to some extent determined by the situation in which he finds himself. This also implies that his leadership style will also be affected by the situation. According to this theory the principal will have to determine and analyze the situation he is in,

then to apply his leadership style according to the found-situation. This means that if the situation calls for the autocratic type of leadership, he has to apply such a style. After the application of such a style, it will then be determined whether the style has been successful and effective or not. Motivation of course, will play an important part in success.

The principal himself has to be intrinsically motivated in order to be able to motivate his followers in achieving set goals or to complete the work.

ii) **Vroom's and Yetton's normative contingency theory**

Vroom's and Yetton's normative contingency theory on the other hand attempts to specify how leaders ought to behave in order to be effective in view of specific contingencies. It is not prescriptive, but normative because it ties the appropriate leader behaviour to specific contingencies (Owens 1991:149).

Three main leadership styles are developed by Vroom's and Yetton's normative contingency theory. The first two leadership styles are subdivided as follows according to Owens (1991:149-150):

- * the autocratic leadership style which has two subdivisions, A1 and A2. In the A1 type of leadership, the leader decides alone whereas in the A2 type of leadership the leader gets information from the followers and then decides;
- * the consultative leadership style which is subdivided into the C1 and the C2. In the C1 the leader shares the problem on one-to-one basis without bringing the group together then he takes the decision himself, while in the C2 leadership style

the leader together with the group decide; and

- * the group leadership style, abbreviated GII in which the leader chairs the meeting, shares problems and facilitates the group's effort to reach a consensus on a group decision. For this reason the central issue in participation is the process of decision-making.

The implication of the above is that the leader has to be conversant with the different types of leadership styles so as to know how to behave in certain situations. The principal can no longer run the school alone, he sometimes has to persuade his followers to participate in the decision-making process. This does not mean that he has to ignore the fact that he is a leader, as such, sometimes his sole decision will be required. He does not have to hide behind the mask of 'democracy'. He must be accountable and not shun his responsibility. His staff has to be involved where necessary. This requires skill in delegating some tasks to his staff thus encouraging them to participate and to have a feeling of self-worth.

iii) Reddin's 3-D theory of leadership

Reddin's 3-D theory of leadership in its turn, identifies three dimensions of leadership:

- * the task-orientation leadership;
- * the relationship-orientation leadership; and
- * the effectiveness dimension leadership.

In the task-orientation leadership, the leader works together with his staff and

enhances their efforts towards goal attainment. The relationship-oriented leader has personal job relationships with his staff which are characterised by trust, respect and consideration for subordinates' ideas. This theory also states that different situations require different management styles and that the effectiveness of a style depends upon the situation in which it is used (Owens 1991:153). The effectiveness of the leader depends on how well the group achieves its task (Hoy and Miskel 1987:278).

The principal of today has to bear in mind that education of the child is a joint effort by him and the staff of a school. It is for this reason that the principal has to ensure that teachers perform their duties as expected. It is not only the performance of the work that is important, but also its completion.

The effectiveness of the principal will vary along a continuum because it can either be considered as less effective or more effective depending on the situation and the task to be performed. Equally important is the principal's flexibility in any given situation and to behave according to the demands of the situation.

From the leadership theories discussed: House's path-goal, two-dimensional and contingency theory of leadership, it is clear that there is no best theory to be adopted by the principal. Theories serve as guidelines which will assist the leader or school principal to carry out his duties effectively and efficiently. For the leader who wishes to improve his managerial, leadership and administrative skills a sound knowledge of different theories is important. Such knowledge will enable the principal to select a theory or theories suitable for his situation of encounter. This implies that his leadership style will depend on the situation he faces.

2.4 LEADERSHIP STYLES

In Hoy (1982:235); Hoy and Miskel (1987:45-46); Owens (1991:46, 52, 135-136) and Wood et al (1985:60) different types of leadership styles are revealed. There seem to be commonality in leadership styles, yet some authors mention and discuss distinctly different characteristics not found in other styles. It is for this reason that different leadership styles will be discussed from the different authors' perspectives.

In Wood et al (1985:60) it is stated that leadership can be understood in three types of leadership:

- * the symbolic leadership style;
- * formal leadership style; and
- * informal leadership style.

Symbolic leadership implies that leaders are born, not made. A person either has a particular trait at birth or cannot be a leader. The example of such leaders are hereditary kings. The leader does not assume that everyone knows what to do. He clarifies what followers can do towards the achievement of goals (Owens 1991:159).

Formal leadership recognizes the person's status, title or position to execute certain tasks. School principalship is an example of formal leadership (Wood et al 1985:60).

The informal style of leadership is characteristic of a leader who is group-oriented. This leadership style rests on the assumption that effective leadership is possible only when actions have the support of the group. The emphasis is on the group values and norms not on the

organisational demands or on personal needs of the individual (Hoy and Miskel 1987:46). The informal leadership style is also considered as participative. The participative leader permits the followers to operate freely and as a result it is people-oriented (Owens 1991:136). The participative leadership style emphasizes firm and directed leadership and co-operation. The principal uses management committees and delegates duties (DET 1990:13).

Traditionally, leadership has been classified as autocratic, laissez-faire and democratic. Autocratic leadership centres authority with the status leader who passes orders down the line for subordinates to follow, in other words, communication is top-down and the subordinates offer little feedback (Squelch and Lemmer 1994:7). The leadership using this authoritarian style rules and manages from the top (DET 1990:13). An authoritarian leader - traditionally principals belonged to this group - dominates the group, determines the goals of the group and sets the objectives towards which they must work, the leader is aloof from the group and shows maximum concern to the task and minimum concern to the people (Viljoen and Möller 1992:5). The leader is unpleasant, has no confidence in others and is interested only in the immediate job (Owens 1991:155). The authoritarian manager represses trust, initiative and team work. When this occurs professional growth is arrested and the growth of a school is impeded (Theron and Bothma 1990:131).

The principal as a formal leader is in a position of authority where he is to ensure that his staff members work towards the realisation and attainment of organisational goals. If the staff is not committed and involved, the principal cannot achieve the organisational goals. Autocratic ways have to give way for more inclusive methods in the modern school where the principal and staff work together as a team. This does not imply that the autocratic style has become redundant, there often are situations which need to be treated autocratically. The teaching-learning situation is a situation of encounter; therefore the principal has to develop ways of handling his staff in

such a way that his autocratic style, when necessary, should not repress trust.

In the laissez-faire leadership style, the leader provides no guidelines to his staff, everyone does as he wishes. The characteristics of the laissez-faire leadership is riding the fence and a hands-off policy where the leader does not know where he stands and leaves everything in the hands of his staff (Squelch and Lemmer 1994:7). The leader's role in this case is very limited because he only assists the staff when asked to do so (Viljoen and Moller 1992:5).

The laissez-faire leadership style is also called the free-reign leadership style or individual-centred leadership style. The leader allows the staff freedom on individual and group decisions (van der Westhuizen 1991:191). Such a leader focuses on individual needs rather than organisational requirements, and bases his leadership on the assumption that individuals will act in relevant and organisational meaningful ways without being coerced (Hoy and Miskel 1987:46).

In a school situation laissez-faire leadership is the least productive and preferred method because teachers are normally unhappy and frustrated because they do not know what is expected of them. The result will be that the staff and pupils become demoralised to such an extent that no effective education can take place. Today the most successful principals seem to be those with a more democratic leadership style.

In democratic leadership the principal involves the staff in the decision-making process. The relationship between the leader and teachers is friendly, advisory and consultative rather than overseeing (Wood et al 1985:61). The democratic principal involves the staff in sharing authority because he believes that teachers and pupils should take decisions jointly in order to work together harmoniously and loyally (Viljoen and Möller 1992:4). In this style of leadership, communication is two-way because it flows up and down. The interaction between the leader and

subordinates is moderate and fair, trust exists (Owens 1991:52). A democratic style is a successful style to achieve the set goals. The teachers are happy, relaxed and motivated to do their work to the best of their abilities (Buchel 1993:2).

The principal's position demands firmness in decision-making, responsibility, devotion, dedication and accountability. He cannot just leave things to solve themselves, he has to play his role and use his powers and the authority vested on him by the Department of Education. The democratic style of leadership makes teachers feel part of the institution and not apart from it. Their involvement in decision-making enhances their self-esteem which in the long term has an effect on their role as curriculum implementors. A conducive climate created by the principal at the school builds the morale of the teachers who will then work cooperatively with him towards the attainment of organisational goals. The democratic leadership style should not be confused with the altruistic style.

An altruistic leadership style describes the altruistic manager as unselfish and helpful, everyone's friend and as a result he becomes scared to make decisions because he is afraid of offending someone therefore management results are poor (Buchel 1993:4). The consultative leader is another name used for the altruistic leader for the leader is unsure and cannot manage without consultation and discussion. He is usually slow and indecisive (DET 1990:13).

The principal although he has to be approachable to his staff, at the same time has to be consistent in decision-making. He does not have to further his personal needs by creating a clique of friends for himself but he has to consider and bear in mind the organisational goals and put aside his personal objectives.

A combination of autocratic, democratic and free-reign leadership culminates in the bureaucratic

style which is characteristic of a leader who goes by the book. The leader in this instance perceives his position as a centre of authority and subordinates are expected to conform to the rules laid down by the office or authority. The failure on the part of the subordinates to adhere to the rule results in punishment and conformity results in reward(s) (Hoy and Miskel 1987:45-46).

Bureaucracy implies top-down management and an authoritarian structure which puts everyone under the supervision of someone else (Peters 1976:86). The leader using this style is not concerned about the task nor about people (Owens 1991:154). The leader adheres strictly to the law, rules and regulations and tries in this way to maintain his position but sometimes does as he chooses (van der Westhuizen 1991:191). This was especially characteristic of the traditional principal.

Although the principal is governed by regulations from his employer, some of these regulations are presently rejected by both teachers and pupils. The reason being that they feel oppressed by the bureaucracy of the so called "Apartheid" education (see 1.1), where, the principal is regarded a puppet of the Department of Education.

It is therefore important to consider what constitutes leadership in order to compare autocratic (traditional) and democratic (modern) leadership styles.

2.5 INGREDIENTS OF LEADERSHIP

The school, because it is a formal organisation, traditionally had a hierarchical approach in which power and authority flowed downward to promote goal attainment (Wood et al 1979:80). Two ingredients of leadership, namely power and authority are to be discussed and evaluated in order

to highlight the evolution of leadership to become more democratic as compared to traditional autocratic leadership.

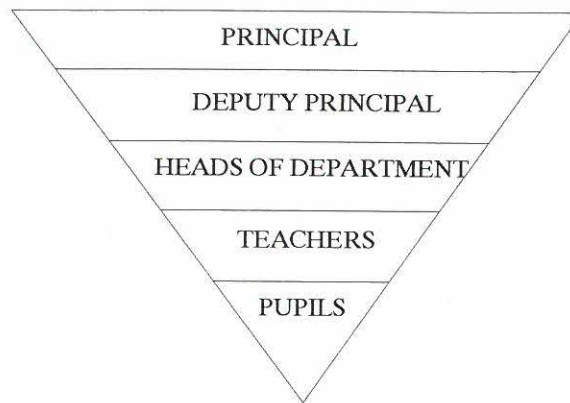
2.5.1 Authority

Authority can be attributed to a person capable of persuading others to accept his or her power (Wood *et al* 1985:81). Engelbrecht *et al* (1984:230) claims that authority is the value system or set of standards whereby individuals agree to comply. Authority as defined by van der Westhuizen (1991:172) is the lawful right which a person has to carry out and complete certain actions. According to Dean (1993:2) authority is the probability that certain specific commands or all commands from a given source will be obeyed by a group of persons, and the DET (1990:15) declares that management authority is delegated to the principal who manages in co-operation with the managing committee downwards.

These definitions imply that the principal has the authority in the school to ensure that the teachers agree to comply with his authority and co-operate with him.

The structure of authority is hierarchical (cf figure 2). This implies that authority rests *with* the principal and not *in* the principal. If the structure of authority in an organisation is formalised, a bureaucratic approach develops. Education can never be completely free of bureaucratic structure within which the principal has to carry out his duty (van der Westhuizen 1991:122-123).

FIGURE 2 Funnel-type Authority Structure



The role of the principal entails judicious exercise of authority vested in the position by law, regulation, policy and tradition (Theron and Bothma 1990:179).

To establish authority, there are certain criteria to be met:

- * the followers have to show willingness to comply with legitimate commands;
- * followers will suspend their own criteria for decision-making and accept organisational demands and commands; and
- * the authority of the principal will be legitimized if he and the staff strive to realise the same values and a common goal (Hoy and Miskel 1987:77).

There are different types of authority which are discussed in the next section.

2.5.1.1 Types of authority

There are six types of authority identified by Hoy and Miskel (1987:77-79). These are charismatic authority, traditional authority, legal authority, formal authority, functional authority and informal authority which are mentioned very briefly. Traditional authority will be outlined under 2.5.1.2 which deals with authority as practised by principals in the past.

Charismatic authority tends to be nonrational, affective and depends on the leader's personal qualities and characteristics. In this case a common value orientation emerges within the group to produce a normative commitment to and identification with the leader (Hoy and Miskel 1987:77-78). For example, pupils may obey the authority of the teacher in the classroom because of the latter's personal mystique.

Legal authority is based on enacted laws that can be changed by formally correct procedures. Obedience is owed to the laws that specify to whom and to what extent people owe compliance (Hoy and Miskel 1987:78). Its scope is vested in the office by law. Yet this type of authority does not motivate employees' willingness to do their work to the best of their abilities (Hoy and Miskel 1987:78-79). This type of authority is also known as judicial authority. Various Acts and subordinate legislation delegate authority to the principal who may in turn delegate the necessary authority to his staff (Badenhorst *et al* 1987:174-175). Another type of authority which runs parallel to and intertwines with legal authority, is formal authority.

Formal authority is vested in the organisation and is legally established in positions, rules and regulations. In joining the organisation the employees agree within certain

limits to accept the authority and directives of their supervisors. The organisation has a right to command the employees to exert effort, to accept responsibility and to exercise initiative (Hoy and Miskel 1987:78-79). Special authority is granted to people in formal leadership positions. This implies that they have the power to execute certain tasks because of their position (Wood et al 1985:60). Within the formal authority, functional authority may take place. This implies that formal authority may be functional, it depends on how authority is utilised.

Functional authority has a variety of sources including authority of competence and authority of person. Competence is not always limited to position. This implies that technical competence can provide the source for legitimate control in a formal organisation regardless of the specific position held (Hoy and Miskel 1987:78). Functional authority is also known as common-law authority. Various common-law principles empower the principal and the teachers to perform certain tasks (Badenhorst et al 1987:166-167). The teacher may, for example, act in loco parentis and this entitles him special authority and power with regard to supervision and discipline of children. Functional authority does not only lie with the principal but also with teachers. Because of the teacher's competence and capabilities, he may be respected by other staff members and as a result he may exert some influence and be an authoritative figure. Functional authority may however not be confused with informal authority.

Informal authority, on the other hand, stems from personal behaviour and attributes of individuals. It is legitimised by the common values and sentiments that emerge in the work group and arises from the loyalty that the leader commands from followers (Hoy and Miskel 1987:78-79). A particular teacher may be elected by the staff to be

their chairperson in their informal meetings and later to be a delegate in presenting grievances to the principal. The concept of application of authority by principals currently and application in the past differs considerably.

2.5.1.2 Authority as practised by principals in the previous dispensation

"Traditional authority is reflected in an established belief in the sanctity of the status of those exercising authority" (Hoy and Miskel 1987:77). The traditional sanctioned position of authority is respected and the person inherits the authority established by tradition (Hoy and Miskel 1987:77-78). The typical example of traditional authority is when pupils accept authority because it is expected of them.

Traditionally principals did not only treat teachers as subordinates but also as children because they assumed a paternal role (Gorton 1980:90). Followers manage themselves well and they are committed to the organisational goals, while subordinates respond because they fear authority (Sergiovanni 1991:49). Traditionally teachers were expected to carry out instructions from the principal without questioning. Currently teachers often bargain against principals.

Often in schools the traditional image of the head as the paternal authority figure was held in high esteem especially by the heads themselves (Gorton 1980:90). This practice has been fostered by amongst others, the culturally held norms that uphold male superiority where men and women work together. This applies particularly at primary school level where most of the teachers are women and the majority of heads are men (Peters 1976:95). These traces of paternal authority are traditionally-oriented and explains why principals considered the school their property and identified with it.

organisational demands or on personal needs of the individual (Hoy and Miskel 1987:46). The informal leadership style is also considered as participative. The participative leader permits the followers to operate freely and as a result it is people-oriented (Owens 1991:136). The participative leadership style emphasizes firm and directed leadership and co-operation. The principal uses management committees and delegates duties (DET 1990:13).

Traditionally, leadership has been classified as autocratic, laissez-faire and democratic. Autocratic leadership centres authority with the status leader who passes orders down the line for subordinates to follow, in other words, communication is top-down and the subordinates offer little feedback (Squelch and Lemmer 1994:7). The leadership using this authoritarian style rules and manages from the top (DET 1990:13). An authoritarian leader - traditionally principals belonged to this group - dominates the group, determines the goals of the group and sets the objectives towards which they must work, the leader is aloof from the group and shows maximum concern to the task and minimum concern to the people (Viljoen and Möller 1992:5). The leader is unpleasant, has no confidence in others and is interested only in the immediate job (Owens 1991:155). The authoritarian manager represses trust, initiative and team work. When this occurs professional growth is arrested and the growth of a school is impeded (Theron and Bothma 1990:131).

The principal as a formal leader is in a position of authority where he is to ensure that his staff members work towards the realisation and attainment of organisational goals. If the staff is not committed and involved, the principal cannot achieve the organisational goals. Autocratic ways have to give way for more inclusive methods in the modern school where the principal and staff work together as a team. This does not imply that the autocratic style has become redundant, there often are situations which need to be treated autocratically. The teaching-learning situation is a situation of encounter; therefore the principal has to develop ways of handling his staff in

such a way that his autocratic style, when necessary, should not repress trust.

In the laissez-faire leadership style, the leader provides no guidelines to his staff, everyone does as he wishes. The characteristics of the laissez-faire leadership is riding the fence and a hands-off policy where the leader does not know where he stands and leaves everything in the hands of his staff (Squelch and Lemmer 1994:7). The leader's role in this case is very limited because he only assists the staff when asked to do so (Viljoen and Moller 1992:5).

The laissez-faire leadership style is also called the free-reign leadership style or individual-centred leadership style. The leader allows the staff freedom on individual and group decisions (van der Westhuizen 1991:191). Such a leader focuses on individual needs rather than organisational requirements, and bases his leadership on the assumption that individuals will act in relevant and organisational meaningful ways without being coerced (Hoy and Miskel 1987:46).

In a school situation laissez-faire leadership is the least productive and preferred method because teachers are normally unhappy and frustrated because they do not know what is expected of them. The result will be that the staff and pupils become demoralised to such an extent that no effective education can take place. Today the most successful principals seem to be those with a more democratic leadership style.

In democratic leadership the principal involves the staff in the decision-making process. The relationship between the leader and teachers is friendly, advisory and consultative rather than overseeing (Wood et al 1985:61). The democratic principal involves the staff in sharing authority because he believes that teachers and pupils should take decisions jointly in order to work together harmoniously and loyally (Viljoen and Möller 1992:4). In this style of leadership, communication is two-way because it flows up and down. The interaction between the leader and

subordinates is moderate and fair, trust exists (Owens 1991:52). A democratic style is a successful style to achieve the set goals. The teachers are happy, relaxed and motivated to do their work to the best of their abilities (Buchel 1993:2).

The principal's position demands firmness in decision-making, responsibility, devotion, dedication and accountability. He cannot just leave things to solve themselves, he has to play his role and use his powers and the authority vested on him by the Department of Education. The democratic style of leadership makes teachers feel part of the institution and not apart from it. Their involvement in decision-making enhances their self-esteem which in the long term has an effect on their role as curriculum implementors. A conducive climate created by the principal at the school builds the morale of the teachers who will then work cooperatively with him towards the attainment of organisational goals. The democratic leadership style should not be confused with the altruistic style.

An altruistic leadership style describes the altruistic manager as unselfish and helpful, everyone's friend and as a result he becomes scared to make decisions because he is afraid of offending someone therefore management results are poor (Buchel 1993:4). The consultative leader is another name used for the altruistic leader for the leader is unsure and cannot manage without consultation and discussion. He is usually slow and indecisive (DET 1990:13).

The principal although he has to be approachable to his staff, at the same time has to be consistent in decision-making. He does not have to further his personal needs by creating a clique of friends for himself but he has to consider and bear in mind the organisational goals and put aside his personal objectives.

A combination of autocratic, democratic and free-reign leadership culminates in the bureaucratic

The principal's authority traditionally was vested in his ego-identification with the school for which he felt a deep sense of personal responsibility (Peters 1976:94). These principals ignored the fact that the organisation itself is not property but is owned by everyone in it. As such, its success or failure affects everyone who works in it (Beare *et al* 1989:73). Ideally the principal should exercise his authority in such a way that the teachers will follow him in a co-operative effort. This is one of the imperatives in education today. To support the above, Peters (1976:105) states that 'a collective type of authority would be more compatible with recent trends than paternalism'. Hartshorne (1992:334) in turn claims that the crisis of authority in school will deepen and traditional authority is dying and a new one is waiting to be born.

Authority implies power which will allow the leader to get the organisation to work. The next section will focus on power without which the principal cannot easily execute his authority.

2.5.2 Power

"Power is the ability to get others to comply with your wishes" (Hoy and Forsyth 1986:4). Power is essential for organisational control which includes control that is starkly coercive as well as control that is based on non-threatening persuasion and suggestion (Hoy and Miskel 1987:76). Power is also regarded as the ability to and the manner in which an educational leader executes his authority (van der Westhuizen 1991:172). Power is needed to attain the organisational goals and the concept explains the amount of control an organisation holds over its members (Wood *et al* 1985:8). As in the case with authority, different types of power can be identified.

2.5.2.1 Types of power

Hoy and Miskel (1987:82-87) distinguish five kinds of power, namely reward power, coercive power, legitimate power, referent power and expert power.

Reward power implies the principal's power and ability to influence subordinates by rewarding desirable behaviour (Dean 1993:7) and for successfully completed tasks (van der Westhuizen 1991:173). Teachers may comply with the principal's requests because they expect to be rewarded for compliance. The strength of this kind of power depends on the attractiveness of the reward (Dean 1993:7) and the ability to reward (Drake and Roe 1974:117). Reward power is likely to produce positive feelings but it can be perceived by subordinates as manipulation, a common cause of subordinates' resistance and hostility (Hoy and Miskel 1987:82, 84, 86). The opposite of reward power is coercive power.

Coercive power is the ability to threaten or punish (Drake and Roe 1974:117). This type of power is also called the power of force. This is defined as the educational leader's power and ability to force others to complete tasks (van der Westhuizen 1991:173) and influence them by punishing them for undesirable behaviour (Hoy and Miskel 1987:83). The strength of coercive power depends on the severity of the punishment and on the likelihood that the punishment cannot be avoided. Coercive power erodes the use of referent power and creates hostility, alienation and aggression among subordinates. Absenteeism, sabotage, theft, job actions and strikes are common responses to excessive coercion (Hoy and Miskel 1987:87).

The leader who relies on legitimate power, seems to be positively accepted in schools

today as it was in the past. The school teachers obey the instructions of the principal because they are expected to and because they recognise, respect and accept the authority and the power vested on the principal by his position. Every administrator is empowered by the organisation to make decisions within a specific area of responsibility which defines the activities over which the administrator has legitimate power (Hoy and Miskel 1987:83).

Legitimate power is the power or authority the organisation assigns to the leadership position, in line with internalized values of staff members, which gives the leader authority to influence them (Drake and Roe 1974:117). Legitimate power is also called lawful power which is the power that evolves from the educational leader's position of authority (van der Westhuizen 1991:173). Although the principals are legally accountable for the good order and effectiveness of the school's administration, power-sharing is the basis for longer term development (Paisey 1981:117).

The principal should treat teachers as professional colleagues with different but equal roles, communicate with them frequently and to refrain from curtailing their individual initiative or freedom (Gorton 1980:82-83), because contented teachers are very necessary for the successful implementation of the curriculum (Nacino-Brown *et al* 1982:34-36). The more acceptable type of power to be utilised by the principal in the new educational dispensation would be the referent power.

Referent power is the administrator's ability to influence behaviour based on subordinates' admiration, respect and identification with the administrator who serves as a model to be emulated (van der Westhuizen 1991:172). It can also be defined as the person's feelings or desires to identify with the person possessing power (Drake

and Roe 1974:117). The source of referent power rests with the extraordinary personality and interpersonal skills of the individual (van der Westhuizen 1991:172). The personal loyalty to the leader grows over a relatively long period of time and it is improved when the leader demonstrates concern, trust and affection for the staff (Hoy and Miskel 1987:83, 85) which gives rise to power of reference and implies the personal power of the educational leader and others that want to be associated with the leader's actions and way of operating (van der Westhuizen 1991:173).

It is essential in this case for the principal to be exemplary in his behaviour and attitude because teachers will identify themselves with him. Unfortunately the opposite is true of the principal that has a casual attitude when teachers will do as they wish and which will hamper the smooth running of the school. The type of power that was desirable in schools in the past as it is today, is expert power.

Expert power is the extent that the subordinates attribute expertise and knowledge to the leader (Drake and Roe 1974:117). Expert power is the leader's power and ability to influence the followers' behaviour based on his specialised knowledge, experience and skills (van der Westhuizen 1991:173). The followers believe that the information and expertise held by the leader is relevant, helpful and that they do not have the information (Hoy and Miskel 1987:84).

The principal may use his power to reward, or coerce his staff as he wishes in order to realise goals because he has legitimate power or he is liked or favoured by his staff which implies referent power. Of all these forms of power, the best seems to be expert power in schools today because of collective bargaining and the growing strength of teacher organisations. It is a fact that the staff collectively may have more power than

the principal and therefore the principal should have expertise to develop strategies to solve problems that may spontaneously occur. The expertise of the principal will build high teacher morale which will lead to high teacher performance.

The principal has to determine the type of power needed or the type to be applied in order to get his staff involved and committed in their work. He has to bear in mind that for every action there is reaction. If the principal uses coercive measures to get the teachers to do their work, the response from the latter may be negative. It can even create a situation where teachers alienate the principal and finally chase him out of the school premises as is currently the case. It is to the best realisation of the goals of education that the principals develop attitudes and manners of utilising the power vested in them. It is important to investigate how principals used power in the past to determine what needs to be changed.

2.5.2.2 Traditional use of power held by the principal

Peters (1976:129-130) states that traditionally, the principal had power over:

- * the objectives and values of the school;
- * the curriculum and what was taught at school;
- * control of learning within the general curriculum, deciding on group differentiation and who teaches what;
- * the distribution of money;
- * choice of staff, this means that he decided for the teachers who they are to work with; and
- * control of the media of communication, when to have meetings, installation and distribution of the telephone.

Added to the principal's power was the access he had to the bureaucratic means by which to structure the work of teachers and thereby influence their instructional behaviour in the school (Owens 1991:27). The principal's direct influence on the curriculum and teaching methods conferred him responsibility and great power (van der Westhuizen 1991:98) which was somehow limited, more imagined than real because he depended on the central administration with little concern for those around him. The hierarchical and legitimate power of the principal was exerted on the teachers in the inquest for enhanced educational productivity. The teachers' work was also controlled from "above" and this had provided justification for the present increasing teacher-deskilling process by the principal (Kincheloe 1991:12).

Principals traditionally controlled almost everything at school and had little regard for the teachers' capabilities and creativity. They were monopolising everything with the support they received from the Department of Education. Teachers were expected to teach and nothing else even if they had complaints or suggestions in the teaching-learning situation. It was the principals' responsibility to ensure that teachers comply with what was expected by the central administration. It is for this reason that methods, used to get teachers to comply, varied according to the individual principal's views. The traditional power held by the principal is no longer accepted by the teachers and pupils. This has been reflected by various teachers' strikes, sit-ins and picketings with the extremes of chasing the principals out of the school premises (Sowetan 1994:4). Today's educational leaders can no longer lead by virtue of their official power and authority that was once able to motivate and inspire teachers to perform their work. Teachers are too sophisticated in these contemporary times (Lewis 1983:4). It is therefore important to consider the demands made on the modern principal as a leader.

2.6 DEMANDS MADE ON THE MODERN PRINCIPAL AS LEADER

The role of the principal as leader is complex, he is to be a go-between teachers and the Department of Education, he has to manage the personnel, act as a facilitator of favourable management climate and be the initiator of a trust relationship. The complexity of the situation is emphasised by the dual role the principal has to fulfil.

2.6.1 The dual role of principals

As was the case with the traditional principal, the principal finds himself in the middle with the higher administration on one side and professional teaching faculty on the other (Hoy and Miskel 1987:81). The principal acts as a go-between for the teachers and Department of Education because as the head of the school, he is governed by regulations from his employers. It is incumbent that if the principal is to consider a position of educational leadership, he must serve both administrators and teachers (Peters 1976:72). The principal has the duty of interpreting the policies and viewpoints of the central administration to the teachers and to see that such policies, rules and regulations are followed (Drake and Roe 1974:100). School principals exercise substantial influence on the learning situation and because they are middle managers, between teachers and the central office, they must shape as well as transmit educational policies and procedures (Wood et al 1985:59).

The implication is that the principal finds himself almost in a predicament, however, he does not have to fold arms and leave things to sort themselves out, but has to do his job and in the process serve both teachers and employers. The principal has to be strict, clear and fair in interpreting the policies, rules and regulations of the department and not

make his own.

The teachers' interests are especially to be considered because without their commitment in the teaching-learning situation, no effective education can take place. It is essential that a school principal acquires skills to work with teachers.

Traditionally the principal was the main channel of contact between the school and its environment (Peters 1976:101). The teachers were regarded as low-level functionaries of hierarchical bureaucracies and the principals were accountable to officials in the higher echelons above them in those bureaucracies (Owens 1991:35). In the bureaucratic mind, this was regarded as the "delivery of the goods" by the teachers rather than as mutual striving of teachers and pupils working together to achieve the shared goals (Dean 1993:11). Nobody would argue unless this was part of the permitted culture of the school (Jones 1987:43). Today, most schools are gradually moving towards a more collegiate mode of operation, where the leadership of schools is usually in the hands of a senior management team rather than a single person, the principal (Dean 1993:10).

The implication is that the teachers' needs, interests, capabilities and creativity were repressed. It is for this reason that the modern principals should develop administrative skills in order to acquire ways and means of managing people and that of administration.

2.6.2 Administrative demands made on the modern principal

Administration is working with and through other people, individually and in a group, to achieve organisational goals (Owens 1991:18). In terms of the administrative practices, there is a need to know which are the best and most effective ways of working with and

through other people (Beare et al 1989:73). Therefore personnel management is a prerequisite for the principals' administrative work, since this will ensure that the organisational goals are fully realised.

Personnel management is the provision, maintenance and development of personnel with the aim of achieving the primary goals of the undertaking concerned (van der Westhuizen 1991:239). Managing people does not merely mean that the manager must check up on the teachers' work and carry out inspections. It also means assisting them, giving advice and guiding them to make sure that they are able to carry out their work up to standard (Buchel 1993:44) because managing people involves, among others, selection, appraisal, supervision, discipline, development, industrial relations and personnel management (Jones 1987:54).

According to Davies et al (1990:63) personnel management does not only maintain that teachers' work is thoroughly done but also provides for:

- * inspections to be carried out;
- * assistance, guidance and advice;
- * a selection process in other words 'who qualifies for what?';
- * appraisal and evaluation to determine the particular teacher's effectiveness and competency;
- * encouragement to have a working spirit, to relate to one another, which will ensure the effectiveness of teaching; and
- * development in all forms.

Traditionally this implied that teacher management was totally ignored (Davies et al 1990:64). Maybe it was because teachers were considered to be subordinates. There has

been little understanding or recognition of the rights of the teachers as employees, let alone as adults with needs, expectations and aspirations. The effect of this tradition has been prevalent in the ever-increasing teacher strikes especially during 1993 because they currently belong to unions in which they are able to voice their grievances.

Principals are to bear in mind that the goals of administrators charged with personnel responsibilities are to achieve the objectives of the school while helping individual staff members maximize their potential and develop their professional careers (Rebore 1985:158). In order for the modern principal to manage the staff, one of the tasks facing him is to create a favourable climate. Schools are service agencies dealing with human beings therefore the principal must:

- * establish a humane environment in the school so that each individual acquires a sense of self-worth (Wood et al 1985:70);
- * build an organisational climate in which he together with HODs and teachers understand and respect each other's role; and
- * set the tone or atmosphere of a school which stresses development of his leadership styles (Hoy and Forsyth 1986:13).

It is necessary to consider various authors' perspectives on 'climate' , so that a comprehensive idea can be developed and the importance of climate in a school situation can be identified.

2.6.3 Principal's role in establishing school climate

Climate is a form of organizational energy which effects on the school depend on how this energy is channelled and directed. Principals can play key roles in directing such

energy into productive channels. The climate of the school has obvious implications for improving the quality of work life for those who work in the school (Sergiovanni 1991:215). Climate is the internal quality of the organisation as experienced by its members. It may also be regarded as the general surrounding of an individual at work in an organisation (Hoy and Forsyth 1986:147). Drake and Roe (1974:91) also refer to climate as 'culture' of the school. Organisational culture is a set of shared meanings which make it possible for members of a group to interpret and act upon their environment (Drake and Roe 1974:91) that is critical to the organisational functioning of schools as it is the system's source of energy (Hoy and Miskel 1987:40). Lastly Owens (1991:167) states that climate is the characteristics of the total environment in a school building.

To summarise, climate is:

- * a form of organisational energy which must be channelled and directed;
- * an internal quality of an organisation in other words how the members relate to such a situation;
- * a general surrounding - the situation the members find themselves in; and
- * a system's source of energy without which no effective education can take place.

The principal is the major role player in influencing the climate of the school, because he is the head of the school, who has to determine that all the staff do their work for the realisation of the organisational goals. Therefore the principal especially in the modern times has to work on creating a conducive climate for teaching and learning.

2.6.3.1 Types of climate in organisations

Four prototypes of climate are briefly discussed in this study, namely open climate, close climate, engaged climate and disengaged climate.

Open climate is characterised by the co-operation and respect that exists among the teachers and between the teachers and the principal (Hoy et al 1991:16). The principal listens and is open to the teachers' suggestions, gives genuine and frequent praise, respects the professional competence of the teachers and also gives the teachers freedom to perform without close scrutiny. Teachers, as a result, become committed to their work (Hoy and Forsyth 1986:152). The teachers of a school with an open climate are proud to be part of it because they obtain considerable satisfaction from their work and are sufficiently motivated. The principal works energetically and shows concern and compassion for teachers. He is not aloof and seems to know how to follow rules and regulations with minimum hindrance to teachers, yet is in full control (Owens 1991:188). Herein maybe lies the most important challenge for the modern principal.

The open climate is a prerequisite in a teaching-learning situation because contented teachers are very necessary for the successful implementation of the curriculum (Nacino-Brown et al 1982:34). The modern principal is expected to create this type of climate. The antithesis of the open climate is a closed climate.

In a closed climate teachers do not work well together and their achievement as a group is minimal. Teachers get little satisfaction from their work and the moral is low. The principal is aloof and impersonal and urges teachers to work harder. Such a principal tends to emphasize rules and "goes by the book" (Hoy et al 1991:16). The bureaucratic

principal in such a school is seen by the teachers as ineffective in leading them, as creating a great deal of hindrance to their work and as not inclined to be concerned about their personal welfare (Owens 1991:188). Closed climates have principals who stress routine work and unnecessary busywork and the teachers respond minimally and exhibit little commitment. The principal's ineffective leadership is further seen as controlling and rigid as well as unsympathetic, unconcerned and unresponsive (Hoy and Forsyth 1986:154). This was a typical strategy of the traditional principal because of the autocratic management style expected of him.

The engaged climate in a school is marred on the one hand by ineffective attempts of the principal to control and on the other hand by high professional performance of the teachers. The principal is rigid and autocratic and respects neither the professional competence nor the personal needs of the faculty. The teachers are productive, cohesive and supportive professionals in spite of weak principal leadership (Hoy and Forsyth 1986:154). The disengaged climate stands in stark contrast to the engaged climate where the principal's behaviour is open, concerned and supportive. He listens and is open to teachers, gives them freedom to act on their professional knowledge and relieves them of most of the burden of paperwork. Nonetheless, the teachers are unwilling to accept him as the principal and also they neither like nor respect each other as friends (Hoy and Forsyth 1986:154), mutual trust seems to be lacking. The climate that a principal sets at school depends on, among others, the development of mutual trust.

2.6.4 Trust between principal and teachers

One of the most important characteristics of a successful headmaster is that he secures the staff's trust without which the ultimate goal of education will only be an illusion

(Theron and Bothma 1990:141). These authors also identify characteristics of trust as:

- * the knowledge of the staff member as a person;
- * securing of the staff's trust;
- * the requirements the principal demands of his staff; and
- * a sense of justice.

Personal knowledge of the staff member is vital because teachers are the primary 'raw material' with which the principal works (Theron and Bothma 1990:121, 129). The principal is dependent on teachers for good education and teaching. Therefore knowledge of human behaviour is necessary to give guidance. Human beings should be respected as unique and treated and accepted accordingly (van der Westhuizen, 1991:59, 229).

The co-ordination of individual efforts performed in an ethos or climate of trust and intimacy is likely to result in more effective organization (Hoy and Forsyth 1986:13). Therefore the principal must uphold his position of trust. He must never discuss the teacher's personality, work, weaknesses or problems with any of his staff. Neither should he allow the administrative staff to do so. He will find that loyalty towards his staff will bear the fruit of reciprocal loyalty towards him (Yssel et al 1984:40).

The principal's behaviour must comply with all the requirements he demands of his staff and also present model behaviour he desires from teachers (Theron and Bothma 1990:129; Drake and Roe 1974:33).

The manager of the school is expected to be fair and just towards the teachers. He must develop a sense of justice and treat his staff in a balanced way and prevent favouritism

or the forming of cliques at all costs (Theron and Bothma 1990:129). There must be widespread sharing of information and frequent joint involvement of the teachers and the principal (Wood et al 1985:68).

A person treated with trust will be more efficient on the job which will provide a base of power and trust that will ensure followership (Hanson 1985:186). The demands made on modern principals are many and often require the patience of Job and extreme perseverance during times of unrest or in the day to day running of the school and making sure that teaching takes place.

2.7 CONCLUSION

This chapter dealt with management and leadership role of the principal and the link between the two concepts, leadership and management, was fully outlined.

Focus was also based on the traditional management and leadership roles of the principal. It was established that traditionally the principal was responsible for everything that occurred at school because he thought that it was the teachers' duty to teach and his job was to manage the school. Presently, the democratic educational dispensation rejects the traditional responsibility of the principal on everything but supports that principals have to work together with the teachers and pupils in order to achieve the desired goals of education.

Perception of teachers and pupils of the role of the principal can only be measured against an acceptable background, therefore different schools of thought as well as leadership styles were outlined. It became apparent that there are various schools of thought and leadership styles from which the principal should select. Yet there is no best style of leadership therefore different

styles may be applied by the modern principal, in combination or isolation depending on the existing situation.

Ingredients of leadership; authority and power, were identified and discussed. It was clear that the principal has different sources of authority and power at his disposal. For the present principal to be successful in the new educational dispensation requires expertise to utilise power and authority vested in him in such a way that he will not only lead but will ensure that he is followed.

Concerning the demands made on the modern principal it was established that he plays a dual role, that of serving both the Department of Education and the teachers. The principal has to create a conducive climate for teaching and learning and a relationship of trust between him, the staff and the pupils.

Chapter 3 focuses on data collection so as to support or nullify the hypothesis that perception concerning the role of the principals is changing in the new educational dispensation in South Africa.

CHAPTER 3

DATA COLLECTION

3.1 INTRODUCTION

The principal's role as the leader and manager of the school was discussed in chapter two (cf 2.2; 2.3). Different leadership styles (cf 2.4) were also discussed with an aim of establishing the choices available to the modern principal who aims at managing his school properly in the new educational dispensation.

This enables the researcher to compare past management with the current situation in schools. To obtain more information and insight concerning the current situation in schools generally, and the status of the principal in particular, an empirical research was undertaken, and chapter three deals with the method and means employed to gather relevant data.

Questionnaires and interviews enhance understanding of human behaviour and attitudes that is unique and distinctive in a natural setting, in this case, the school (Mouton and Marais 1988:49). Such understanding will determine whether perceptions about the principal's role has changed or has to adapt to the demands of the new educational dispensation.

The research instruments employed in the research to obtain information concerning the principal's role as the manager of the school, are interviews and questionnaires.

Primary and secondary schools in the Goldfields area (Kutlwanong, Nyakallong and Thabong) were randomly selected to gain insight on whether teachers' and pupils' perceptions of the role of the principals has changed and reasons for such change if it exists. The targeted population consisted of secondary and primary school principals, Heads of Departments (HODs), teachers, standard ten pupils and standard five pupils.

Objective one (cf 1.3.1) to assess the demands made by teachers and pupils on a school principal in the capacity of a manager receives attention in both chapters three and four. A further objective of the study (cf 1.3.2) is to establish, whether perceptions of the role and management principles, has changed and what the role of the principal, as manager of the school should ideally be in the new educational dispensation in South Africa. This objective was partially realised in chapter two where the traditional role according to sound management principles was discussed and compared with that of principals presently as depicted in chapter four. Objective three (cf 1.3.3) to ascertain to what extent a principal needs to adapt to change in order to be a successful manager in the future educational dispensation in South Africa, is addressed in both chapters two and three.

Collection of data is explained in section 3.2.

3.2 COLLECTION OF DATA

The questionnaires and interviews are appropriate for this study because it becomes possible to measure the reactions of many people to a limited set of questions thus facilitate direct comparisons between people (Patton 1990:14 and 104). The perception of teachers and pupils on the principal's behaviour and attitude will be evaluated according to the situation presently existing in selected schools.

This study also sets out to establish whether principals will have to adapt in the new educational dispensation. This will be possible if the principal's immediate environment is analysed and evaluated to determine what expectations the immediate stakeholders have for the principal.

As the principal is not working alone but with and through other people, HODs, the teachers and pupils will be questioned in order to assess and evaluate expectations they have of the principal's role.

The research instruments employed for collecting data were structured questions complemented by open-ended questions and unstructured interviews (cf 3.3). It endeavoured to get responses from a representative sample of the population. Both systematic and random sampling was done to obtain a representative sample of the population.

Systematic sampling was used to select a representative number of teachers and pupils to be involved in the study (Gay 1981:104). The names of all the teachers and pupils were listed on separate lists and then the Kth of each list was chosen with K being four. This means that the sampling interval (K) was determined and applied to the list. The first member was randomly selected from the first K member of the list and then every Kth member was selected for the sample of teachers as well as pupils (Bailey 1987:88-89).

Systematic sampling is considered important in this study because it is more practical and simpler than random sampling (Borg and Medith 1989:224). But to avoid biased ordering, both forms of sampling are necessary, with a random start.

Schools were selected randomly. The list of names of secondary schools were written on a piece of paper, this was cut so that each piece had the name of school on it. These pieces were then

put in a hat which was shaken and the first three drawn out were regarded as selected. This procedure was repeated in the case of primary schools where five names were drawn.

Selected teachers, HODs and the principal of one school at a time, were organised in the same room but in separate groups. Questionnaires were handed to them for completion, the researcher monitored this personally. These questionnaires are discussed in more detail in 3.3. The questionnaire is viewed as an applicable method for collecting data since it is efficient, practical and easy to use in a large sample (Ary *et al* 1990:179). The pupils were grouped in a different venue and asked to respond to the questions of the questionnaire. Interviews took place straight after the questionnaire was completed (cf 3.3.2.2).

3.3 RESEARCH INSTRUMENTS

Questions and interviews were employed in this research in order to complement each other and to provide the necessary information sought by the researcher.

3.3.1 Questionnaires

Two types of questions were employed, the open-ended or unstructured form and the close-ended or structured form. The structured questions have fixed alternative answers to them (van Dalen 1979:155). The closed questions were included in the study because the answers are standard and can be compared from person to person, this facilitated coding and analysis became simpler. The open or unstructured questions on the other hand allow the respondents more opportunity for creativity, uniqueness, self-expression, adequacy and the opportunity to clarify and qualify his or her answer (Bailey 1987:117, 118, 120).

The inclusion of both types of questions is important because it gives the respondents a varied choice of answers.

In order to understand the perceptions on the changing role of the principal in the new educational dispensation in South Africa, it is important that factors that may include or contribute to such change be considered. For this reason, the researcher covered such issues as biographical and general information about respondents. The teachers' view about the principal and the principal's view about teachers had to be established, therefore the first group of respondents were principals, HODs and teachers. For convenience sake, the first questionnaire will be labelled Questionnaire A for group A, and the second questionnaire for the pupils, Questionnaire B for group B (cf attachment 2).

3.3.1.1 Questionnaire A for group A

In Section A, biographical questions 1-7 have been asked in order to establish the presence of characteristics such as gender, rank, age and teaching experience, and also to test the impact that such characteristics might have on expectations for the role of the principals.

Under section B the researcher wishes to establish whether the governance of the school can be classified under the old autocratic system of education or whether it has become more democratic in Questions 8, 9 and 10. Question 10 is also asked to determine the relationship that exists between the principal, teachers and pupils.

Questions 11 to 20 are set to provide a broader perspective on the prevailing situation

at school, and also to determine the relationship that exists between the principal, teachers and pupils.

Question 21 establishes the leadership ability of the principal and the future expectation for education.

Question 22 is asked to test the involvement of staff in matters pertaining to education, and also to establish whether the principal encourages such involvement.

In question 23 the focus is on the atmosphere that prevails at school which may have an impact on the participants in education.

Question 24 wishes to establish the principal's ability and leadership skill to inform the staff about what is expected of them.

Question 25 tests the relationship between the principal and his staff, and also his leadership style to establish the future expectation on how such a relationship can best be maintained.

Questions 26 and 27 are asked to focus on the situation at school, and the teachers' accountability and involvement in education. This will serve as an indication of the climate created at the school.

Under Section C questions 1 and 2 endeavour to test the teachers' global views concerning the principal.

Questions 3, 4 and 6 are asked to test the relationship that exists between the principal and the teachers.

Questions 5 and 7 are to assess the principal as instructional leadership according to his own and the respondents' opinion.

Questions 8 and 9 seek more information in order to explain the teaching-learning situation, and also test the relationship that exists between the principal and the teachers.

Section D questions test the principal's view about teachers to avoid bias to the study.

Questions 1 to 3 test the relationship that exists between the principal and the staff, the teachers' accountability, responsibility and commitment to education. This set of questions are also asked to establish the future expectation for education.

Questions 4 to 7 are included to establish the leadership style of the principal and also to test his utilisation of power and authority.

3.3.1.2 Questionnaire B for group B

Question 1 and its sub-questions 1.2 and 1.3 on the presence of SRCs and their involvement at school, wishes to test the involvement that the pupils have in education. The question also wishes to establish the climate existing presently at school since the council/ body is considered democratic.

Question 2 wishes to assess if principals are accepted as leaders at schools. It also determines the pupils' understanding and involvement in the management of the school.

Question 3 tests whether the school programme runs properly. In other words, teachers attending classes, question 4, and teach them, is regarded as an indication of commitment of teachers in response to principal's leadership.

A follow up question, sub-question 4.2 is asked to establish the occasions that teacher non-attendance happen. This is done in order to assess the situation at school.

Sub-question 4.3 wishes to establish the reaction of the principal to situations where teachers do not attend classes as expected. It will also assess the role that the principal plays in the teaching-learning situation, and also reveal his leadership style.

Question 5 assesses the role that teachers play in education, whether they do work as expected of them.

The sub-questions 5.2 and 5.3 further prove the teachers' accountability and responsibility in education. The role of the principal is also assessed by these questions because as a leader of the school, he has to establish whether teachers are performing their duties.

Question 6 tries to get a clear view of what is happening at school, whether follow-ups are done on the educative function of teachers. It also assesses the role that the principal plays to achieve this function.

Question 7 assesses the relationship situation that pupils find themselves in; whether they feel free to approach their immediate educators, teachers, when they have educational problems in an open climate.

Question 8 tests the attitude that the pupils have with regard to the situation at school. The atmosphere of the school will determine the pupils' attitude, whether to remain in at that school or leave.

3.3.1.3 Pre-testing

This questionnaire has been compiled in accordance with the leadership role of the principal. The draft questionnaire has been discussed with Mr Smart, lecturer in the Department of Sociology, Vista University, Welkom Campus, Dr Bitzer, lecturer in the Department of Professional Education, Vista University, Welkom Campus and Mr Matshitse, principal of Seqhobong Secondary School, Kutlwanong, Odendaalsrus.

3.3.1.4 Distribution of questionnaires

Eight schools in the Goldfields Area were randomly selected (see 3.2) as a sample. Three of the schools are secondary schools while the rest are primary schools. All schools are within reach of the researcher although most of them are further than 20 - 30 minutes away from the researcher's place of residence. It was also possible for the researcher to deliver and administer the questionnaires and conduct interviews personally at a school on the same day. This means that one school was investigated per day.

Before the questionnaires and interviews could be respectively distributed and conducted,

at school, permission to do so was sought from the Area Manager, Department of Education, in Odendaalsrus Area (cf attachment 1). On two occasions letters of applications were written yet no response was received. The researcher then asked permission from the two inspectors responsible in the Odendaalsrus area. In Welkom Area, permission was granted without any problems by the Area Manager. A written consent was given and telephonical arrangements were made with the school principals.

There were two types of questionnaires (cf 3.3.1). The questionnaires together with a cover letter were distributed among the principals, HODs of the different schools and systematic selected teachers. Systematic selected standard ten pupils were given questionnaires, but they were placed in a different room from the teachers.

The cover letter (cf attachment 2) accompanying the questionnaire was read by the researcher while the respondents followed in theirs. This was done in order to facilitate the smooth and fast answering of the questions. The questions were of the self administered type and the participants were requested to complete the questionnaire, while the researcher moved to and fro between groups i.e. teachers and the pupils. After completion, the questionnaires were collected.

3.3.2 Interviews

As in questionnaires there are structured interviews where questions and answers are rigidly followed and unstructured interviews where respondents express their feelings and opinions (Ferron 1985:20).

Interviews were considered as necessary measuring instruments for this research because

of their uniqueness in that data is collected through direct verbal interaction between individuals (Borg 1967:221).

3.3.2.1 Reasons for selecting the interview

An unstructured interview method was selected for this study because:

- * the researcher wished to verify and validate questionnaire responses;
- * the researcher also aimed at obtaining more information by further explanations and repeating questions for clarity where necessary;
- * the subjects are allowed time, although this is monitored, to think and express their views;
- * it would be easier for the researcher to create a warm and relaxed atmosphere in which each respondent would be motivated to voice his opinions and feelings, without anxiety of being heard by others but the researcher.

3.3.2.2 Conducting the interview

Interviews were conducted with principals, HODs and teachers individually (cf 3.2). In the case of pupils, after the completion of the questionnaires, an interview was conducted with them as a collective group at every school. It should be noted that in primary schools, interviews were conducted only with systematic selected standard five pupils.

A tape recorder was used for the interview. Before the tape recorder would be used the researcher explained why it was necessary to use it. At first the respondents especially the principals, HODs and teachers did not feel at ease with the method because:

- * teachers and HODs thought that the researcher would play such cassettes to the

principal who would later victimise them;

- * principals thought that the researcher had been sent by the Department of Education to check them. One of the principals even felt that the researcher should give him time to put his house in order.

Pupils did not feel threatened by the tape recorder method instead they thought that the researcher had come to rescue them from their frustrations and problems they encounter at school. They kept on pleading with the researcher to talk to either teachers or principal.

The conclusion of data from interviews is dealt with in 5.2.3.

3.4 CONCLUSION

In Chapter three the researcher collected information on the perceptions of teachers and pupils of the changing role of the principal in schools. The information was collected by means of questionnaires and interviews. In randomly selected secondary schools systematically selected teachers and standard ten pupils completed questionnaires and interviews were conducted with them.

In randomly selected primary schools, teachers systematically selected completed questionnaires and were interviewed. Systematically selected standard five pupils were interviewed. These schools are however not representative of all primary and secondary schools in the Department of Education. The data collected is analysed in chapter four.

CHAPTER 4

ANALYSIS OF DATA

4.1 INTRODUCTION

In chapter three the methods of data collection were described in detail. Data collection was done by the implementation of research instruments, questionnaires and interviews. The reasons for including specific questions were also given in chapter three. Interviews were conducted with principals, HODs, systematically selected teachers, standard ten and standard five pupils in order to assess the validity and reliability of responses to the questionnaires.

In chapter four the collected data is analysed and interpretations done. Collected data has to be organised before interpretation can be done (Tesch 1990:114). Eight schools were investigated, responses were organised for each school separately and then data was coded.

The responses are divided into:

- * biographical data of the respondents (Section A: 4.4.1);
- * general information about the management situation at school (Section B: 4.4.2);
- * teachers' perspectives of the principal (Section C: 4.4.3);
- * principal's perception about the teachers (Section D: 4.4.4);
- * pupils' responses (Section E: 4.4.5);
- * responses from interviews (Section F: 4.4.6).

4.2 SORTING DATA (CODING)

Responses were entered into the computer according to codes. Each response was assigned a letter of the alphabet, an identification number was written on top of each questionnaire.

At the end of school coded, an identification number was allocated so that the information of schools could not be confused. Only close-ended questions were coded. Open-ended questions were grouped together according to responses.

4.3 DATA PROCESSING

After all the responses had been coded, the printouts were checked for possible mistakes. Missing cases were given code 99.

The information was exposed to the Statistical Package for Social Science (SPSS) which is a data analysis package. Connections between the variables were explored in the process.

4.4 DATA ANALYSIS

In analysing and interpreting data, percentages and frequencies were made use of. These enabled the researcher to assess and analyse data collected. Table 1 interprets biographical data of the respondents:

4.4.1 Interpretation of Biographical Data

Table 1 **GENDER OF RESPONDENTS**

Gender	Frequency	Percent
Male	44	32.8
Female	90	67.2
99.0	1	Missing
Total	135	100

From the responses on gender it is clear that in both primary and secondary schools, gender bias operates through the fact that the majority of teachers are females (67.2%) as compared to (32.8%) males (cf table 1). Yet in all schools but one, the headmasters are males. The reasons are probably many and complex and require further research. But for the purpose of this study, a comparison of how males and females perceive the role of the principal, is important.

Table 2 **RANK OF THE RESPONDENTS**

Rank	Frequency	Percent
Teacher	107	79.3
HOD	20	14.8
Principal	8	5.9
Total	135	100

The responses to the question on the rank of the respondents indicate 79.3% as teachers, 14.8% as HODs and 5.9% as principals. The frequency (8) indicates the number of principals in the schools where the study was conducted (cf table 2). The HODs and principals will already have

decided management principles and styles, therefore the fact that majority of respondents were ordinary teachers can give a clearer picture of what teachers expect of principals.

Table 3 AGE OF THE RESPONDENTS

Age	Frequency	Percent
20 - 25	5	3.7
26 - 30	28	20.7
31 - 35	34	25.2
36 - 40	25	18.5
41 - 45	20	14.8
46 - 50	12	8.9
51+	11	8.1
Total	135	100

As regards age 49.6% of the respondents are 35 years old and younger (cf table 3). This indicates that the teaching corps comprises young women and men. The question that arises is whether their ages have an impact on their views of the managerial role of the principal. The young teachers see things differently from their 'older' counterparts. Due to the strikes, sit-ins and the chasing away of principals which are occurring currently, it can be assumed that the age variable has an impact on the perception of management of the principals today. This assumption is reached because the young respondents are the products of the 1976 uprisings, during which time most of them were 16 years and below. They will most probably have different ideas on management than the older teachers.

Table 4 TEACHING EXPERIENCE OF THE RESPONDENTS

Teaching Experience	Frequency	
0	5	3.8
1	28	21.5
2	28	21.5
3	25	19.2
4	24	18.5
5	7	5.4
6	6	4.6
7	3	2.3
8	4	3.1
99.0	5	Missing
Total	135	100

Responses to teaching experience show two categories in which twenty eight respondents have one to five years experience, this represents 21.5%. This means that in category one to five years there are 28 respondents and in category six to ten years the number of respondents were also 28, that is 21,5%. The implication is that 46.8% of the respondents have five years experience in teaching. It can be deduced that 46.8% of the respondents started teaching in 1990 when the uprisings were the order of the day in the country. It has been established that the age of the respondents in the teaching fraternity is 35 years and below (cf table 3), what is concluded is that both the age and the teaching experience of the respondents influence perceptions on the role of the principal in the school. This may be attributed to the fact that within the five years experience there have been drastic changes, and unrest all over the country (cf 1.2, 1.2.2.2).

Table 5 EXPERIENCE AT THE PRESENT RANK

Experience	Frequency	Percent
0	7	5.3
1	43	32.6
2	36	27.3
3	18	13.6
4	16	12.1
5	6	4.5
6	4	3.0
7	1	0.8
8	1	0.8
99.0	3	Missing
Total	135	100

Concerning the experience at the present rank, 37.9% of the respondents have five years and lower, while the experience of the 27.3% respondents vary between eleven and fifteen years. It is also revealed that 13.6% have between sixteen and twenty years experience at the present rank, 12.1% between twenty one and twenty five, 4.5% has twenty six to thirty years, 3.0% thirty one to thirty five, and 0.16% vary between thirty six and forty one and above. Three respondents seem not to have replied to this question. The 37.9% will include young teachers or newly appointed HODs and principals.

Table 6 EXPERIENCE AT THE PRESENT SCHOOL

Experience	Frequency	Percent
0	6	4.4
1.0	44	32.6
2.0	39	28.9
3.0	27	20.0
4.0	17	12.6
5.0	1	0.7
6.0	1	0.7
Total	135	100

Concerning the experience at the present school 37% of respondents indicated that they have five years and lower. This implies that they started working at the school in 1990 when the situation in the country was chaotic (cf 1.2.2.2). Such a situation could have had an impact on their perception of the role of the principal and their attitude towards work. Moreover the teachers that were at the school for a longer period may understand the principal's ways and will be more lenient in their responses.

Table 7 MEMBERSHIP OF TEACHER ORGANISATIONS

Teacher Organisation	Frequency	Percent
SADTU	82	60.7
Naptosa	32	23.7
None	16	11.9
Other	5	3.7
Total	135	100

Responses to membership of teacher organisations, reflect 60.7% of teachers in both primary and secondary schools are South African Democratic Teachers' Union (SADTU) members. This implies that strikes and sit-ins occurring in schools may be caused by the majority of SADTU members in schools because SADTU called for the general teacher strike in 1994. The second largest 23.7% of the respondents are affiliated to Naptosa, 11.9% do not belong to any teacher organisation, the lowest 3.7% mentioned a different organisation from the ones already mentioned. Because the SADTU members comprise the largest group, perceptions on the role of principals will be democratic, demanding an open system. These people may have a bias as to what the role of a principal should be.

The next section, B, will focus on the situation existing at school.

4.4.2 Interpretation of the general information about the management situation at schools

Table 8 **BODY THAT GOVERNS SCHOOLS**

Body that governs	Frequency	Percent
Management Council	44	33.8
PTSA	29	22.3
None	47	36.2
4.0	10	7.7
99.0	5	Missing
Total	135	100

In this section, B, there are open-ended and close-ended questions. The data reveals that 36.2% of the respondents do not have any governing body in their schools, as compared to 33.8% of the respondents who stated that the schools are governed by the 'old' management council. The conclusion reached is that there appears to be confusion in schools because of the presence of the 'old' governing body and the non-existence of a democratic governing body. According to responses to open-ended questions it was clear that teachers generally thought a strong governing body that could support the principal and worked towards transparency, would create an ideal situation. The absence of governing bodies in the school implies that the principal has to take all important decisions himself. If he does not employ a democratic and participative management style, he will be regarded as an autocrat.

Table 9 WHO CONTROLS THE SCHOOL?

Who controls	Frequency	Percent
Management Council	15	11.5
PTSA	8	6.2
Principal	89	68.5
SRC	0	0
other	12	9.2
3 and 5	2	1.5
6	4	3.1
99.0	5	Missing
Total	135	100

The data in the preceding table (68.5%) of respondents reveal that the manager of the school is perceived to be the principal. In spite of this perception the investigation revealed that one of the schools was headed by the deputy principal because the pupils had chased the principal away. This may be reflected by the 9.2% of respondents who do not regard the principal as manager of the school. Five of the respondents did not reply to this question. From the different responses to the question it is concluded that 31.5% of the respondents do not understand or do not care about what is happening at school and appear not to know who is in control. This reflects an ongoing confusion occurring inside schools and a lack of communication and principals are most probably regarded as autocratic.

Table 10 PRESENCE OF SRC

Do you have SRC	Frequency	Percent
Yes	52	40.0
No	77	59.2
3.0	1	0.8
99.0	5	Missing
Total	135	100

The responses to the presence or existence of SRCs at schools, indicate that 59.2% of the respondents do not have SRCs. This seems to be the case in primary schools because this council or body is not in existence. There were five primary schools and only three secondary schools in the research project, which explains why 59.2% respondents state that SRCs are not present at their schools. The other 40.0% of respondents state that the SRCs are present. This tallies with the pupils' responses (cf table 61). It is concluded that 40% of the respondents are in secondary schools. The presence of SRCs in schools highlight the pupils desire for a democratic management. The response 0.8% may have been caused by a respondent who did not understand the question and answered incorrectly. Five respondents did not reply to the question.

Table 11 INVOLVEMENT OF STUDENT REPRESENTATIVE COUNCIL

SRC activeness	Frequency	Percent
Very Active	17	29.3
Active	15	25.9
Moderate	22	37.9
Passive	2	3.4
Very Passive	2	3.4
99.0	77	Missing
Total	135	100

A sub-question on the function of SRCs had been asked to assess how active the council or body is, 93.1% responses reveal that the function of SRC varies from moderate to very active. This implies that it varies between activeness and passivity. Various factors may contribute to this situation, same tendency appeared in pupil responses where 62.7% indicate that SRCs are active to very active (cf table 62). The fewer pupil responses reflects misunderstanding on the role which the SRCs play at school and that schools are still not fully democratised and that all primary schools do not have SRCs.

Table 12 NECESSITY OF STUDENT REPRESENTATIVE COUNCILS AT SCHOOL

Necessity of SRCs	Frequency	Percent
Yes	97	85.1
No	17	14.9
99	21	Missing
Total	135	100

Responses (85.5%) to the second sub-question about the necessity of SRCs in schools indicate that even primary schools do need this body irrespective of what name is given to it. This implies a desire for democracy. In motivating why SRCs are regarded as necessary bodies, on open responses and the interviews it was stated that SRCs should act as a link between teachers and pupils because not only secondary school pupils encounter educational problems but also primary school pupils do. Those who did not favour the necessity of SRCs indicated that in primary schools such a body is not necessary because pupils still rely on guidance from the teachers. They also stated that the SRC does not have guidelines on how to operate, instead they act to victimise teachers and pupils. In spite of this negative finding 85.5% still are of the opinion that SRCs are necessary at schools which is an indication of preference of democratic, open management which means that their perception of the role of the principal would be the same.

Table 13 **MORALE OF TEACHERS**

Teacher moral	Frequency	Percent
Excellent	14	10.6
Good	61	46.2
Average	48	36.4
Poor	9	6.8
99.0	3	Missing
Total	135	100

The data in table 13 indicates that 46.2% of respondents agree that the morale of teachers is good, and 10.6% states that it is excellent. This implies that teachers' attitude towards their work is positive. It may be that "good morale" was not interpreted correctly and that a teacher who has a "good morale", will not necessarily be diligent and attend classes. What is seen happening

in schools today leaves much to be desired. This perception is contradicted by the press report that the morale of teachers is low because in one school it was alleged that teachers influenced the pupils to chase the principal away (Express 1995:3). This is a clear indication that the teachers attitude towards education is not beyond reproach and this is an indication that the atmosphere at school is not conducive to teaching and learning. The principal does not succeed in getting teachers to co-operate, although they form a united front. This is indicative of an engaged climate at school.

Table 14 CO-OPERATION AMONG TEACHERS

Teacher co-operation	Frequency	Percent
Excellent	15	11.2
Good	60	44.8
Average	47	35.1
Poor	12	9.0
99.0	1	Missing
Total	135	100

As regards co-operation among teachers, 56.0% responses indicate that co-operation varies from good to excellent. This implies an atmosphere conducive to the teaching-learning situation. As there seems to be a lot of co-operation among the teachers, one would not expect strikes. On the other hand, a further implication is that since 60.7% of teachers are SADTU members (cf table 7), their 'co-operation' is well understood and co-operation does not have to mean co-operation in teaching matters, but in other matters.

Table 15 **RESPONDENTS' KNOWLEDGE ABOUT WHAT HAPPENS AT SCHOOL**

Teacher knowledge	Frequency	Percent
Excellent	18	13.4
Good	46	34.3
Average	53	39.6
Poor	17	12.7
99.0	1	Missing
Total	135	100

On the degree to which teachers know what is going on at school 87.3% reflect that they are informed about what happens at school, this varies from average to excellent. What is concluded is that the flow of information as indicated by 39.6% of respondents is not what is expected from a well-run school. The running of the school has to be transparent as to avoid unnecessary conflict. The lack of communication cannot be blamed on the principal alone, it might be that teachers are disinterested. Be it what it may, this lack of communication is an indication that the principal is not succeeding in creating an open climate in the school.

Table 16 **ATTITUDE OF THE RESPONDENTS TOWARDS THE PRINCIPAL**

Teachers attitude	Frequency	Percent
Excellent	21	15.7
Good	56	41.8
Average	42	31.3
Poor	15	11.2
99.0	1	Missing
Total	135	100

The impression, created by the respondents (57.5%) to the teachers attitude towards the principal indicates that it is good. This implies that there exists close relationship between the teachers, HODs and the principal. Yet this is questionable, if teachers are not doing their work as expected (cf table 33) it is highly improbable that they would be on friendly terms with the principal. The picture created at schools is that everything is 'normal' yet a lot of abnormality is present (Sowetan 1994:1). The outcome of such 'abnormality' are strikes, sit-ins and the chasing away of principals (cf chapter 1.1). The second largest group of respondents (31.3%) indicate that the attitude of the respondents towards the principal is average which can mean anything. If the information provided in tables 33 and 64 is true this is a discrepancy. According to the interviews principals are still autocratic and abuse their power and authority to frustrate teachers especially members of SADTU. Thus teachers are afraid of such principals, they do their work after having been coerced and intimidated by the principal. Their attitude towards the principal is negative.

Table 17 **PRINCIPAL'S ATTITUDE TOWARDS TEACHERS**

Principal att. towards teachers	Frequency	Percent
Excellent	25	18.8
Good	69	51.9
Average	26	19.5
Poor	13	9.8
99.0	2	Missing
Total	135	100

The respondents (70.7%) to the principal's attitude towards teachers indicate that it is good to

excellent. This implies that he is a democrat and pleasant to work with. It seems, according to table 17 as if his attitude towards his staff is that of a leader who knows that good relationships are important in order to reach the desired goal of education. But a closer look, at the response and the teachers and some of the HODs' interviews reveal that principals are still autocratic and that nepotism is order of the day. The conclusion reached in spite of responses in table 17 is that in schools there is no good relationship between the principals and the subordinates, because teachers are treated as subordinates not colleagues.

Table 18 ATTITUDE OF THE PUPILS TOWARDS THE PRINCIPAL

Attitude stud. towards principal	Frequency	Percent
Excellent	34	25.6
Good	58	43.6
Average	25	18.8
Poor	16	12.0
99.0	2	Missing
Total	135	100

As regards the attitude of the pupils towards the principal 69.2% of respondents state that it is good to excellent. This means that the pupils show respect to and are positive towards the principal.

Yet there are cases where they join hands with their teachers to chase the principal away (Sowetan 1994:2). The conclusion arrived at is that it may be possible that in some instances teachers are using the pupils as weapons to get even with the principal and chase him away. This

conclusion is reached due to the 43.6% response which creates the impression that the relationship between pupils and the principal is satisfactory. Interviews with the pupils revealed that they do respect the principal, but he does not live up to their expectations. This may account for the positive responses above.

Table 19 ATTITUDE OF THE PRINCIPAL TOWARDS PUPILS

Principal att. towards pupils	Frequency	Percent
Excellent	36	26.9
Good	63	47.0
Average	24	17.9
Poor	11	8.2
99.0	1	Missing
Total	135	100

As regards the attitude of the principal toward pupils, table 19 indicates that it is good to excellent (73.9%). If this is the case it is difficult to understand why on the other hand the pupils enter in marches with teachers against principals. The impression created is that the principal works very hard to maintain a good relationship between himself and the pupils. This implies that the situation created here is of a person, an adult, who has the goal of educating a child, in mind, thus he creates a conducive atmosphere for learning. For this reason it is questionable why pupils become hostile towards the principals who appear to be maintaining good relationships and positive attitude towards the pupils. It is therefore concluded that there may be complicated reasons that cause or influence the pupils to defy principals.

Table 20 **ATTITUDE OF THE TEACHERS TOWARDS THE PUPILS**

Teacher attitude	Frequency	Percent
Excellent	24	17.9
Good	74	55.2
Average	33	24.6
Poor	3	2.2
99.0	1	Missing
Total	135	100

The attitude of the teachers towards the pupils is reflected by 73.1% respondents as satisfactory and acceptable. This however is not an indication that teaching and learning take place in the classrooms, teachers can be friendly with pupils because they do not want them to complain.

Table 21 **ATTITUDE OF THE PUPILS TOWARDS TEACHERS**

Pupil attitude	Frequency	Percent
Excellent	22	16.4
Good	56	41.8
Average	49	36.6
Poor	7	5.2
99.0	1	Missing
Total	135	100

The respondents (58.2%) indicate that the attitude of the pupils towards teachers is good to excellent. Comparatively speaking the attitude of the pupils towards teachers and that towards the principal is different. The pupils are more inclined towards the principal than they are to the

teachers as was confirmed in the interviews (cf table 18). This deduction is also made because the pupils' attitude towards the principal reflects 69.2% that claims it is good to excellent as to 58.2% reflects a positive attitude towards teachers. See figure below:

FIGURE 3 Attitude of pupils to teachers

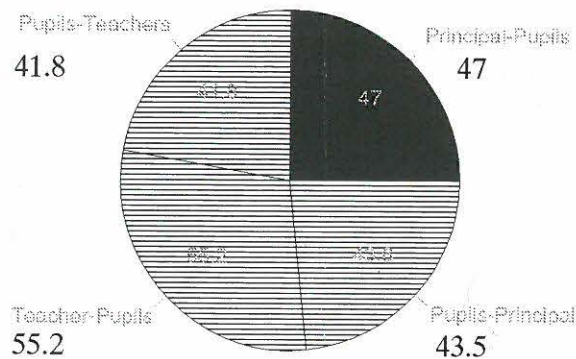


Figure 3 illustrates that a further implication is that the relationship between teachers and pupils is not as expected. Since the teachers are their immediate authority and the people they come into classroom encounter with, it is strange that the relationship shows a one-sided attempt on the part of the teachers. Maybe one of the causes is the teachers who sometimes do not attend classes as expected (cf tables 65 and 33). In order to gain the support, trust and authority from the pupils, one has to teach them.

Table 22 PUPIL BEHAVIOUR

Pupil behaviour	Frequency	Percent
Excellent	11	8.2
Good	42	31.3
Average	63	47.0
Poor	18	13.4
99.0	1	Missing
Total	135	100

On the level of pupil behaviour, the responses reflect 86.5% varies from average to excellent. There appears to be contradiction in the fact that pupil behaviour seems good yet their attitude towards the teachers, comparatively speaking is not that good (cf figure 3). What causes this contradiction is that teachers are closer to the pupils than the principal yet the latter receives more attention than the former. The pupils' interviews revealed that the pupils behaviour is influenced by teachers who come to school late, sometimes drunken and do not attend classes.

Table 23 EFFECTIVE EDUCATION

Education effective	Frequency	Percent
Yes	100	74.6
No	34	25.4
99.0	1	Missing
Total	135	100

The responses of 74.6% state that education is perceived as effective in schools. The impression created from this information is that teachers are performing their work as expected. This is in direct contrast to what was revealed in table 33. This leads to the conclusion that things do not

appear as indicated. It seems the respondents do not want to accept failure in performing their duties. Other respondents 25.4% believe that education is not effective at school. In motivating their statement they state that this opinion is caused by:

- * Teachers who do not attend classes as expected;
- * Not all parties are involved in the education process;
- * A high rate of teachers and pupil absenteeism;
- * A situation not conducive to teaching and learning; and
- * Principals who show nepotism openly and as a result demotivate teachers.

The interviews to the question support the 25.4% who state that education is not effective, also (cf tables 64-70) the pupils' responses to teacher attendance and written work indicates that no effective education takes place in schools presently as it was in pre-democratic era (cf 1.2.2.1, 1.2.2.2).

Table 24 **STAFF MEETINGS**

Staff meetings	Frequency	Percent
Every week	43	33.1
Monthly	43	33.1
Quarterly	44	33.8
99.0	5	Missing
Total	135	100

The responses (33.8%) to how often meetings are held at school show that they are held quarterly. This in itself stresses the lack of communication and slow free flow of information, typical of a traditional principal (cf chapter 1:1). It may be that principals are autocratic and

therefore do things when it suits them. It also reflects that the principal fears opposition and therefore to avoid it, no meeting will be called except 'quarterly'; maybe when people's emotions are stable. The contradiction created is reflected in tables 16 and 17 which indicate that the principal and teacher reciprocal attitude varies from good to excellent. This state of affairs contribute to unnecessary conflicts occurring between the principal and his staff. Communication between the principal and his staff has to be maintained (cf Owens definition of a leader:2.3).

Table 25 CONTRIBUTION IN STAFF MEETINGS

Contribution	Frequency	Percent
Always	43	32.1
Regularly	25	18.7
Sometimes	62	46.3
Never	4	3.0
99.0	1	Missing
Total	135	100

The responses (46.3%) reflect the contributions that the respondents make in such 'quarterly' meetings. Their contribution 'sometimes' show an underlying problem in schools. Maybe teachers feel frustrated and decide not to contribute as expected in a meeting. It may also happen that their views are not taken into consideration. Also the period that is taken to hold meetings has influence on the contribution that teachers make. They may take all the frustrations out in such meetings and conflict between them and the principal be exaggerated. This is because a pile of dissatisfaction, emotions and feelings have been bottled for a quarterly period. The interviews with teachers and HODs indicate that the principals lack openness and become rude in meetings and threatens anyone who oppose their views.

Table 26 **JOB SATISFACTION**

Job satisfaction	Frequency	Percent
Yes	94	71.2
No	37	28.0
9.0	3	Missing
Total	135	100

The responses to job satisfaction are 71.2% who reflect that the respondents are satisfied in their jobs. This is not being reflected by their actions (cf table 33). If a person is satisfied in his/her job there is no point in resorting to strikes, sit-ins and the chasing away of principals of schools. Therefore it can be concluded that teachers like to pretend about and hide what is happening at school. The satisfaction that the staff encounter at school, may be attributed to school atmosphere. The principal plays a role in creating the acceptable and warm climate at school (cf 2.6.3). It could be that the teachers are satisfied 'with' the job or because they have it, the question could have been ambiguous.

Those respondents (28%) who answered negatively gave the following reasons:

- * principals' nepotism;
- * promotions and awards given to some teachers without the staff being consulted;
- * principals' attitude and manner of approach which does not suit their positions as leaders;
and
- * principals cause conflict, instead of settling it, having 'their own people' being appointed to act as 'informers'.

These dissatisfactions are also revealed in the interviews conducted with the teachers and HODs.

Table 27 **RESPONDENTS' CONDITIONS OF SERVICE**

Conditions of Service	Frequency	Percent
Yes	96	78.0
No	27	22.0
99.0	12	Missing
Total	135	100

The responses (78%) to knowledge of the conditions of service reflect that respondents are well informed. This implies that they are conversant with what is expected of them as teachers yet they do not comply since pupils claim that they do not always attend their classes (cf table 64) is indicative of the teachers' arrogance. Maybe such teachers need a bureaucratic leader to get them to do their duty (cf 2.4). Because the principal is not strict, they abuse privileges.

Table 28 **MERIT AWARDS**

Received Merit	Frequency	Percent
Yes	23	17.4
No	109	82.6
99.0	3	Missing
Total	135	100

The respondents (82.6%) state that they have never received a merit award. This could be because 49.6% of the respondents are 35 years and younger (cf table 2) of the remaining 50.3%,

only 17.4% of respondents received a merit award and 32.9% have not received the merit award yet they are above 35 years old. The conclusion is that teachers are not rewarded for what they do and achieve. This causes demotivation. This does not mean that teachers are to be double paid but any person needs recognition and the few awards can create friction between teachers and principals.

Table 29 KNOWLEDGE ON AWARDING OF MERITS

Knowledge of merit	Frequency	Percent
Yes	50	38.5
No	80	61.5
99.0	5	Missing
Total	135	100

From the respondents 61.3% indicate that they do not know the criteria on which merits are awarded. This indicates that teachers are not involved in deciding when, how, why and who is to receive an award, apparently, even presently, the decision is top-down as it was traditionally (cf 2.1). This is against the perspective and expectations a democratic leader should have (cf 2.4). Some of the teachers know how merits are awarded, reflected by the 38.5% of respondents. The majority does not know which indicates that the principal is not transparent which fact disturbs good relationships at school. It is indicated by those who answered negatively and those who are positive in the open questions, that both groups of respondents believe that all teachers who do their jobs diligently should receive awards. This fact has been highlighted in the interviews with teachers and HODs. In (table 15) 87.3% of respondents claim to know about what happens at school therefore they should be knowledgeable about merit awards.

Table 30 **RESPONDENTS' PROMOTIONS**

Are promotions done	Frequency	Percent
Yes	78	62.9
No	46	37.1
99.0	11	Missing
Total	135	100

On the promotions done at schools 62.9% agree that promotions take place in their respective schools. This is an alternative to a situation where a person does not receive a merit award. Promotions are also incentives to the staff (cf 2.6.2). This situation is indicative of the principal applying reward power.

Table 31 **WHEN ARE PROMOTIONS DONE?**

How often	Frequency	Percent
Yearly	21	31.8
After two years	34	51.5
Never	9	13.6
4.0	2	3.0
99.0	69	Missing
Total	135	100

It is indicated by 51.5% of the respondents that promotions are done after two years. This is an indication of fair treatment by the department because principals do not decide on promotions although they can motivate against it and this can cause friction if it is not done transparently.

The large number that did not respond, is noteworthy and the 13.6% that claim 'never', these responses creates the impression that they are frustrated.

Table 32 **KNOWLEDGE OF PROMOTIONS**

Knowledge on promotions	Frequency	Percent
Yes	41	35.0
No	76	65.0
99.0	18	Missing
Total	135	100

The responses to possessing knowledge on how promotions are determined (cf table 32) reflects that 65% of the respondents are not informed. Why teachers are not informed is not clear but it reflects back to the principal's managerial role and skills (cf 2.2), and also indicates an autocratic, bureaucratic principal (cf 2.4). There is no necessity and concrete reasons for the principal not to inform teachers on how promotions are determined. This is against the principles of an open climate (cf 2.6.3.1).



Table 33 **TEACHERS' CLASS ATTENDANCE**

Teachers attend	Frequency	Percent
All	32	24.1
Most	70	52.6
Some	28	21.1
Few	3	2.3
Nobody	2	Missing
Total	135	100

The respondents (52.6%) to teachers' attendance of classes show that most of them do attend. The reasons for all teachers not attending classes can be many, but failure to attend indicates that the principal is not trusted nor respected. This questions managerial skills of principals. The teachers seem to agree with the pupils that some teachers do not attend their classes as expected (cf table 65). The principal has to ensure that teachers are doing their work of teaching pupils entrusted to them. Yet it appears as if the principal is neglecting his duty because it has been indicated (cf table 66) that teachers sometimes attend classes and the principal's response is indicated in table 67. Teachers need not be reminded of their conditions of service because it appears that 78% of them know (as indicated in table 27). It can be concluded that the principals are trying to be popular as in altruistic leadership.

Table 34 **SUBJECT OFFERED FOR WHICH TEACHERS ARE NOT QUALIFIED**

Subjects teaching not qualified in	Frequency	Percent
Yes	19	14.4
No	113	85.6
99.0	3	Missing
Total	135	100

Responses to the question of how many subjects teachers offer for which they are not qualified, show that 85% of respondents teach subjects they are qualified in. Therefore it is rather strange that all teachers do not attend classes as expected. The subject matter is what the teachers brings to the pupils, so if he is conversant with it, a relationship of trust can be created between the teacher and the pupils.

Table 35 **NUMBER OF SUBJECTS TAUGHT**

If yes, how many	Frequency	Percent
One	16	69.6
Two	5	21.7
More than two	2	8.7
99.0	112	Missing
Total	135	100

Table 35 illustrates that 69.6% of the respondents teach only one subject. In the open questions that followed they showed their satisfaction with the subjects they teach yet believed that teachers are to be involved in subject allocation. This idea of involvement has been revealed in the

teachers' interviews where they felt very strongly about their involvement, not only in allocation of subjects, but also in management.

The following section, C, will give a clear picture of the situation prevailing at school with special reference to the teachers' perspective of the principal, to assess the latter's management role in education.

4.4.3 Interpretation of the teachers' views about the principal

Table 36 **PRINCIPAL'S OPEN DOOR POLICY**

Principal's open door policy	Frequency	Percent
Always	69	55.2
Sometimes	44	35.2
Never	12	9.6
99.0	10	Missing
Total	135	100

According to table 36 (55.2%), of respondents reveal that principals have an open door policy. This either nullifies or contradicts the fact that 61.5% of respondents in table 29 do not know how merit awards are given to teachers and 65% of respondents in table 32 are not informed about how promotions are determined. The pupils response illustrated (figure 3) that their attitude towards the principal is responsive (69.2%) as compared to their attitude towards teachers (58.2%). It is concluded that the pupils experience principals more open than teachers do. This view is supported by table 17 in which the principal's attitude towards teachers varies

from good to excellent, 70.7% in contrast to his attitude towards pupils which also varies from good to excellent, which is 73.9%. Interviews with teachers and HODs give a different opinion about the principal's policy. It has been indicated that a lot of favouritism exists, that the principal is egocentric, does not inform staff about matters pertaining to education, makes unilateral decisions and if he is questioned he becomes harsh. For education to be effective, the principal has to be transparent and treat all involved equally not be open to some and close to others. This is indicative of a closed climate created by the principal.

Table 37 PRINCIPAL AND CONFLICT SETTLEMENT

Does he settle conflict	Frequency	Percent
Yes	103	83.1
No	21	16.9
99.0	11	Missing
Total	135	100

Table 37 illustrates that 83.1% of the respondents indicate that the principal settles conflict when it occurs. The perception created is, a harmonious relationship exists between the principal and the staff. As Frase (1990:21-26) puts it, conflict management is a prerequisite to successful leadership because the effective leaders of today, yesterday and tomorrow use the collaborating mode of conflict resolution. Those who responded negatively state that principals encourage conflict in order to divide and rule and that he shows favouritism in settling conflict. It is believed that being a leader he should remain neutral. This fact has been strongly emphasized in the interviews by teachers and some of the HODs, more especially those who belong to SADTU. Therefore it is necessary for the manager to remain as neutral as possible and treat

teachers equally, to be proactive instead of reactive.

Table 38 **FREE TO DISCUSS EDUCATIONAL PROBLEMS WITH PRINCIPAL**

Free to discuss	Frequency	Percent
Always	69	55.2
Often	19	15.2
Sometimes	30	24.0
Not at all	7	5.6
99.0	10	Missing
Total	135	100

The data in table 38 reveals that 70.4% of the respondents feel free to discuss educational problems with the principal. There are many educational problems, among others the failure rate, non-attendance of teachers and pupils, therefore it is necessary for the principal to be accessible to his staff so that the latter can assist him in resolving the problems. Other respondents (24.0%) sometimes feel free while at times they do not, while 5.6% of respondents do not feel free at all. The perception of these 5.6% may be that a principal is taboo to his staff, they are afraid of him. The majority finds the principal approachable. This has been confirmed by the interviews with teachers and HODs.

Table 39 WHO IS CONSULTED WITH EDUCATIONAL PROBLEMS?

Who is consulted	Frequency	Percent
Principal	33	26.4
Deputy Principal	16	12.8
HOD	42	33.6
Fellow teachers	28	22.4
No one	0	0
1 and 2	1	0.8
1 and 4	2	1.6
2 and 4	1	0.8
3 and 4	2	1.6
99.0	10	Missing
Total	135	100

The responses to who the staff consult when they have educational problems indicate that 33.6% of respondents approach HODs. This means that the principal distributes the work among his subordinates. The HODs do their work of guiding teachers in their instructional problems. There are also indications of good relationships in school where teachers approach others irrespective of rank when they are faced with problems, that only 26.4% goes to the principal is in contradiction with responses reflected in table 38 where the principal is approachable. This could however indicate expert power of the principal.

Table 40 STAFF DEVELOPMENT ACTIVITIES ENCOURAGED BY PRINCIPAL

Does he	Frequency	Percent
Always	68	54.0
Sometimes	47	37.3
Not at all	11	8.7
99.0	9	Missing
Total	135	100

In table 40.54% of the respondents agree that the principal always encourages staff development activities. This indicates that teachers are assisted in doing their jobs effectively. Teachers come into the profession to assist pupils and it is the principal’s main aim to help teachers succeed (Frase 1990: 101). This is in accordance with the administrative demands made on the modern principal (cf 2.6.2). Other respondents (37.3%) state that the principal sometimes encourage their development activities while 8.7% claim he does not. Nine of the total respondents did not respond to the question.

Table 41 PRINCIPAL ACCESSIBILITY ON INSTRUCTIONAL MATTERS

Principal accessible	Frequency	Percent
Always	61	48.8
Rarely	19	15.2
Sometimes	38	30.4
Not at all	7	5.6
99.0	10	Missing
Total	135	100

The data in table 41 reveals that the principal is accessible to discuss instructional matters with

the teachers. The response, 48.8% is in agreement with table 40. Yet the second largest number of the respondents 45.6% oppose this in that they claim that they sometimes or rarely discuss instructional matters with the principal. This reflects an underlying problem in schools. The minority of respondents (5.6%) state that they do not discuss instructional matters with the principal because of his inaccessibility. An open door policy would encourage teachers to approach the principal if they encounter problems in teaching, and this seems true in the schools included in the research.

Table 42 PRINCIPAL'S ENCOURAGEMENT OF USE OF DIFFERENT TEACHING METHODS

Does he	Frequency	Percent
Always	73	57.9
Sometimes	35	27.8
Never	18	14.3
99.0	9	Missing
Total	135	100

The data in the above table indicate that 57.9% of the respondents state that the principal always encourages the use of different teaching methods, while 27.8% of respondents indicate that he sometimes does that. A lesser percentage (14.3%) indicate that he never does while nine respondents did not reply to the question. It seems the principal is doing what is expected of him and guides his staff yet the latter appear reluctant to accept such guidance. This is supported by data in table 33 and table 40. The teachers' reluctance to teach pupils has been emphasized in the interviews with secondary school principals, teachers, HODs and pupils. In one secondary school it was mentioned that the principal is forced to chase teachers and pupils to attend classes. It is believed that teachers were not properly trained in the teaching institutions and it appears

as if to teach was not a calling but they joined teaching to relax. The pupils even stated that it will be better for such teachers to rest at home.

Table 43 CLASSROOM OBSERVATIONS/VISITS BY PRINCIPAL

Does he do them	Frequency	Percent
Yes	42	34.1
No	81	65.9
99.0	12	Missing
Total	135	100

The data in table 43 reveals that 123 respondents responded to the question. Of the responses 65.9% indicate that the principal does not do classroom visits while 34.1% responded positively. Twelve respondents did not respond to the question. There is a clear indication that in some schools class visits are being conducted and in others it is not. What contributes to this state of affairs may be that of the 65.9% respondents 60.7% (as indicated in table 7) are SADTU members who have been rejecting any form of evaluation in schools. The following reasons were also outlined in the interview with teachers and HODs:

- * class visits are unnecessary because they represent favouritism; and
- * class visits are viewed as a form of intimidation by teachers.

In contrast, in the interviews pupils stressed that the principal has to conduct class visits in order to alleviate both teachers' and pupils' non-attendance of classes. Class visits will also ensure that teachers do their work. It is assumed that the principal does not make follow-ups to check on teachers work. This is detrimental to education. The principal has to guide teachers' work and ensure that the work is done in the proper and guided manner (cf 2.6.2).

Table 44 FREQUENCY OF CLASS VISITS DONE

How often	Frequency	Percent
Once a month	6	15.4
Twice a month	3	7.7
Quarterly	17	43.6
Other (specify)	13	33.3
99.0	96	Missing
Total	135	100

The data in table 44 reveal that those who said that class visits are done (cf table 43) state that this is done on quarterly basis. It is reflected by 43.6% of the respondents, while 33.3% indicate other periods different from the mentioned ones, the 15.5% of respondents and 7.7% says it is done twice a month. Ninety six of the respondents did not respond to the question. This large number may be attributed to those who said class visits are not necessary (under table 43). It is concluded that there is no uniformity on when the class visits are to be done. These class visits are done randomly which further contradicts peace at school.

Table 45 EVALUATION OF TEACHERS' WORK

Principal evaluates	Frequency	Percent
Yes	62	50.4
No	61	49.6
99.0	12	Missing
Total	135	100

Of the responses 50.4% agree to the principal's evaluation of teachers' work reflect that this is

done. On the contrary the second large number 46.9% of respondents state that it is not done. This indicates divided views on evaluation. It is assumed that there are some who are in favour of evaluation and others against it. It is otherwise necessary that the principal should evaluate teachers' work to determine if they really do their work. This view was expressed by HODs, some teachers and pupils in interviews. They believe that through the evaluation of teachers' work, the principal will be able to assess whether teachers are doing work as expected.

Table 46 **FREQUENCY OF EVALUATION**

If yes, how often	Frequency	Percent
Always	6	9.4
Regularly	23	35.9
Sometimes	30	46.9
Never	5	7.8
99.0	71	Missing
Total	135	100

For the 9.4% who said evaluation is done, 46.9% of respondents state that it is done only 'sometimes'. This is quite strange because evaluation must be done regularly to assess teacher performance. Therefore the principal has to ensure that this is done. It is concluded that principals are sometimes neglecting their duties. The modern principal has to ensure that work is done (cf 2.6.1). The 71 respondents that refrained from responding could once again be SADTU members who do not believe that teachers should be evaluated.

In the following section, D, the principal's view about teachers is sought in order to avoid bias to the study.

4.4.4 Interpretation of the principal’s view about teachers

It should be noted that 99.0 are missing cases. This implies that teachers did not have to respond to the questions.

Table 47 **STAFF MEMBERS AND PREPARATION OF LESSONS**

Do they prepare	Frequency	Percent
All	2	40.0
Most	2	40.0
Some	0	0
Few	1	20.0
Nobody	0	0
99.0	130	Missing
Total	135	100

Of the respondents 40% indicate that teachers come to class prepared, but this is contradicted by 40% of respondents. There is contradiction because (in tables 40, 41, 42) it is reflected that the principal is viewed as someone who guides teachers in instructional matters, yet the principals seem to be divided on preparation of the lessons. This reveals teachers’ low morale and lack of sense of duty. If teachers don’t teach, the principal has to adapt his management strategies. In order to do this he must encourage and motivate teachers to see the necessity and need to prepare their lessons. This is an issue that has to be faced by the modern principal (cf 2.6). Three of the principals did not respond to the question.

Table 48 **MONITORING OF LESSON PREPARATION**

Lesson preparation monitored	Frequency	Percent
Yes	4	80.0
No	1	20.0
99.0	130	Missing
Total	135	100

Data reveals that five principals out of eight responded to the question. 80% of the total respondents indicate that lesson preparation is monitored, while 20% respond negatively. It is

not enough to monitor teacher preparation but the principals do ensure that teachers honour their period and present lessons (2.6.2).

Table 49 FREQUENCY OF MONITORING PREPARATION

How often	Frequency	Percent
Weekly	3	75.0
Monthly	1	25.0
Quarterly	0	0
99.0	131	Missing
Total	135	100

The data in table 49 indicates that 75% of respondents state that lesson preparation is monitored weekly. It is noted that 5% which represents one of the principals decided not to respond to the question. 25% of respondents state that monitoring is done on a monthly basis. The idea of weekly monitoring is a prerequisite if teacher performance and pupils understanding and

acquiring of knowledge are to be assessed. Therefore the principal of the school has to ensure that lesson preparation is monitored on a weekly basis by HODs.

Table 50 MONITORING OF LESSON PREPARATION

Who monitors	Frequency	Percent
Principal	1	25.0
Deputy Principal	0	0
HODs	3	75.0
Teachers	0	0
No one	0	0
99.0	131	Missing
Total	135	100

On the question of who monitors lesson preparation 75% of respondents indicate that it is done by HODs. This implies that distribution of work is done. HODs do the expected work and they are later accountable to the principal who in turn checks their work.

Table 51 CLASS VISITS BY PRINCIPAL

How often	Frequency	Percent
Weekly	0	0
Monthly	1	33.3
Quarterly	2	66.7
99.0	132	Missing
Total	135	100

The data from table 51 indicate that 66.7% principals conduct class visits on quarterly basis while 33.7% conduct them on a monthly basis. There is a clear indication that classroom visits are done on frequent basis to assess teachers work.

Table 52 EVALUATION OF TEACHERS' WORK

Evaluate teachers	Frequency	Percent
Yes	4	80.0
No	1	20.0
99.0	130	Missing
Total	135	100

The above data indicates that 80% of principals evaluate teachers' work and 20% do not. It is assumed that principals use different forms or ways of evaluating teachers because (in table 51) the frequency of principals who do class visits is three and (in table 53) the frequency is four. It could be that principals do not only visit teachers in classes, they also assess teacher performance in other ways. For those who answered in the negative their reason is: The prevailing political situation in the country does not allow teachers to be evaluated. This fact was also emphasized by HODs and principals in the interviews.

Table 53 **FREQUENCY OF EVALUATING TEACHERS' WORK**

How often	Frequency	Percent
Weekly	0	0
Monthly	0	0
Quarterly	2	50.0
When necessary	2	50.0
99.0	131	Missing
Total	135	100

The data reveals a striking contrast to the teachers' responses to how often teachers' work is evaluated. 50% of principals state that it is done quarterly while the other 50% claim when it is necessary to evaluate. Principals have to bear in mind that teachers have to be evaluated according to a particular time frame not when necessary to do so (cf 2.6.1). Principals have to plan ahead when to evaluate teachers and inform the latter timeously if they are good managers. Such an attitude is against the principles of democracy rather of a laissez-faire type of leader (cf laissez-faire leadership style: 2.4).

Table 54 **DISCUSSION OF EVALUATION RESULTS WITH TEACHERS**

Discuss results	Frequency	Percent
Always	3	75.0
Sometimes	1	25.0
Never	0	0
Not necessary	0	0
99.0	131	Missing
Total	135	100

Data reveals that 75% of principals always discuss evaluation results with teachers while 25% sometimes discuss the results. This indicates that in some schools there are autocratic principals who sometimes do things when necessary and no feedback is provided, a bureaucrat works by the rules for the sake of rules and not to improve production. It does not seem as if any school investigated has become open and democratic.

Table 55 PRINCIPAL'S PERCEPTION ON TEACHERS' RESPONSE TO EVALUATION

Teachers response	Frequency	Percent
Totally agree	1	25.0
Agree	2	50.0
Partial	1	25.0
Disagree	0	0
Totally disagree	0	0
99.0	131	Missing
Total	135	100

The teachers' response to evaluation reflects that teachers agree and accept evaluation. 25% of principals totally agree that teachers respond positively to evaluation, while the other 25% is divided on the evaluation issue. It is concluded that teachers from different schools respond differently to evaluation. The success of evaluation depends on the climate created by the principal in schools (cf 2.6.3). It may also be that reasons indicated under table 48 also applies here.

Table 56 SUBJECT AT SCHOOL OFFERED BY PRINCIPAL

Offer any subject	Frequency	Percent
When necessary	1	20.0
Sometimes	0	0
Regularly	2	40.0
Often	0	0
Never	2	40.0
99.0	130	Missing
Total	135	100

Table 56 indicates that 40% of principals offer subject(s) at their schools, 20% offer subjects when it is necessary to do that. This means that if it is not necessary according to these principals they cannot offer any subject. While the other 40% never offer any subject. The latter two groups of principals act the same because when it is necessary may also mean never as long as they do not see the necessity. This is typical of an autocratic leader (cf 2.4). It is therefore necessary that the principal offers (a) subject(s) at school, to set an example to his staff.

Table 57 FREE TO DISCUSS INSTRUCTIONAL MATTERS WITH TEACHERS

Free to discuss	Frequency	Percent
Always	4	80.0
Sometimes	0	0
Regularly	0	0
Never	1	20.0
99.0	131	Missing
Total	135	100

The data in the preceding table indicates that 80% of the principals always feel free to discuss instructional matters with teachers. In table 41 teachers are also positive on this matter. Only 20% of principals do not feel free. These principals may be inclined to autocratic styles and offer subject(s) when they feel it is necessary (cf table 56).

Table 58 INVOLVEMENT OF STAFF IN INSTRUCTIONAL DECISIONS

Involvement staff	Frequency	Percent
Yes	5	100.0
No	0	0
99.0	130	Missing
Total	135	100

In the above data 100% of principals are positive that they involve their staff in taking instructional decisions. This is supported in tables 40-42 but contradicted by responses on allocation of subjects where it was stated that the principal does that alone or with HODs without consulting teachers. This view was also stressed in the interviews with teachers.

Table 59 OPEN DOOR POLICY

Open door policy	Frequency	Percent
When necessary	1	16.7
Sometimes	1	16.7
Regularly	3	50.0
Often	0	0
Never	0	0
Other (specify)	1	16.7
99.0	129	Missing
Total	135	100

On the question of the principal’s open door policy 50% of the respondents indicated that the principal has an open door policy. This is indicative of an open climate (cf 2.6.3.1) existing at 50% of schools investigated. In other words the staff feel free to discuss problems with the principal because he is accessible. The 55.2% of respondents indicated that they do have access to the principal (table 36). It is necessary in schools today to be lead by an open and transparent principal as to avoid unnecessary conflict and unrest.

The next section, E, focuses on pupil responses.

4.4.5 Interpretation of pupils' responses

Table 60 **STUDENT REPRESENTATIVE COUNCIL'S PRESENCE**

SRC	Frequency	Percent
Yes	97	99.0
No	1	1.0
Total	98	100

From the responses as indicated by 99% of respondents, it is clear that SRCs are present in schools, this is in contrast with the responses of teachers where 40% knew about SRCs (cf table 10). The 1% may be interpreted as those respondents who don't know of the existence of such a structure. It can therefore be concluded that schools are aligned or move towards democracy, since SRCs are democratic structures. The first impression created by the 99% responses is that schools are democratic, but SRCs can be functioning without official recognition. The 99% is an indication that pupils are in favour of such bodies and would be opposed to autocratic government.

Table 61 THE ACTIVENESS OF STUDENT REPRESENTATIVE COUNCIL

How active	Frequency	Percent
Very Active	13	14.3
Active	44	48.4
Moderate	25	27.5
Passive	5	5.5
Very passive	4	4.4
99.0	7	Missing
Total	98	100

As regards the activeness of SRC at schools, 62.7% of respondents state that SRCs are active to very active. This indicates that children would like to experience some form of control and participation in management. It is in line with new South African democratic and transparent ideals it also could give them a sense of security (Steyn *et al* 1985:229). An indication of the pupils' involvement in education is seen from their march in Cape Town (The Citizen 1995:2).

Table 62 WHO CONTROLS THE SCHOOL?

Who controls	Frequency	Percent
Management Council	6	6.2
PTSA	23	23.7
Principal	40	41.2
Deputy Principal	1	1.0
Teachers	21	21.6
Pupils	6	6.2
99.0	1	Missing
Total	98	100

The responses (41.2%) indicate that schools are controlled by the principal with an exception of one school, which represents 1% of responses and is controlled by the deputy principal (cf table 9). The other responses, 6%, 23%, 21%, indicate that the respondents do not understand who controls the schools and may account for the discrepancy where 68.5% teachers perceive the principal as controlling the school (cf table 9). Yet it must be understood that the principal is a head that controls a school. This does not imply that he is to be the sole controller (cf 2.6.2). Table 62 also suggests that pupil perceptions may differ from that of the teachers.

Table 63 SCHOOL PROGRAMME

Is it running properly	Frequency	Percent
Always	19	19.6
Sometimes	77	79.6
Never	1	1.0
99.0	1	Missing
Total	98	100

Of the responses, 79.6% declares that the school programme is "sometimes" running normal which implies that it often does not. This supports data in table 62 in which 41.2% of respondents regarded the principal to be in control. This is a clear indication that the presence of leadership is a central causal factor of normality at school (Owens 1991:159). Teachers decide that if the principal is not in, they are at liberty to do as they please which is indicative of disengaged management. If this is the case it is an indication that principals have not changed because the contingency theory of leadership contends that success in leadership refers to the way in which followers behave (Owens 1991:143). Therefore the way teachers behave, causing the school programme not to run properly, reflects back to the inappropriate control of the school by the manager (cf 2.2).

Table 64 TEACHERS ATTENDANCE OF CLASSES

Is it as expected	Frequency	Percent
Yes	32	32.7
No	66	67.3
Total	98	100

The responses to how teachers attend classes indicate that teachers do not honour their classes as expected (67.3%). The teaching function postulates that a teacher is bound to impart knowledge to the child. He who teaches, educates and he who educates can achieve this only when he teaches (du Plooy and Killian 1984:67-68). Principals appear powerless to curb the situation because it cannot be claimed that they do not see that teachers do not attend classes. An example of such a situation was reflected during the interviews in one of the schools where the principal reprimanded teachers who ignored pupils in their classrooms, these teachers displayed a very negative attitude towards the principal.

From the interviews with principals, teachers, HODs, and pupils of secondary schools it was revealed that teachers do not attend classes as expected, instead they absent themselves, bask in the sun or come to school under the influence of liquor and defy the principal openly. Principals are trying to persuade teachers to attend class yet the latter appear reluctant. These pupils even felt that those teachers who do not attend classes must be suspended. This indicates a low morale amongst teachers in contrast to responses in table 13 and that teachers do not blame principals for this situation.

Table 65 OCCURRENCE OF NON-ATTENDANCE

How often	Frequency	Percent
Always	10	13.9
Usually	4	5.6
Rarely	6	8.3
Sometimes	52	72.2
99.0	26	Missing
Total	98	100

The respondents 72.2% indicates that teachers do not attend their classes regularly (cf table 33). Table 65 clearly indicates an abnormal situation at school which reflects back to the principal who happens to be the head and leader of the school (cf 2.3). The conclusion reached is that if the school fails in its educative function, the principal also fails in his management position and a contingency plan should be considered. The success of any organisation depends on efficient leadership and management (Yssel *et al* 1984: 22), but the slogan "liberation before education" can to a certain extent be accountable for the situation. This situation also implies that the principal is still seen as a puppet of the Department of Education.

Table 66 THE PRINCIPAL'S REACTION TO TEACHERS' NON-ATTENDANCE OF CLASS

What does he do	Frequency	Percent
Reprimands teachers	27	35.5
Protects teachers	4	5.3
Unfulfilled promises to talk to teachers	28	36.8
Does nothing	17	22.4
99.0	22	Missing
Total	98	100

The responses (36.8%) indicate that when pupils complain to the principal about teachers who only 'sometimes' attend classes, he always promises them to talk to teachers, yet he does not fulfil his promises. This is a clear indication of a principal failing in his position. This also illustrates his powerlessness. What can be concluded is that, it seems as if principals are not firm and fair in their dealings with sensitive issues such as teacher non-attendance in classes. The situation may go out of hand or that principals are no longer accepted as leaders. The perception of

pupils that teachers are not controlled by the principal or that he is powerless could lead to unrest when principals are ousted from schools. It is important to note that 22% of pupils refrained from responding, which could imply that they support the principal.

Table 67 **WRITTEN WORK GIVEN BY TEACHERS**

Is it enough	Frequency	Percent
Always	14	14.3
Sometimes	72	73.5
Never	12	12.2
Total	98	100

From the responses (73.5%) to the written work given by teachers, it is clear that teachers do give the pupils written work, but according to responses it seems everything teachers do is done 'sometimes' which is a sorry state because the written work teachers give is important because it will reflect the success or failure of the teacher's attempt at teaching (Yssel *et al* 1984:75). Written work can therefore help to give us a better concept both of the quality of the pupils and of the quality of the teachers in a school (Duminy and du Preez 1974:45). All these illustrates that teachers' work is not controlled by principals. This brings us to the question whether the principal is doing enough to check on teachers work, or do they really think they are powerless? The impression created is that principals are not in control and teachers ignore him.

Table 68 AMOUNT OF WRITTEN WORK GIVEN

How often	Frequency	Percent
Daily	14	14.4
Once a week	46	47.5
Twice	17	17.5
Thrice	14	14.4
Only on weekends	6	6.2
99.0	1	Missing
Total	98	100

From the responses to the question on how often the written work is given, 47.4% agree that it is given once per week. Traditionally, the pupils' progress at school was assessed by means of periodic and regular tests and examinations (Duminy and du Preez 1974:38). Even today these tests form an integral part of education and are useful tools for assessing the progress of the pupils. This emphasises the importance of written work, and that it has to be done regularly. Therefore the principal has to ensure that teachers are giving pupils enough written work. He should decide how often the written work must be checked and how many will be checked at a time by the HODs, because he is working as member of a team and teachers should feel part of this team, here referent power is applicable (cf 2.5.2.1).

Table 69 **FEEDBACK ON WRITTEN WORK**

Wait for the return of written work	Frequency	Percent
One day	15	15.5
More than a day	43	44.3
A week to two weeks thereafter	28	28.9
Three-four weeks	6	6.2
After (a) month(s)	5	5.2
99.0	1	Missing
Total	98	100

The responses (44.3%) to the period that the pupils have to wait before they receive their written work back, indicates that the majority of teachers take more than a day to mark scripts, 28% indicated it takes weeks. It is concluded that teachers are not motivated and committed. This situation would tempt one to conclude that a laissez-faire management policy is implemented, but it could be that teachers disregard rules and do not perceive the principal as having any powers.

Table 70 CLASS VISITS

Does the HOD or principal do them	Frequency	Percent
Yes	9	9.3
No	88	90.7
99.0	1	Missing
Total	98	100

There is a clear indication that class visits are not done at schools, because 90.7% of respondents do not know that it is done. This state can account for teachers not being motivated. If the principal and or the HODs do class visits as was stressed in the interviews with pupils, they will have a proof of whether teachers and pupils do their work. It appears that principals do not conduct class visits because they are intimidated (Matshitse 1995). This situation in reality had been created by SADTU which opposed any form of evaluation done by the principal, HOD or any departmental official (Madlala 1995).

Table 71 CONSULTATION WHEN FACED WITH EDUCATIONAL PROBLEMS

Person consulted	Frequency	Percent
Principal	15	15.3
Deputy Principal	8	8.2
HOD's	3	3.1
Teachers	38	38.8
Fellow pupils	34	34.7
Total	98	100

The responses to the question who do you consult when you have problems, indicate that teachers are more readily available for pupils than principals (38.8%). It reflects the trust that the pupils have in teachers and it can be concluded that principals have not succeeded in establishing trust, which will influence pupils' perceptions about the role of the principal.

Table 72 **DESIRE TO LEAVE ONE SCHOOL FOR ANOTHER**

Feel like going	Frequency	Percent
Always	17	17.3
Sometimes	41	41.8
Never	40	40.8
Total	98	100

The respondents 41.8% do sometimes have a desire to attend a different school. The reason for this may be that frustrations are caused by teachers who do not attend classes (cf table 33) or hand back scripts (cf table 69). It is true that the culture of the school shapes and moulds how people think, feel and behave (Owens 1991:61). Therefore if the atmosphere at school is appealing and conducive to teaching and learning, pupils will not think of going to different schools. The pupils (59.1%) attribute their frustration to the school and not to the principal, but 'school' will include the principal.

The next section, F, deals with responses from interviews.

4.4.6 Interviews

Eight schools were investigated. In one school out of eight schools it was discovered that the

principal had been chased away by the pupils, and that this action received the blessing of both teachers and parents. At the time of this research the school was controlled by the deputy principal. Interviews indicated that the principal had an autocratic management style. This once more indicates that democratic management is preferred by teachers, parents and pupils.

Responses of teachers and pupils at schools which had principals are being compared with those responses of teachers in the school without the principal. It is done in order to determine the role that the principal is expected to play at school.

For convenience sake the school which does not have a principal is labelled A and those with a principal B, C, D, E, F, G and H.

School A

The reasons that caused the principal to be chased away

Reasons provided by teachers

- a) The principal decided without consulting any person, let alone the staff.
- b) He was not co-operative.
- c) He was aloof, always in his office, and cold and unapproachable - one respondent also stated that she would come and go without having seen the principal.
- d) He never attended meetings, if he did, he dodged some questions and never responded to them.
- e) He was hiding some issues and was not sharing information with HODs or teachers, and pretended that the situation was normal even though they could see it was not.

- f) He compromised a lot to the pupils, maybe he wished to gain their favour and later use them against teachers.
- g) He didn't know who to trust, teachers and pupils, alike. He trusted no one to share the educational problems with.
- h) He was inconsistent, he would agree to something one day to refuse later.
- i) He did not have necessary interpersonal relationship skills.
- j) He considered himself a principal, nobody could give him advice, and he did not treat teachers as professionals because he once said all of them were younger than he was.
- k) He was not a capable leader, he lacked the managerial skills.
- l) He could not accept change, because he was suspended twice but remained the same.
- m) He was somehow partial, because he had formed a clique.
- n) He was not friendly, he did not like the people from that area. He was really impossible.
- o) He couldn't solve the problems, instead he used some individuals to do that.
- p) He was a liar and gossiped about teachers.

The pupils' view

- a) He preached co-operation but he was no co-operative.
- b) He made decisions alone without consulting teachers and pupils.
- c) He told pupils that they were still young like their teachers; therefore they could not teach him anything.
- d) He had doomed the future of a particular girl by refusing her to write the final exams because she was accused of having copied in 1991. So he didn't want to admit the girl back at school.
- e) He told the parents they are irresponsible and that he did not like their children.
- f) He told them that he had his own children at multi racial schools where they got normal

education and said that he did not care.

- g) He was chased away twice because he did some things again and again.
- h) Their perception was that he enjoyed being chased away.

The above perception of the principal, from the interviews were from the majority of the standard ten pupils, only the minority felt it unfair that the principal was chased away. They labelled the following reasons:

- a) They were not consulted and not all the students were involved.
- b) Teachers made use of SRC, the standard sixes and sevens who are in the majority, to expel the principal.
- c) The principal was against the teachers who did not want to attend classes and teach pupils.
- d) To them he was fair and just.
- e) Teachers blamed the principal instead of building him, yet even after they had succeeded to chase him away, they still do not attend classes.

What was expected of the principal

The teachers' view

- a) To be understanding and accountable.
- b) To show managerial skills and do his work professionally.
- c) Be transparent with everybody and not to take sides/refrain from nepotism.
- d) Be co-operative and unauthoritative.
- e) Be a man of integrity and enforce discipline.

- f) To be fair and firm.
- g) To involve everyone in decision-making not to decide alone.
- h) To consult with teachers and pupils when there is a crisis in education.
- i) To have qualities of a good leader.
- j) To have good working relationships.
- k) Be approachable and communicative.
- l) To have a strong personality.
- m) To encourage teachers to do their work.

Pupils' view

- a) To be co-operative and make people aware of their mistakes.
- b) Be consultative and approachable.
- c) To teach only two classes so as to monitor teachers. He must conduct class visits to check on teachers' work.
- d) To act like a parent, solve their problems and guide them.

Problem(s) faced when the principal returns

All the teachers agreed that the principal should not come back because of the following reasons:

- a) Those who have known him for a short period state that the 'experienced' teachers know him better, and do not see his weak and strong points therefore a new principal will be more acceptable.
- b) The situation will be chaotic because everyone, pupils, teachers and parents agreed that he must be expelled.

- c) No possibility of accepting him back because he failed dismally.

Pupils' view

- a) There will be chaos because the majority of students do not want him back.
- b) The situation will be abnormal because teachers will not attend classes because his presence disturbs them.

4.4.7 Schools where the principals are present

Schools which are still headed by the principal, B - H (cf 4.4.6), are going to be discussed collectively.

What they expect of the principal

Teachers' view

- a) To be approachable, not be authoritative.
- b) To be fair and firm.
- c) Not to be partial but to be neutral in cases of discipline and promotions. To treat the staff the same irrespective of teacher organisations they belong to.
- d) To be transparent - to keep teachers informed.
- e) To involve the staff in decision-making not to decide alone.
- f) To co-operate with teachers and solve the problems that they have.
- g) To care for the staff and encourage them to do their work.

4.4.8 Conclusion

The responses from principals, HODs and teachers indicate that in questionnaires the respondents create a picture of conducive teaching-learning situation and later on contradicts their facts, when answering other questions. Therefore it can be concluded that the responses from questionnaires are unreliable.

In interviews more information was given to the research and this led to the conclusion that interviews played a major role in this study more than questionnaires. It was discovered that there are major problems in schools and teachers' and pupils' perceptions on the role of the principal, have not changed. They envisage a situation where a principal will manage the school democratically.

The pupils' responses from both the questionnaires and the interviews indicate the validity and reliability of what they say. It is concluded that pupils encounter frustrations and are faced with problems of non-attendance of teachers and the failing principals who cannot manage properly. They are of the opinion that a democratic principal with managerial skills who will ensure that they are taught is a prerequisite for a leader.

In comparing schools with a principal and those without a principal, the purpose was to assess the perceptions that teachers and pupils have on the role of the principal. It was established that when all the objections against the ousted principal are considered and the perceptions that both teachers and pupils have of what a principal should be are taken into account, the ousted principal was autocratic and not acceptable in the new democratic era.

In schools where the principal is still accepted, there is also a picture of autocracy taking place. Although there are still signs of autocracy which is not as serious as it was in school A, it may be that teachers realise the need to educate a child rather than to worry about a principal who has his own personal objectives.

Before the final conclusions from literature and research findings can be made, it is deemed necessary to consider problems experienced by the researcher.

4.4.9 Problems experienced by researcher

It had been difficult for the researcher to complete the course because the Department of Education refused to grant study leave although internal arrangements had been done at school where the researcher teaches. The researcher had to apply to the Certification Council for study leave, there was no reply sent. Then the researcher had to go to regional office in Bloemfontein where she waited for two days to receive an answer.

The researcher had to meet two inspectors in Odendaalsrus to get a letter of approval because two letters had been written to the area manager and no response was received. The former then contacted the principals of schools under their jurisdiction that had already been randomly selected.

After appointments to conduct research had been done there was the tragical death of my supervisors' husband and I felt it inhuman to conduct interviews while she was in distress.

After we had finally continued with the supervisor, I then conducted the interviews and

the completion of questionnaires on the 31/09/1995. Unfortunately the following day my beloved brother was shot dead 45 minutes after we had met, I really felt demotivated and lost, it took me some time to recover from such loss.

In two secondary schools I encountered problems of teachers either not being informed or reminded by the principal of the presence of the researcher. Both teachers and principals were wary of answering the questions, fearing it to be a departmental investigation. Principals had to be persuaded, my supervisor had to intervene and explain at three schools.

The last section, chapter five, will deal with conclusions derived from literature, questionnaires and interviews and recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Data collected was presented, analysed and interpreted in chapter four. The responses to closed questions were presented in the form of tables and responses to open questions were dealt with in conclusion to establish reliability and validity of responses.

Conclusions on the issues revealed by the data interpreted will be outlined in the next section.

5.2 CONCLUSION

This section will focus on conclusions derived from literature study and the questionnaires and interviews.

5.2.1 Conclusions derived from literature study.

Conclusions drawn from the literature study will be discussed under the subheadings: demands made on the modern principal, management role of the principal and the leadership role of the principal.

5.2.1.1 Demands made on the modern principal.

The growing demands made on the modern principals have created many leadership problems. Some of the demands are outlined from 2.6.1 to 2.6.4. In the past teachers were not treated as education assets but as 'musts' to deliver educational services. Such practise was met with no opposition from teachers. It is therefore incumbent and a prerequisite for present leaders with a vision for success and effectiveness in education to create an open climate (cf 2.6.3) of trust (cf 2.6.4) which contains a guarantee for effective education and followership.

5.2.1.2 Management role of the principal

Traditionally the manager of the school managed 'everything' and was responsible for everything in the school (cf 2.2). This traditional role and form of management cannot suffice. Therefore the modern principal has to develop management skills on how to manage both human and other resources by maintaining a balance between the autocratic and democratic styles of management.

5.2.1.3 Leadership role of the principal

Various perspectives on leadership were discussed namely the House's path-goal, two dimensional and contingency theories. Under contingency theory Fiedler's, Vroom's and Yetton's and Reddin's 3-D views were discussed. From the various perspectives it is clear that no specific theory surpasses the others. The modern principal has to ensure that he varies his leadership style depending on the situation of encounter.

The principal has to study and implement these theories and styles because they serve as guidelines which will assist him in his role as a leader.

Different leadership styles namely symbolic, formal, informal, autocratic, laissez-faire, democratic, altruistic and bureaucratic, were discussed. From the discussions under 2.4, the democratic type of leadership is supported and considered appropriate for the modern principals to adopt, yet they do not have to hide behind the mask of democracy and as a result shun their responsibility, they do have to make the final decisions for which the principal will be accountable.

The modern principal can adopt the democratic leadership style, because it had been established that principals with autocratic management style are creating a breeding place for future destabilisation and failure of education in South Africa.

The ingredients of leadership, authority and power were discussed in 2.5.1 and 2.5.2. Under 2.5.1.2 authority as practised in the past was outlined. It was realised and established that traditional authority had the tendency to treat teachers as subordinates not as followers. The paternalistic role that the traditional principal used to play, and the ego-identification with the school which the principal considered as 'his' were also discussed.

From these discussions it is established that the traditional role of the principal and the exercise of authority is no longer acceptable. In its place the supported type of authority viz functional authority which empowers both principals and teachers to perform certain tasks is required. The modern principal who faces a myriad of demands can adopt this type of authority for the realisation and achievement of educational goals.

Various categories of power (cf 2.5.2) have also been discussed namely reward, coercive, legitimate, referent and expert power. It was established that for the modern principal to be both successful and effective, he has to adopt expert power. This type of power influences the followers' behaviour, morale and high performance in their tasks. It also empowers the principal to have expertise to develop strategies to solve problems that may spontaneously occur.

The traditional hierarchical and legitimate power of the principal was exerted on teachers in the inquest for educational productivity, this justified teacher demotivation (cf 2.5.2.2). It is for this reason that the principal should adopt expert power.

5.2.2 Conclusions derived from questionnaires

Questionnaires had been used in this research as an instrument to collect data. There were two types of questionnaires one for the principal, HODs and teachers, the other for the standard ten pupils.

It was found that respondents did not answer structured questions fairly and honestly because responses on open-ended questions are different from their responses to structured questions. This discrepancy may be attributed to unstructured questions which allowed for more personal responses on their perception of the situation at school because they are subjectively involved in the situation. Also the questions in some cases were misinterpreted which suggests that different questions should have been asked. The large number of respondents not filling answers to some questions (cf table 31) the researcher attributes to fear of responses not being treated as confidential. The researcher was confronted with distrust initially.

The following conclusions can be drawn from the data collected by means of questionnaires:

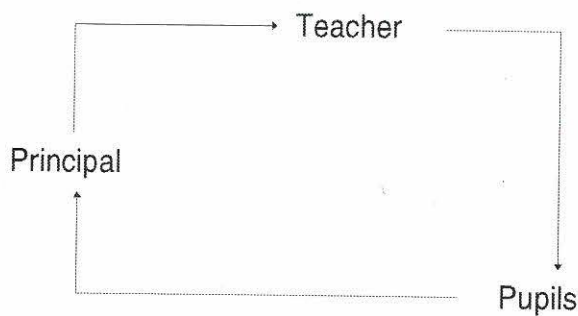
- In both primary and secondary schools female teachers are in the majority (table 1), yet most schools are headed by males. There is a lot of bias in senior positions it seems that the cultural bias against females as managers is still very much alive.
- Most teachers 49.6% (cf table 3) in both primary and secondary schools are 35 years and younger which suggests modern perceptions about the principal, the youth also imply that they can be influenced more easily.
- A large percentage 46.9% of teachers irrespective of rank, including some principals have five years experience and less in teaching (table 4), experience in their present rank (table 5) and at the respective schools (table 6) which also indicates that perceptions about the role of the principal was shaped while schools were in the 'struggle' round about 1990 which would be their first teaching year.
- Most teachers, 60.7%, are members of South African Democratic Teachers Union (SADTU) (table 7) in both primary and secondary schools and this can account for their disrespect of rules and principals.
- Some schools do not have a governing body while others are governed by the 'old' management council (table 8). Both teachers and pupils feel insecure and would appreciate strong but open management.
- All schools except one, which is controlled by the deputy principal, are controlled by

the principals (table 9 and table 63). Both teachers and pupils perceive the principal to be in charge.

- In Secondary Schools, Student Representative Councils (SRCs) are in existence (table 10 and table 60). Teachers claim that the SRC is moderately involved in schools (table 11) while pupils state that it is actively involved (table 61). Primary schools do not have SRCs but 85% of teachers view it necessary in schools irrespective of primary or secondary school (table 12). They believe that it will act as a link between teachers and pupils. The teachers' perception about SRCs indicate that they still did not accept SRCs as sharing in management. The pupils' responses clearly imply that they desire a democratic, open system.
- The morale and co-operation among teachers is considered satisfactory and good in both primary and secondary schools (table 13 and table 14) as a result they experience job satisfaction (table 26) which is disputable and this creates the impression that questions were ambiguous.
- A number of teachers 39.6% know little about what happens in schools (table 15) because they are not informed about how promotions are determined (tables 30 - 32) and how merits are awarded to teachers (table 29) because staff meetings are held quarterly (table 24) contribution towards management of the schools is minimized (table 25). 82.6% of teachers have never received a merit award (table 28), yet the principal is depicted as one who has an open door policy (table 36 and table 59) which once more emphasises that responses are not very reliable.
- The relationship between principal, teachers and or pupils as it exists presently is

shown in the diagram below:

FIGURE 4 Relationship between principal, teachers and pupils



This means that teachers relate well with pupils more than their principal and the pupils well with principal more than with teachers (see table 16 - 21 and figure 3). On general terms the pupils' behaviour is average (table 22).

- Most teachers, 74.6%, state that education is effective in schools (table 23), yet in table 33 they claim that not all teachers attend classes but most do and the majority of teachers offer one subject (table 35) for which they are qualified (table 34). Pupils state that education is sometimes effective (table 63) because teachers do not always attend classes as expected (table 64) instead they attend 'sometimes' (table 65) in spite of the fact that they know their conditions of service (table 27). The pupils have approached the principal concerning the matter, yet his reaction was that of promising to talk to teachers but this apparently does not happen (table 66). Therefore it seems that principals do not have the necessary skills to settle conflict when it occurs as it is reflected in (table 37).
- Teachers think they feel free to discuss educational problems with the principal (table 38)

and vice versa (table 59) while principals encourage staff development activities (table 40) and the use of different teaching methods (table 42). Principals are accessible to discuss instructional matters with teachers (table 41). Because there is distribution of duties in schools, teachers also approach HODs when they, teachers, encounter educational problems. Teachers feel very strongly that good communication is essential.

- Although most principals appear to be educational leaders they do not teach any subjects in their schools only in cases of emergency (table 56). Principals do expect teachers to prepare lessons. It is evident that some teachers do lesson preparations (table 47) which are monitored (table 48) weekly (table 49) by the HODs (table 50).

- Teachers state that principals do not undertake classroom visits (table 43 and table 44) and evaluate teachers' work (table 45 and table 46). Pupils support teachers on class visits (table 70). Yet 60% of principals say that they do both class visits and evaluation (table 51 and table 52), and that this is done on quarterly basis (table 51). They further state that teachers agree or allow to be evaluated (table 55) after which they discuss the evaluation results with them (table 54). These responses are not regarded as very reliable, because the researcher found that especially principals felt threatened by the research.

5.2.3 Conclusions from interviews

Interviews were used in this study in order to determine the validity and reliability of the responses to the questionnaires. In the interviews respondents expanded on the responses to the open-ended as well as close-ended questions. This led to the conclusion that:

- There are serious problems in schools which need to be urgently addressed by all participants in education especially the principal. Both teachers and pupils do not think principals are in full control or suitably empowered to be good principals.
- Schools will not function as expected in future and the child will not receive education if these problems do not receive the attention it warrants. Therefore both teachers and pupils anticipate that the role of the principal has to change, principals should manage classroom effectively via strategic planning democratically.

The problems identified were:

- Principals do not consult teachers and pupils on matters pertaining to education. They just see things happening. Principals are still conceived as being autocratic and top-down managers.
- Promotions and merit awards had been given to teachers who are the principal's favourites or who belong to his clique or teachers' organisation (Naptosa). Teachers state that if you are a member of South African Democratic Teachers Union (SADTU) then there is no chance of promotion or merit awards. They are not even informed on how merits and promotions are determined yet they see people, non-SADTU affiliates, being promoted. Teachers expect fairness, honesty and reliability from principals.
- Some principals lack skills of handling conflict, they resort to harshness and humiliate teachers in the presence of other teachers or pupils. Teachers would like principals to act professionally.

- Principals do not inform teachers and pupils of departmental decisions. Certain information not divulged to teachers, creates tension when they are informed when it is not relevant any more. Thus they defy it when they are told at a later stage.
- Teachers state that some principals are not competent enough to lead them because they lack necessary managerial skills.
- Principals show a lot of nepotism and head schools by divide-and-rule approach. This means finding fault with one and not with the other. Teachers and pupils expect a democratic, fair principal.
- ^{teachers} Some principals attend to their own personal obligations more than to education. Most of the time principals disappear from school premises without leaving a message.
- Principals use 'spies', 'informers' or 'policemen and women' in schools to get information about other teachers to the extent they hire relatives or members of their family. Teachers regard themselves as professionals and want to be treated as such.
- Principals only take advice from their favourites the rest of the staff is expected to follow suit without being consulted.
- Principals only preach what they themselves do not practise e.g. obedience, professionalism, punctuality, openness, communication and co-operation.
- Principals do not involve their staff in financial matters, teachers do not know how money is utilised. Teachers who enquire about finance are immediately victimised by the

- principal. Teachers expect an open, accountable and responsible principal to lead them.
- Some teachers arrive late at school and sometimes absent themselves without having a courtesy to report to the principal, and the principal allows it. Teachers want a principal who can stand on principles and be firm and fair.
 - Some teachers come to schools intoxicated as a result they do not attend classes instead hold caucus in the staff rooms. Steps should be taken against such teachers.
 - X Teachers do not prepare their lessons because they do not rate evaluation highly, they could not care what the principals think of them. *HOD*
 - X There is no good relationship among teachers, there are unnecessary conflict caused by cliques. They waste time discussing their differences in classes and do not teach pupils. This is blamed on weak leadership. *and students*
ineffective management
 - Y Teachers call their meetings randomly without consulting pupils who then have to travel to school and just have to leave again. *students*
 - Teachers defy the principal and the HODs. This reflects no co-operation between teachers and the principal. This reflects a lack of co-operation and respect between teachers and the principal. *Students*
Learners *teachers*
students
students
 - Y Pupils do not attend school as expected because they are not taught some days. They expect the principal to deal with the situation through consultation. *Some students*

- Pupils are defiant, they do what they want to do any time they wish to, because they fear nobody, they never are reprimanded and therefore feel insecure and confused. They expect a firm, open and democratic ^{teacher} principal to come to their rescue.

- Pupils want to have a say in everything at school even in the appointments of teachers, because the principal is currently operating as sole ruler.

- The Student Representative Councils (SRCs) in secondary schools take decisions for all the pupils without consulting them, according to them there should be a principal worthy of guiding the SRCs.

5.3 SUMMARY

5.3.1 Introduction

The principle of the new South Africa is that democracy should be established for all the citizens in the country. This view has been stressed in the White paper on education which stipulates that education is to be democratic and non-racial (DET 1995:17).

5.3.2 Principal and teachers

Presently teachers view principals as still holding on to autocratic principles for the achievement of educational goals. The principals' reaction is in many cases accompanied by nepotism and harassment towards teachers. Therefore teachers are demotivated by some principals who do not treat them professionally (cf 2.6.1). This justifies the attitude of teachers towards their work, they do not attend classes and teach pupils as expected.

5.3.3 Principal and change

It seems some principals are either not prepared to change or do not want to accept change. Their attitude towards teachers in particular and education in general, has created a platform for collective bargaining by teachers against them. Through their reaction they want to force principals to change (cf 2.6.2).

5.3.4 Teachers' future expectations on the role of the principal

Due to problems and dissatisfactions that teachers encounter in schools, they would like to have a democratic leader who will adhere to the demands and expectations of change. Teachers who have become demotivated and do not want to teach properly will need a principal who can motivate and guide them and be able to exercise authority and power in order to alleviate recurring problems (cf 2.6.3).

It is also expected of a principal to develop managerial skills such as conflict management. Teachers also expect to have a principal who is prepared to change, and be open and democratic, but also firm.

5.3.5 Discrepancies in questionnaires and interviews

It had been discovered that all respondents were not fair and honest in answering questionnaires. The reason could be that:

Some teachers, although having been addressed by the researcher before they completed the questionnaires, felt intimidated by questions such as 23.1 and 23.2. It seems they did

not want to 'speak ill' about the principal who they thought would know about their responses.

Question 21.1 was not properly answered because both teachers and principals did not want to appear as failures. They created an impression that everything was organised.

Open questions were either not answered or just briefly answered. This may be attributed to the teachers' fear of intimidation from the principal because they thought that he will have access to their responses.

In response to question 24.2 on merit awards it has been discovered that the respondents did not understand the term properly because those who answered negatively could not respond to a sub-question 24.3.

It has been noted that pupils answered all questions in the questionnaire and expanded further during interviews. From their responses it was discovered that their main concern and frustration was firstly the teachers who do not teach them and then the principals who appears powerless to curb such situations.

It was realised from the interviews with teachers, HODs and principals that there were underlying problems in schools. A tape recorder was used for this purpose and the respondents felt relaxed to speak about their feelings on a one-to-one basis with the researcher. What they did not say in questionnaires was expanded on in interviews.

In the light of the above discoveries the next section 5.4 will deal with recommendations.

5.4 RECOMMENDATIONS

In this study an attempt has been made to determine what teachers' and pupils' perceptions are on the role that the modern principal has to play in the new educational dispensation in South Africa in the light of which information the following recommendations are made:

- * Schools should become 'open-areas' with wider participation in education, because no-one person 'owns' the school. A person who feels 'part of' will do the utmost for the school and endeavour to protect its image and function.
- * *Teachers*
Principals will have to be retrained/trained in order to adapt to the demands and changes sought by the *HOOD* teachers and *Students* pupils. It is obvious that education is about to transform therefore managerial skills have become a pre-requisite for future leaders in schools. *transparency*
- * Principals have to be accountable and transparent on management and financial matters, to the teachers, pupils and parents.
- * Principals need to involve the staff when promotion are determined and merits awarded.
- * Principals should not take unilateral decisions but should consult with all stakeholders in education.
- * Principals need to be conversant in different thoughts on leadership as well as leadership styles to facilitate the smooth and successful management of schools, when he makes strategic decisions on which style to implement.

- * Principals have to be conciliatory but are not to shun their responsibility. By including stakeholders in decision-making, he does not delegate any responsibility, he is just sharing information for the sake of transparency.
- * *Teacher* Principals have to be conscientious, clear, firm and fair in interpreting the policies, rules and regulations of the education department to ensure *classroom* *student* teachers conformity.
- * Principals have to avoid creating a combustible atmosphere caused by nepotism, victimisation and harassment, rather they should create an open climate conducive to teaching and learning.
- * *Teachers* Principals have to be flexible and not remain intransigent when they realise a need for *towards effective classroom management* change. They must facilitate such change. As South Africa is in the transitional stage, education has been affected therefore *teachers* principals have to follow the river of transition otherwise they will be inundated.
- * Principals also need to be well-versed in different types of authority and power to enable them to lead teachers.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The last word on the role of the principal in the new educational dispensation in South Africa is not spoken yet, further research should be undertaken on:

- * what democratic principalship really entails;
- * what vision educational planners has for principals in South Africa;

- * what the perception of parents and the general voters' corps have of the role of the principal in the new dispensation in South Africa; and
- * separate studies should be undertaken on each of the administrative, managerial and leadership roles of the principal.

BIBLIOGRAPHY

African National Congress (ANC). 1994. A policy framework for Education and Training. Education Department: Pretoria.

Ary D., L.C. Jacobs and A. Razavieh. 1990. Introduction to Research in Education. 4th ed. San Francisco: Holt, Rinehart and Winston.

Badenhorst D.C., L.P. Calitz, O.J. van Schalkwyk, J.G. van Wyk and A.G. Kruger. 1987. School Management: the task and role of the teacher. Pretoria: Haum Educational Publishers.

Bailey K.D. 1987. Methods of Social Research. 3rd ed. New York: Free Press.

Beare H., B.J. Caldwell and R.H. Millikan. 1989. Creating an Excellent School: some new management techniques. Worcester: Billings and Sons.

Borg W.R. 1967. Educational research. An introduction. New York: David McKay company.

Borg W. and D.G. Meredith. 1989. Educational Research: an introduction. 5th ed. New York: Longman.

Buchel A.J. 1993. Practical School Management. Course 1. Pretoria: Acacia.

Christie P. 1990. Open Schools. racially mixed Catholic schools in South Africa. Johannesburg: Ravan Press.

Davies B., E. Ellison and A. Osborne. 1990. Educational Management for the 1990's. Burnham: Longman.

Dean J. 1985. Managing the Secondary School. London: Croom Helm.

Dean J. 1993. Managing the Secondary School. 2nd ed. New York: Routledge.

Dekker E. and O.J. van Schalkwyk. (ed). 1995. Modern Education Systems. 2nd ed. Durban: Butterworth Publishers.

Dennison B. and K. Shenton. 1987. Challenges in Educational Management: principles into practice. London: Croom Helm.

Department of Education and Training. 1990. Manual for School Organisation: a guide for principals of schools. Pretoria: Government Printers.

Department of Education. 1995. White Paper on Education and Training: government gazette (16312). Cape Town: Government Printers.

Drake T.L. and W.H. Roe. 1974. The Principalship. 3rd ed. New York: Macmillan.

Duminy P.A. and J.P.A. du Preez. 1974. Basic Educational Psychology. 2nd ed. Cape Town: Longman.

Du Plooy J.L. and C.J.G. Kilian. 1984. Introduction to Fundamental Pedagogics. Pretoria: Haum.

Engelbrecht S.W.B. 1984. Education and Teaching Series. Education III. Goodwood: Via Afrika.

Express, 12 August, 1995.

Ferron O.M. 1985. Collection of research papers in pedagogics. Fort Hare: Fort Hare University Press.

Frase L. and R. Hetzel. 1990. School management by wandering around. Lancaster: Technomic.

Gay L.R. 1981. Educational Research. Competencies for Analysis and Application. 3rd edition. New York: Macmillan Publishing Company.

Glatter R., M. Preedy, C. Riches and M. Masterton. 1988. Understanding School Management. Philadelphia: Open University Press.

Gorton R.A. 1980. School Administration and Supervision: important issues, concepts and case studies. 2nd ed. Dubuque Iowa: W.M. Brown Company.

Hanson E.M. 1979. Educational Administration and Organisational Behaviour. 2nd ed. Boston: Ally and Bacon Inc.

Hanson E.M. 1985. Educational Administration and Organizational Behaviour. 2nd ed. Boston: Allyn and Bacon.

Hartshorne K. 1992. Crisis and challenge in Black Education 1910 - 1990. Cape Town: Oxford University Press.

Hoy K.W. 1982. Educational administration. Effective Supervision: theory, research and practice. 3rd ed. London: McGraw Hill.

Hoy K.W. and B.P. Forsyth. 1986. Effective Supervision: theory into practice. New York: Random House.

Hoy K.W. and G.C. Miskel. 1987. Educational Administration: theory, research and practice. 3rd ed. New York: McGraw-Hill.

Hoy K.W., C.J. Tarter and R.B. Kottkamp. 1991. Open schools/healthy schools: measuring organizational climate. Newbury Park: Sage Publications.

Jones A. 1987. Leadership for Tomorrow's Schools. Oxford: Basil Blackwell.

Kallaway P. (ed). 1984. Apartheid and Education: the education of Black South Africans. Johannesburg: Ravan Press.

Kincheloe J.L. 1991. Teachers as Researchers: qualitative inquiry as a path to empowerment. London: Falmer Press.

Leedy P.D. 1974. Practical Research. Planning and Design. 3rd ed. New York: Macmillan Press.

Lewis J. Jr. 1983. Long Range and Short Range Planning for Educational Administrators. Boston: Allyn and Bacon.

Madlala L. 1995. SADTU teacher: Views on evaluation. Personal interview conducted on 11 September 1995 at Allanridge.

Mashamba and Narsing. 1990. National Education Crisis Committee (NECC). Paper presented. Political situation and its effect in education. Bloemfontein. June 27.

Matshitse O.D. 1995. Principal of Seqhobong Secondary School: Views on evaluation. Personal interview conducted on 10 August 1995 in Kutlwanong, Odendaalsrus.

Mouton J. and H.C. Marais. 1988. Basic concepts in the methodology of the social sciences. Pretoria: Human Science Research Council.

Nacino-Brown R., F.E. Oke and D.P. Brown. 1982. Curriculum and Instruction. London: Macmillan.

National Education Union of South Africa (NEUSA). 1986. Aims and Objectives. Constitution of May:1.

National Teacher Unity Forum. 1990. Bill of Rights for Teachers. Draft Copy.

Nkondo C. 1990. National Conference: NEUSA. Education for Liberation. Bloemfontein: October 6.

Owens R.G. 1991. Organizational Behaviour in Education. 4th ed. Boston: Allyn and Bacon.

Paisey A. 1981. Organisation and Management in Schools: perspective for practising. New York: Longman.

Patton M.Q. 1990. Qualitative Evaluation and Research Methods. 2nd ed. London: Sage Publ.

Peters R.S. 1976. The Role of the Head. London: Routledge and Kegan.

Rebore R.W. 1985. Educational Administration: management approach. New Jersey: Prentice-Hall.

Sadtu 6 October 1990. Forward to a single Teachers' Union. Draft Teachers' Charter.

Sadtu. Open Letter. 26 July 1991.

Sergiovanni T.J. 1991. The Principalsip, a reflective practice perspective: focus and methods. London: Falmer Press.

Sherman P.R. and R.B. Webb. 1988. Qualitative Research in Education: focus and methods. London: Falmer Press.

Sing L. 1992. National Education Crisis Committee (NECC): The problem of domination and Racial inequality. Keynote address presented at Bloemfontein: June 27.

Sowetan, 8 September, 1994

Squelch and Lemmer. 1994. Eight keys to effective school management in South Africa. Durban: Southern Book Publishers.

Steyn P.D.G., A.L. Behr, T.C. Bishoff and A.J. Vos. 1985. Education 3. The philosophical and historical foundations of education. 2nd ed. Cape Town: Maskew Miller Longman.

Sunday Times, 12 March, 1995.

Tesch R. 1990. Qualitative Research: analysis types and software tools. London: Falmer Press.

Theron P.F. and J.H. Bothma. 1990. Guidelines for the Headmaster. Pretoria: Academica.

The Citizen. 17 February, 1995.

The Star, 16 September, 1993.

Van Dalen D.B. 1979. Understanding educational research: an introduction. 4th ed. New York: McGraw-Hill.

Van der Westhuizen P.C. 1991. Effective Educational Management. Pretoria. Haum.

Viljoen J. and T. Möller. 1992. School Management. Advanced College Series. Course 1. Pretoria: Via Afrika

Wood L.C., W.E. Nicholson and G.D. Findley. 1985. The Secondary School Principal: manager and supervisor. 2nd ed. Boston: Allyn and Bacon.

Yssel J.C., S.W.B. Engelbrecht, G.A.J. Griessel and T.L. Verster. 1984. Teaching Science III. Goodwood: Via Afrika.

ATTACHMENT 1

21 November 1994

The Area Manager

Private Bag

ODENDAALSRUS

9480

Sir

RE: M.ED STUDENT MISS G RADEBE

The abovementioned student is registered for a M.Ed-degree at the Vista University Welkom Campus.

We herewith request that she be granted the opportunity to do research in one or two schools within your area.

We trust that this will be possible.

Thank you

Prof HM Freeman

SUB-HEAD PROFESSIONAL EDUCATION

VISTA UNIVERSITY

ATTACHMENT 2

QUESTIONNAIRE

(To be completed by the Principal, HODs and Teachers)

COVER LETTER

This questionnaire attempts to establish teacher and pupil perceptions on the role of the principals in the new educational dispensation in South Africa.

The research is done to gather data and opinions regarding the principal's role at school. This will enhance understanding of the causes and needs for such changes.

As a participant in education it has been considered worth it to include you in the study. Please answer as objectively and honestly as possible as this will further enhance the researcher's comprehension of the situation prevailing in schools. There are no right or wrong answers.

Confidentiality is ensured, therefore do not place your name or that of your school on the questionnaire. Be assured that your responses will remain completely confidential. Your contribution and co-operation is highly valued and appreciated.

For further questions and information please contact:

Prof Freeman
Vista University
Welkom Campus
Tel: 057-3964112

Instruction:

- Section A, B and C to be answered by the Teachers and HODs.
- + Section A, B and D to be answered by the Principal.
- In Section A, question 24 and question 25 not to be answered by the Principal only by the Teachers and HODs

SECTION A

BIOGRAPHIC INFORMATION

Circle only one answer to each question (where applicable)

e.g. The pupils are not allowed to play during break

True	1
False	2

1. Gender

Male	1
Female	2

2. Rank

Teacher	1
HOD	2
Principal	3

3. Age

20-25	1
26-30	2
31-35	3
36-40	4
41-45	5
46-50	6
51+	7

4. Teaching experience
Years _____

5. Experience at present rank
Years _____

6. Experience at present school
Years _____

7. Of which teacher organisation are you a member

SADTU	1
NAPTOSA	2
None	3
Other (specify)	4

SECTION B

GENERAL INFORMATION ABOUT THE SITUATION AT SCHOOL

8. Which body governs school?

Management Council	1
PTSA	2
None	3

9. Who controls the school?

Management Council	1
PTSA	2
Principal	3
SRC	4
Other (specify)	5

10. Do you have a SRC at school?

Yes	1
No	2

(If your answer is **No** skip 10.2 and go to 10.3)

10.2 How active is SRC at your school?

Very Active	1
Active	2
Moderate	3
Passive	4
Very Passive	5

10.3 Do you think SRC's are necessary at school? Motivate.

10.4 How do you expect SRC to function at school?

Circle one number in each box

Excellent = 1 Good = 2

Average = 3 Poor = 4

11. The morale of teachers at school *in class room*

1	2	3	4
---	---	---	---

12. The degree of co-operation among teachers *in class room*

1	2	3	4
---	---	---	---

13. The degree to which teachers know what is going on at school *in classroom*

1	2	3	4
---	---	---	---

14. The general attitude of the teachers towards the principal *lesson planning*

1	2	3	4
---	---	---	---

15. The general attitude of the principal towards the teachers

1	2	3	4
---	---	---	---

16. The general attitude of the pupils towards the principal

1	2	3	4
---	---	---	---

17. The general attitude of the principal towards the pupils

1	2	3	4
---	---	---	---

18. The general attitude of the teachers towards the pupils

1	2	3	4
---	---	---	---

19. The general attitude of the pupils towards teachers

1	2	3	4
---	---	---	---

20. The general level of pupil behaviour

1	2	3	4
---	---	---	---

21. Is education taking place effectively at school? *in classroom*

Yes	1
No	2

21.2 If your answer is **No**. Motivate.

21.3 What do you expect should be done in order to have effective education at school?

action plan
22. How often are staff meetings held at school?

Every week	1
Monthly	2
Quarterly	3

22.2 Do you make contributions in such meetings?

Always	1
Regularly	2
Sometimes	3
Never	4

22.3 If your answer is **Never** motivate.

23. Are you experiencing job satisfaction?

Yes	1
No	2

23.2 If your answer is **No** give a reason(s)

23.3 What do you think contributes to job satisfaction?

24. Do you know your conditions of service?

Yes	1
No	2

24.2 Have you ever received (a) merit award(s)?

Yes	1
No	2

24.3 Provide (a) reason(s) for your answer in (24.2)

24.4 Do you know how merits are awarded at your school?

Yes	1
No	2

24.5 How do you expect merits to be awarded?

25. Are promotions done at your school?

Yes	1
No	2

(If your answer in 25 is **No** skip 25.2 and answer 25.3)

25.2 How often?

Yearly	1
After two years	2
Never	3

25.3 Do you know how promotions are determined?

Yes	1
No	2

25.4 How do you expect the promotions system to be carried out at your school?

+ 26. Do teachers attend their classes as expected?

All	1
Most	2
Some	3
Few	4
Nobody	5

26.2 What do you think causes the reaction in (26)?

26.3 What do you expect to be done, at your school, for teachers to honour their classes?

+ 27. Are there subjects you teach for which you are not qualified?

Yes	1
No	2

(If your answer is **No** skip 27.2 and 27.3)

27.2 If **Yes** how many?

One	1
Two	2
More than two	3

27.3 How do you feel about it?

27.4 What do you expect to be done in the allocation of subjects at your school?

SECTION C

THE TEACHERS' VIEWS ABOUT THE PRINCIPAL

1. Does the principal have an open-door policy?

Always	1
Sometimes	2
Never	3

2. Does the principal settle conflicts when they occur?

Yes	1
No	2

2.2 If you answer is **No** motivate.

2.3 How do you expect the principal to settle conflict at school?

3. Do you feel free to discuss educational problems with the principal?

Always	1
Often	2
Sometimes	3
Not at all	4

4. Who do you consult when you have educational/instructional problems?

Principal	1
Deputy Principal	2
HOD	3
Fellow teachers	4
No-one	5

5. Does the principal encourage staff development activities?

Always	1
Sometimes	2
Not at all	3

6. Is the principal accessible to discuss instructional matters with teachers?

Always	1
Rarely	2
Sometimes	3
Not at all	4

7. Does the principal encourage the use of different teaching methods?

Always	1
Sometimes	2
Never	3

8. Does the principal make classroom observations/ visits?

Yes	1
No	2

(If your answer is **Yes** go to 8.2 and skip 8.3, if not skip 8.2 and answer 8.3)

8.2 How often?

Once a month	1
Twice a month	2
Quarterly	3
Other (specify)	4

8.3 Motivate your answer.

8.4 Do you think classroom visits are necessary? Motivate.

9. Does the principal evaluate teachers' work?

Yes	1
No	2

9.2 If **Yes** - how often? (then answer 9.4)

Always	1
Regularly	2
Sometimes	3
Never	4

9.3 If **No** give a reason(s).

9.4 After evaluation does the principal discuss evaluation results with teachers?

SECTION D

THE PRINCIPAL'S VIEW ABOUT TEACHERS

1. Do staff members prepare their lessons?

All	1
Most	2
Some	3
Few	4
Nobody	5

1.2 Is lesson preparation monitored?

Yes	1
No	2

(If your answer is **Yes** answer (1.3) and (1.4). If **No** go to (2))

1.3 How often?

Weekly	1
Monthly	2
Quarterly	3

1.4 Who monitors lesson preparation at your school?

Principal	1
Deputy Principal	2
HODs	3
Teachers	4
No-one	5

1.5 Do you think lesson preparation is necessary. Motivate.

1.6 What do you expect to be done for the lesson preparation to be effectively executed?

2. Do you make classroom visits?

Yes	1
No	2

(If no skip (2.2) move to (2.3))

2.2 How often?

Weekly	1
Monthly	2
Quarterly	3

2.3 Do you think classroom visits are necessary? Motivate.

2.4 What do you expect to be done in order to conduct classroom visits?

3. Do you evaluate teachers work?

Yes	1
No	2

3.2 If your answer is **No** give (a) reason(s).

3.3 If your answer is **Yes**, how often?

Weekly	1
Monthly	2
Quarterly	3
When necessary	4

3.4 After evaluation do you discuss the results with teachers?

Always	1
Sometimes	2
Never	3
Not necessary	4

3.5 What is the teachers response to evaluation?

Totally agree	1
Agree	2
Partial	3
Disagree	4
Totally disagree	5

3.6 What in your opinion causes such a response as mentioned in 3.5?

3.7 What are your expectation(s) on the evaluation of teachers?

4. Do you offer any subject at school?

When necessary	1
Sometimes	2
Regularly	3
Often	4
Never	5

5. Do you feel free to discuss instructional problems with teachers?

Always	1
Sometimes	2
Regularly	3
Never	4

5.2 Motivate your answer.

6. Do you involve your staff in taking instructional decisions?

Yes	1
No	2

7. Do you have an open door policy?

When necessary	1
Sometimes	2
Regularly	3
Often	4
Never	5
Other specify	6

Thank you very much for your co-operation and participation.

QUESTIONNAIRE

(To be completed by the Std 10's) or within.

COVER LETTER

This questionnaire attempts to establish teacher and pupil perceptions on the role of the principals in the new educational dispensation in South Africa.

The research is done to gather data and opinions regarding the principal's role at school. This will enhance understanding of the causes and needs for such changes.

As a participant in education it has been considered worth it to include you in the study. Please answer as objectively and honestly as possible as this will further enhance the researcher's comprehension of the situation prevailing in schools. There are no right or wrong answers.

Confidentiality is ensured, therefore do not place your name or that of your school on the questionnaire. Be assured that your responses will remain completely confidential. Your contribution and co-operation is highly valued and appreciated.

For further questions and information please contact:

Prof Freeman
Vista University
Welkom Campus
Tel: 057-3964112

Choose the appropriate box, only one box, and circle the number within.

e.g. Pupils are always late for school.

True	1
False	②

1. Do you have an SRC at school?

Yes	1
No	2

1.2 If your answer is **No** give reason(s), and skip 1.3.

1.3 How active is the SRC at your school?

Very active	1
Active	2
Moderate	3
Passive	4
Very passive	5

2. Who controls the school?

Management Council	1
PTSA	2
Principal	3
Deputy Principal	4
Teachers	5
Pupils	6

3. Is the school programme running properly?

Always	1
Sometimes	2
Never	3

3.1 What do you think causes this?

3.2 What do you expect to be done in your school to have a smooth running education?

4. Do teachers attend classes as expected?

Yes	1
No	2

4.2 If your answer is **No** how often does this happen?

Always	1
Usually	2
Rarely	3
Sometimes	4

4.3 What does the principal do in such a situation?

Reprimands teachers	1
Protects teachers	2
Unfulfilled promises to talk to teachers	3
Does nothing	4

4.4 What do you think causes teachers not to attend classes?

5. Do you think teachers give you enough written work?

Always	1
Sometimes	2
Never	3

5.2 Written work is given

Daily	1
Once a week	2
Twice	3
Thrice	4
Only on weekends	5

5.3 After you have submitted your written work for how long do you have to wait, to receive it back?

One day	1
More than a day	2
A week to two weeks thereafter	3
Three - four weeks	4
After (a) month(s)	5

6. Does the principal or HOD visit teachers in the classrooms, to see how the teachers teach?

Yes	1
No	2

6.2 If your answer is **No** what do you think causes this?

6.3 Do you expect or wish the principal or HOD to visit teachers in the classrooms in future?

6.4 Give reason(s) for your answer.

7. Who do you consult when you have educational problems?

Principal	1
Deputy Principal	2
HODs	3
Teachers	4
Fellow pupils	5

8. Do you feel like going to another school?

Always	1
Sometimes	2
Never	3

8.2 Give (a) reason(s) for your answer.

Thank you very much for your co-operation and participation.

