

THE APPLICATION OF EDUCATIONAL MANAGEMENT
PRINCIPLES IN CISKEI SECONDARY SCHOOLS AND
POSSIBLE CONSEQUENCES

By

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STUDY LEADER: Professor Dr A J HAVENGA

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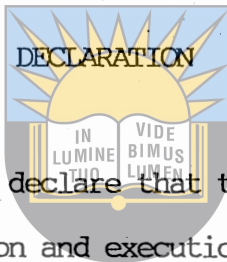
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I, the undersigned, hereby declare that this dissertation is my own work, both in conception and execution.

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.....*Enkh*.....

KHUMALO E N M



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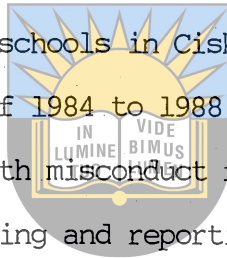
 * DEDICATED TO MY LATE MOTHER WHO *
 * * * * *
 * PASSED FROM THIS WORLD WHILST I *
 * * * * *
 * WAS BUSY WITH THIS STUDY, MY *
 * * * * *
 * BROTHER KENNETH WHO IS IN DEATH *
 * * * * *
 * ROW IN PRETORIA CENTRAL PRISON, *
 * * * * *
 * MY WIFE "HLASTI" AND MY NOISY *
 * * * * *
 * CHILDREN. *
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ABSTRACT

The aim of this study was to obtain some information regarding the application or non application of educational management principles in Ciskei Secondary Schools and the possible effect the application or non application of these principles has on the quality of teacher and pupil performance.

The study was born out of concern for the lack of efficient administration in many secondary schools in Ciskei as reflected in the annual panel inspection reports of 1984 to 1988. The increasing number of principals who were charged with misconduct for misappropriation of funds indicated the need for delving and reporting on the quality of financial management in Ciskei Secondary Schools.



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The study was conducted in 25 schools selected by simple random sample from five of the nine directorates in Ciskei.

A survey of available literature in educational management and related concepts revealed that teacher and pupil performance is greatly affected by the nature of the schools' organisational climate. Literature revealed that the application of educational management principles is a prerequisite for a positive organisational climate and good teacher and pupil performance. The study has revealed that lack of experience and lack of educational management training could possibly be responsible for the poor organisational climate in the majority of schools.

Questionnaires were used as a means of data collection. Panel inspection reports were also used as data sources, especially for information regarding the principal's specific management skills and the organisational climate of the school. Teacher and pupil questionnaires were used to determine the principal's management from the viewpoint of teachers and pupils. The analysis of teacher's and pupil's questionnaires revealed that the majority of teachers and pupils are of the opinion that the quality of their performances in class and extra mural activities are adversely affected by the poor management practices of their principals.



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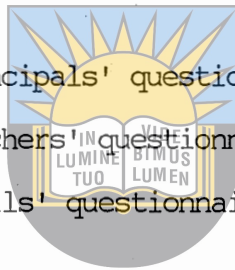


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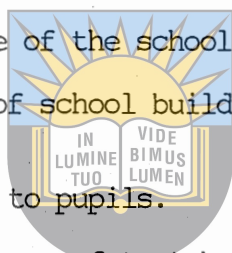
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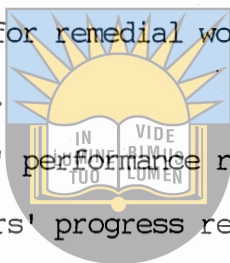
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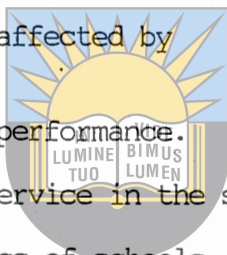
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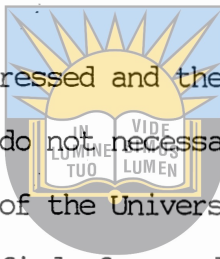
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Let it be known that the views expressed and the conclusions arrived at are those of the researcher's and do not necessarily reflect or represent the viewpoint and stand of the University of Fort Hare. The University of Fort Hare is indemnified of any adverse inferences which might arise from this study. *Together in Excellence*



THE AUTHOR

November 1991

CHAPTER 1

1.1 BACKGROUND TO THE STUDY

The reason for undertaking the study emanates from the researcher's observations and findings during panel inspections and routine visits to schools in Ciskei. A study of the annual inspection reports compiled by the Chief Inspector from 1984 to 1988 indicates a general and persistent complaint about lack of planning, lack of supervision and control, inability of principals to recruit suitable personnel, inability of principals to manage and control school funds and other physical resources of schools (Chief Inspector's Report, 1984, 1985, 1986, 1988).

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Another factor which led to the study is the realisation by the researcher from his observation in dealing with principals that there is a lack of management training. Principals are appointed from the ranks of assistant teachers and heads of division and do not receive any pre-service training in educational management (Directors-General's address to new inspectors: Ciskei Department of education, January 1990).

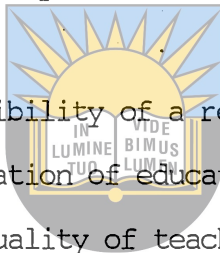
This lack of educational management training is, in the opinion of the researcher possibly a factor for the negative school climate which culminates in poor teacher and pupil performance. The Ciskei Education Department has established a management training section based in its Zwelitsha offices to arrange and run a series of educational management courses for principals, deputy principals and heads of division. Since 1989 officers of this

section visited all directorates to hold courses and seminars in school management (Ciskei Department of Education Policy Speech, 1989 : 8)

1.2 GOALS OF THE STUDY

This study intends to:

- (a) Establish to which extent educational management principles are applied in secondary schools in the Ciskei.
- (b) Investigate the possibility of a relationship between the effect of the application of educational management principles and the quality of teacher and pupil performance.



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1.3 ASSUMPTIONS

The researcher assumes that the proper and effective application of educational management principles in secondary schools possibly leads to a positive school climate which is a prerequisite for good teacher and pupil performance.

1.4 PROBLEM STATEMENT

The researcher is faced with the problem of whether educational management principles are effectively applied by the management staff in secondary schools in the Ciskei and what possible effect these principles have on the school climate and on teacher and pupil performance?

1.5 SUB-PROBLEMS

- (a) The first sub-problem is to determine whether any and to what extent educational management principles are applied by the management staff in Ciskei secondary schools.
- (b) The second sub-problem is to determine the possible effects of the application or non application of management principles on the school atmosphere and the resultant teacher and pupil performance.



1.6 THE HYPOTHESES

- (a) The first hypothesis is that appropriate educational management principles are not effectively applied by management staff in many secondary school in Ciskei.
- (b) The second hypothesis is that the application of appropriate educational management principles in Ciskei secondary schools will possibly lead to a positive school atmosphere and good pupil and teacher performances.

1.7 METHODOLOGY OF THE STUDY

INTRODUCTION

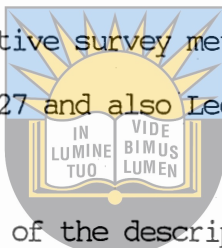
A researcher, in attempting to identify problem areas and seeking solutions to the problem areas may employ a variety of methods and approaches. The method to be employed will depend upon the nature

and availability of data, his personal and occupational interests as well as the opportunities for research that are available to him (Bongers, 1989 : 27).



1.7.1 THE DESCRIPTIVE SURVEY METHOD

The researcher is interested in delving into the present status of the problematic situation in Ciskei secondary schools. The method whereby a situation may be surveyed, tested out and described interpretatively in terms of all obtainable facts is usually referred to as the descriptive survey method in educational research (Bongers, 1989 : 27 and also Leedy, 1974 : 79).



One of the characteristics of the descriptive survey method is that it deals with a situation that demands the technique of observation as the principal means of collecting data (Leedy, 1974 : 80).

The technique of observation will be principal means of collecting data for this study. A common place instrument for observing the data beyond the physical reach of the observer is the questionnaire (Leedy, 1974 : 81). The reason for choosing the questionnaire is that it will be convenient for the researcher to distribute the questionnaire to the chosen respondent schools as it will be done through the various circuit offices. It will also be easy for the researcher to collect the responses and follow up on the questionnaire not returned.

The researcher intends to use both closed and open-ended questions in the questionnaire. The response to an open-ended question

demonstrates the amount or lack of knowledge that the respondent possesses, as well as his/her opinions (Treece & Treece, 1977 : 183).

The items in the questionnaire will be as such as to illicit three categories of responses viz: responses as to the nature, responses as to the frequency and extent of the application of educational management principles, and responses as to the possible effect of the application or non application of these educational management principles on the school climate and the quality of teacher and pupil performance.

1.7.2 DELIMITATION OF THE STUDY POPULATION



The study will be limited to a representative sample of five selected senior secondary schools from five Directorates. The study will be limited to senior secondary schools because it will be impossible to visit all secondary schools in Ciskei considering the time limit, the expenditure and the tedious nature of such visits. The reasons for confining the study to senior secondary schools is also due to the fact that management posts are available in all senior secondary schools but not in all junior secondary schools.

The population of the research consists of senior secondary schools. A sample of 25 schools was selected from the total population of 84 senior secondary schools. In order to make the sample representative of the whole population the researcher decided to select the same number of schools from each of the five directorates which have been selected for the study. The five directorates were selected for the reason that they were easily

accessible to the researcher and that they consisted of both rural and urban schools. The researcher's decision is supported by Galfo (1983 : 152) when he says "a representative sample is one that reflects all the characteristics of the total population both qualitatively and quantitatively; i.e, a representative sample may be thought as one that provides an imitation picture of the population in regard to the characteristics that are present in the entire or parent population". The five schools from each directorate were selected by random sample from seventeen senior secondary schools of each of the directorates involved in the study. Randomisation was achieved by the lottery system. The name of each senior secondary school in each directorate was listed on a card of uniform size. The cards for each directorate were placed in a container. Fives names were drawn out and written down. The same process was repeated for each directorate until 25 names were listed. The 25 randomly selected names were the schools which formed the representative sample of this study. The sampling technique used in the selection of the study population is a simple random sample. The following schools have been randomly selected for the study:

(a) ALICE DIRECTORATE

Lindani Senior Secondary School
 Thobelani Senior Secondary School
 Elukhanyisweni Senior Secondary School
 Dalubuhle Senior Secondary School
 George Mqalo Senior Secondary School

(b) MATHOLE DIRECTORATE

Kuyasa Senior Secondary School
 Mzomtsha Senior Secondary School
 Archie Velile Senior Secondary School
 Ntabakandoda Senior Secondary School
 Rabula Senior Secondary School

(c) MDANISANE CENTRAL DIRECTORATE

A M Tapa Senior Secondary School
 Hlokoma Senior Secondary School
 David Mama Senior Secondary School



(d) ZWELITSH NORTH DIRECTORATE

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Nonceba Senior Secondary School
 Nompandolo Senior Secondary School
 Thembalabantu Senior Secondary School
 Gasela Senior Secondary School
 A M Sityana Senior Secondary School

(e) MIDDLEDRIIFT DIRECTORATE

Lukhozi Senior Secondary School
 Kama Senior Secondary School
 Vukani Senior Secondary School
 Siseko Senior Secondary School
 Mhlambiso Senior Secondary School

1.8 DIFFICULTIES ANTICIPATED AND SOLUTIONS

The researcher is anticipating difficulties with regard to the authenticity of the responses to the questionnaires. The principals to whom the questionnaires will be sent may respond to these in a defensive manner because they may think that their management of schools is being probed for evaluation. The researcher intends to overcome this difficulty by reassuring the would be respondents of confidentiality and anonymity. The researcher also intends to have follow up interviews if it becomes necessary. Another difficulty anticipated by the researcher is that of principals who have only been in their schools for a year or less due to the high rate of teacher mobility in a number of schools.



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The researcher intends to overcome this problem by making a preliminary survey of the selected principals to determine whether they have been in their schools for a period of two years or more. In the event of a principal having less than two years experience in the school as principal, such school will be replaced on the survey population by a randomly selected school with a principal of two or more years experience.

1.9 TERMINOLOGY USED IN THE STUDY

Assistant Director: An education administrator in charge of an area or region.

Ciskei: It is the geographical area between the Great Kei River to the East, the Great Fish River to the West, the Stormberg Mountains to the North and the Indian Ocean in the South. The area is divided into ten administrative regions; viz: Hewu, Mdantsane, Middledrift, Keiskammahok, Peddie, Mpofu, Ntabethemba, Victoria East, Zweledinga and Zwelitsha.

Directorate: An area or region of Ciskei consisting of a number of schools under the jurisdiction of an Assistant Director.

Head of Division: A senior teacher in charge of a particular group of teachers in charge of particular subjects.

Management Team: The principal, Deputy Principal and Heads of Division.



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Post Primary School: A school which caters for any of the classes from standard 6 to standard 10.

Principal: The teacher in charge of a school.

Time Table: A table of dates, times and subjects which indicates when teaching will take place, tests will be written in each class or when any other school activity will take place.

Year Plan or Programme: A comprehensive time table indicating the dates and school activities that will be taking place throughout the year.

Progress Reports of Pupils: It is the report drawn up by the class teacher showing the performance and progress of a pupil in all subjects at a certain time interval e.g. monthly or quarterly.

Progress Reports of Teachers: It is the report drawn up by the head of division for each individual teacher commenting and evaluating the teacher's teaching and progress in a particular subject over a certain period.

School Fees: The tuition fees paid by pupils in the schools in Ciskei. It is subject to auditing by auditors in the Ciskei Department of Education.



Junior Secondary School: It is a post primary school which caters only for standards 6, 7 and 8 classes.

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Senior Secondary School: It is a post primary school that caters for classes from standard 6 to and including standards 9 and 10.


A review of some of the available literature in the study will be made in the next chapter. A definition or description of the key concepts of the study will also be undertaken in the next chapter.

CHAPTER 2

LITERATURE SURVEY

2.1 INTRODUCTION

In chapter one it was said that a review of available literature in the study will be made in this chapter. It was also stated that definitions and descriptions of key concepts of the study will be made in this chapter. This chapter therefore deals with the key concepts of the study which are the following:-

- 
- (a) Management
- (b) Educational Management
- (c) Management Areas of the Principal
- (d) Management Principles
- (e) Organisational Climate of the School
- (f) Teacher - Pupil Performance

2.1.1 MANAGEMENT

There are number of different definitions which seek to depict the concept "management" Hoyle (1981 : 8) defines management as "a continuous process through which members of an organisation seek to coordinate their activities and utilise their resources in order to fulfil the various tasks of the organisation as efficiently as possible".

(*) According to Holly, James & young as quoted by Oldroyd and Hall, (1991 : 15) "management consists of structures and procedures involved in coordinating the diverse activities of the school".

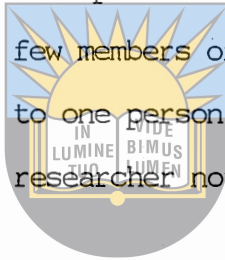
From the above definitions, it is apparent that management is not static but is a dynamic process. It is also apparent that the members of an organisation, like an educational institution are not passive observers but participants in the management process. From the definition also emanates that various members of the management process are engaged in a variety of different but interdependent activities which are aimed at the realisation of specific goal or goals. The various activities of the different members of an organisation are coordinated and stream lined towards the realisation of the goals through the process of management.


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Everard & Morris (1985 : 5) have a functional description of management as involving the setting of aims and objectives, planning how a goal shall be achieved, organising available resources so that it can be economically achieved in the planned way, controlling the process and setting organisational standards. The definitions of Hoyle (1981), Oldroyd & Hall (1991) and that of Everard & Morris (1985) have some common features as regards the nature, function and objectives all describe management as a process. There is some conscious activity going on in an organisation. From all these definitions it is clear that people are involved with and in the process of management. The process is directed at the realisation of predetermined goals. Where the process as a whole or the activities of the people involved with or in the process lead to

a goal or goals other than the predetermined goal or goals, we have no management but mismanagement.

Cuthbert as quoted by Bush, (1986 : 1) defines management as "an activity involving responsibility for getting things done through other people". From this definition it is also clear that management is a process through which some person or persons possessing a certain personality attribute, skills or experience has or have the duty of making other people perform certain tasks. Management is, in the opinion of the researcher, an activity carried out by a few members of an organisation like a school and is not limited to one person. Management in a school is, in the opinion of the researcher not limited to the principal.



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According to Frith, (1988 : 50) "senior management staff exercise, in varying degrees, management functions in relation to how the service is provided, to the organisation and welfare of the pupils, to the work of fellow teachers, to the allocation of resources and to the relationship of the school to higher management".

Van der Westhuizen (1986 : 38) seems to depict management as a final state, i.e. the accomplishment of desired objectives rather than as continuous process. But Van der Westhuizen's definition brings out the fact that people's performances are influenced by the environment in which they are operating. Management is thus, according to Van der Westhuizen responsible for creating a particular environment for performance.

Allen (1958 : 5) defines management as a body of systematized knowledge, based on general principles which are verifiable in terms of practice.

This definition by Allen implies that the principal of a school or any person in an organisation must posses some knowledge and skills to keep the school or organisation functioning effectively. Management is a specific discipline, is a specific kind of work, is a specific function.

Boyd (1976 : 3) says management is to do an effective job in coordinating all the activities of an organisation to the sound accomplishment of objectives. Both definitions, that of Drucker and of Boyd are in the opinion of the researcher functional in nature.


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2.1.2 EDUCATIONAL MANAGEMENT

The Human Sciences Research Council (hereafter referred) to as the HSRC report (1981 : 88) defines educational management as the philosophy of decision making with meaningful education and effective teaching as the ultimate objectives.

Bush (1986 : 1) defines educational management as "...a field of study and practice concerned with the operation of educational organisations", while Sergiovani & Starrat (1983 : 73) define it as the responsibility of organising the elements of productive enterprise, money, materials, equipment and people for the realisation of educational ends.

The definition from the HSRC report (1981 : 88) and that by Sergiovani & Starrat (1983 : 73) have one thing in common, namely the fact that the function of educational management is the realisation of educational goals which are meaningful education and effective teaching. The successful operation of any school is in the opinion of the researcher dependent on the application of sound and effective educational management principles. The above statement is in line with the definition by Bush (1986 : 1). Where sound and effective educational management principles are not applied in a school, the environment for effective performance by pupils and teachers can, in the opinion of the researcher, not be created. Where the organisational climate there is all the possibility that pupil and teacher performance will also be poor (Havenga, 1987 : 11).

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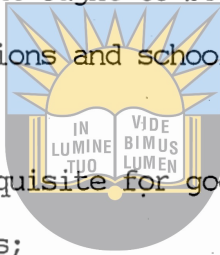
* Van der Westhuizen (1986 : 50) sees educational management as an integrated activity. He is of the opinion that although management functions in an educational organisation form different genre like planning, organisation, control, budgeting, these must however be seen as mutually inclusive, inseparable and contemporal. Van der Westhuizen (1986 : 52) sees educational management as an external feature of education. This implies that educational management is not in the teaching - learning situation but is in the supportive situation which makes the teaching - learning situation possible. This view by Van der Westhuizen is in line with that expressed by Sergiovani & Starrat (1983 : 73).

Van der Westhuizen (1986 : 54) further views educational management as a specific task in education consisting of all

those regulating acts which are performed by a person or body in a position of authority in a specific area of jurisdiction for the purpose of making effective teaching and education possible.

Van der Westhuizen (1986 : 56) further holds that:

- a) educational management consists of a number of regulating tasks and activities;
- b) educational management ought to be a feature of all educational institutions and schools;
- c) authority is a prerequisite for good and effective management of schools;
- d) the aim of educational management is the realisation of effective education in a unique manner;
- e) educational management is based outside the teaching - learning situation;
- f) educational management is a human activity involving people with certain norms.
- g) educational management occurs within an organisational relationship;
- h) educational management is not an act of intuition but requires thorough training and research.



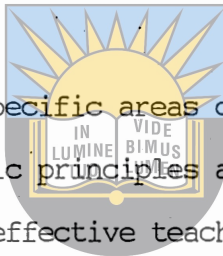
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The researcher is of the opinion that the basic point of departure in the study of educational management is to determine the "what", "when", and "where" of management in a school.

The "what" implies the principle and procedures which must be applied in a school to make effective teaching and learning possible.

The "when" implies specific points in time for the application of management principles and procedures.

The "where" implies the specific areas or facets of the school situation to which specific principles and procedures must be applied in order to make effective teaching and learning possible.



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The researcher is of the opinion, for the reasons stated below, that educational management is a distinct discipline and not only business management principles applied to education. Calitz (1987 : 88) makes a clear distinction between general business management and educational management. Drucker (1968 : 19) says "... the skills, the competence, the experience of business management cannot...be transferred and applied to other organisations". Education is listed by Drucker (1968 : 19) as amongst those institutions to which one should not transfer and apply business management expertise.

Drucker's view is also upheld by Handy (1985 : 11) when he says "The best way to run an efficient chocolate factory will not be the right way to run a primary school ... Different

cultures, and gods, are needed for different tasks". From Handy's statement, it is clear that business management strategies when applied to education may produce results which are unexpected and unwelcome.

According to Bottery (1988 : 347) management in commerce and industry is based upon clear means and ends. The ends are the profitability of the product of such commercial or industrial undertaking. The means are not central to the activity. If one set of means does not produce a profitable product, another set can be instituted. Evaluation of procedures and products is straight forward in the commercial and industrial undertaking. People in commerce and industry are treated as means to ends.



According to Bottery (1988 : 347) the application of business management techniques can only make sense if an educational institution is viewed as an input - output machine, where children are transformed into working units who can service the technology of society, and help it to make profit. The children are thus merely means to an end, just as the teachers are. The children are thus seen as future parts for the industrial machine, the teachers as their shapers and oilers.

According to Bottery (1988 : 348) an educational institution should or need not be viewed in the "industrial" manner. The educational organisation should not be viewed as primarily a breeding ground for the future needs of society's technology, but as a place where children are given the opportunity to examine existing practices, to learn through rational and constructive criticism to practise through genuine involvement.

This latter approach is a purely educational management approach and concerns itself with educational ends, teachers and pupils. The above views are also supported by Abbot (1991 : pp.22 -23) when he says "...education is being urged to adopt a more "business like" approach and develop its own management skills.... there are obvious dangers in attempting to apply business principles and models to education".

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Campbell (1958 - 166;185) states that there are common elements found in all management and much will be found in all management and much will be found that is common in the management of business, government, education and other organisations but there are some characteristics about educational management that are unique. He sees the peculiarities in educational management as stemming from:-

- * the nature of the educational enterprise;
- * the function of education in society;
- * the character of the principal's major reference group and
- * the dual role of the school principal.

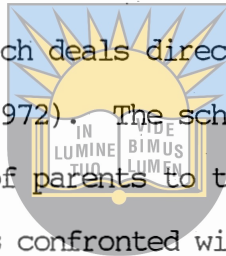
a) **THE NATURE OF THE EDUCATIONAL ENTERPRISE**

Education as a system is unique. It is a system whose major functions seem to be delegated to it by other systems, like the political system, the economical system, and, to a degree, the effective functioning of those other systems depends directly on the effective functioning of the educational. The educational system seems unique in the range of its functions and centrality to other social systems, (Campbell, 1958 : 1970).

The principal of a school charged with such critical functions as inculcating society's morality in the youth, upholding and perpetuating society's norms and values, literacy, critical and analytical thinking needs to understand the nature of the charge, and needs the skills necessary to mobilise people to implement and execute the charge (Ferreirra, 1980 : 55).

b) **FUNCTIONS OF THE EDUCATIONAL ENTERPRISE IN SOCIETY**

Education is a service which deals directly and intimately with people (Campbell, 1958 : 1972). The school is confronted with the emotional attachment of parents to their children. The school principal is always confronted with a group of clients who may not be by his choice, but, without their consent, he and the institution he represents are profoundly effecting the lives of the children of these clients. The school principals should thus be competent and have the skills to deal with the parents in their intimate and emotional attachment to their children.



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c) **THE LEARNING PROCESS**

Campbell (1958 : 1972) further says that the school principals is confronted with the complex character of the learning process. The management strategies of the school's management team must keep abreast of and not be in conflict with the dynamics of the teaching and learning processes. The school's management is also confronted with pupil's challenges of the status quo and also with the influence of other learning institutions like the church, political groups and other social organisations which

also seeks to mould the child for society. The school management team is also faced with the influence and effects of technological development in the learning process.

d) DIFFICULTY OF EVALUATION

Evaluation of results in education is a difficult process due to its complex nature. This statement by Campbell (1988 : 173) is also supported by Handy (1985 : 34) where he says that business, despite its varied outputs and approaches, will at the end of the day be judged successful or unsuccessful on one criterion, profit. Education, on the one hand, has no criteria, and even within one criterion one finds enormous difficulties in assessing whether that criterion has been reached.

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Standardisation facilitates not only the control process, but also the evaluation of performance in business and industry.

Standardisation is, however, problematic in education, not only at the methodological level but at the curricular and product levels as well. There is no one standard method teaching which always produces the best results, (Bottery, 1989 : 134).

e) THE SCHOOL PRINCIPAL'S MAJOR REFERENCE GROUPS

The school principal deals with a variety of groups with a variety of interests in the educational enterprise. The reference groups form pressure groups and include the following:-

- * Community members
- * Teachers and other staff

⑧
Facilitates

- * Pupils
- * School board members.

According to Campbell (1980 : 180) these major reference groups, especially the board of control, the school staff and the public act differently toward the educational principal or have different expectations of him than comparable reference groups do for other administrators.

From what has been said by Campbell (1958), Handy (1985) and Bottery (1988 & 1989) the researcher takes the stand that educational management is unique, and is not only business management principles applied to education. The researcher is of the opinion that the use of business management theory in education is similar to the use of mathematical theories and formulae in physics. In as much as mathematical formulae are used to explain concepts and relations in physics, so is business management theory and terminology used to explain functions, relationships and processes in education. The various aspects of the school principal's work require of him to be competent and have a variety of skills and understanding in order to help people in his organisation to grapple with the complex and unique nature of educational management (Campbell, 1958 : 179).

2.1.3 MANAGEMENT AREAS OF THE PRINCIPAL

There are specific areas or facets of the school organisational structure which must be managed in order to make effective and meaningful teaching possible. The principal has different tasks to perform in different areas of his school management according

to Kimbrough & Nunnery (1983 : 44). There are in any school establishment specific types of work that belong to the principal by virtue of his positions. (Allen, 1964 : 74).

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According to Oldroyd & Hall, (1991 : 21) "increased pressures on the school, however, make more urgent the need to increase the efficiency and effectiveness of management and leadership so that diverse tasks of the school remain in some sort of functional relationship to another. This requires both differentiation - creating roles with specific and clear responsibilities; and integration - making sure that coordination exists between the differentiated areas of responsibility". Donnelly (1991 :9) says " there are few schools nowadays which do not operate a senior management team (often known as the 'SMT' for short). However, it would be wrong to assume that the SMTs are a homogeneous species there is tremendous variety in both the nature of the teams and the range of responsibilities devolved to their individual members. The management grouping does not alter the fact that there is an ultimate responsibility vested in the head which passes to the deputies and the heads of department in the heads absence".

Gorton (1980 : 47) lists the following as management areas of the school principal:-

(1) **STAFF MANAGEMENT**

This management area involves such aspects as :-

- (a) formulation of staff policies. This implies that the principal must set out distinct policies regarding the general and specific activities of the staff. The teachers must know what to expect and what is expected of them in their daily interaction with each other, with the principal, with the pupils and the school's external community;
- (b) recruitment of suitably qualified and competent staff. This implies that the principal must take the needs of his school into consideration, for example, the principal should not appoint a history teacher where his school is in need of a biology teacher;
- (c) selecting and assigning staff. This means that the principal should select from his available staff suitable persons to assign to specific work areas. He must for example assign a capable person to be in charge of a particular sport code or assign a suitable person to be in charge of the library;
- (d) observing teachers in their classrooms and giving guidance to new recruits;
- (e) communication of the objectives of the school programme to parents, pupils and teachers. This means that everybody who is concerned with the school must know what is going to happen, when and why;



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- (f) diagnosing the strength and weaknesses of teachers. This implies that an evaluation system for staff performance must be developed by the principal;
- (g) helping to solve the teachers' classroom problem;
- (h) upgrading staff by giving orientation courses to new recruits and in-service refresher courses to old teachers;
- (i) coordinating the work of teachers. This implies that the teachers must be made to function as a team. The efforts of each individual teacher or other staff must be directed to the attainment of the school's primary objectives;
- (j) stimulation and provision of opportunities for professional growth of staff;
- (k) development of esprit de corps among teachers.

(Gorton, 1980 : 47-49)

2. PUPIL MANAGEMENT

This management area of the principal involves such aspects as:-

- (a) provision of guidance services. An example of this guidance has to be given to pupils who want to enter for the higher grade in all their standard ten subjects without knowing the full disadvantages of such a choice of different subject combinations;

- (b) instituting procedures for the orientation of pupils. An example of this is where the principal arranges a programme where new pupils are addressed by staff and senior pupil on the history of the school, the tradition of the school and other facets of the school life and school community;
- (c) establishing school attendance policy and procedures;
- (d) establishing policy and procedures for dealing with pupil conduct and problems;
- (e) developing and coordinating the extracurricular programme;
- (f) arranging systematic procedures for the continual assessment and reporting of pupil performance.



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(Gorton, 1980 : 47-49)

3. SCHOOL COMMUNITY RELATIONSHIP

This is a very important area of the principal's management. Because the school has to perpetuate the values and norms of its community, there needs to be ongoing interaction between the school and the community.

This management area involves:-

- (a) the development and administration of policies and

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procedures for parent and community participation in the school;

- (b) conferring with parents;
- (c) handling parental complaints;
- (d) liaising with community and other agencies.

(Gorton, 1980 : 47-49)

4. INSTRUCTIONAL AND CURRICULUM DEVELOPMENT



This management area involves:-

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- (a) the determining of curriculum content and organisation.
This means that the principal chooses and selects the subjects to be taught and organises the time tables accordingly;
- (b) relating the designed curriculum to time tables, physical facilities and personnel. This implies that the principal may, for example, not introduce physical science in the school where he does not have a laboratory or the necessary equipment and suitable personnel to handle the subject;
- (c) provision of materials, resources, and equipment for the instructional programme;

(d) providing for the supervision of instruction.

(Paisey, 1981 : 72)

5. SCHOOL FINANCE MANAGEMENT

This area involves:-

- (a) preparation of the school budget at school level;
- (b) providing for a system of internal accounting. The principal must see to it that the personnel dealing with finances are frequently supervised and controlled with regard to receipt and payment of accounts and the general upkeep of financial records;
- (c) administering school purchasing;
- (d) accounting for all school money and property;
- (e) keeping the school office running smoothly.

(Gorton, 1980 : 48)

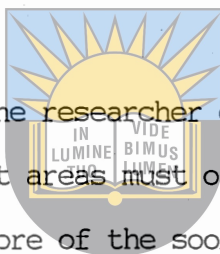
6. SCHOOL PLANT MANAGEMENT

This area involves:-

- (a) determination of the physical needs and the resources which could be marshalled to meet the needs;

- (b) development and improvement of the school's physical facilities;
- (c) development of procedures for the maintenance of the school's physical facilities;
- (d) supervision of the custodial staff.

(Gorton, 1980 : 49)



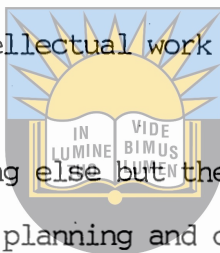
It is in the opinion of the researcher clear that each one of the above mentioned management areas must of necessity be preceded and followed by one or more of the soon to be discussed management tasks or principles. This means for example that planning, organisation must precede financial management. The principal must plan how funds must be collected, used and controlled. Without proper planning, organisation and control, the area of financial management can be problematic for the principal. The researcher has between 1987 and 1990 in the course of his duties as Assistant Director of Education in the Peddie and Alice areas come across a number of unrest situations in schools where one of the main grievances and complaints against principals has been financial mismanagement. Whether these grievances are true or not is not the major issue, what is important is the indication that the area of financial management is a sensitive area in schools.

2.1.4 MANAGEMENT PRINCIPLES OR TASKS

perform The principal has different management tasks to perform in the different management areas of the school (Kimbrough & Nunnery, 1983 : 44). According to Max (1981 : 87) there are four basic tasks or principles which the principal must perform or apply in the different management areas of the school. These tasks or principles are: planning, organisation, leading, control.

The four basic management tasks can be categorised into two different groups, viz: intellectual work and executive work.

Intellectual work is nothing else but the mechanism of management. This involves planning and organisation. Executive work involves the actual interaction with people, it is referred to as the dynamics of management (Van der Westhuizen, 1986 : 46).



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The researcher has in his practice as circuit inspector of schools and Assistant Director presided over or has been a member of commissions of enquiry into school disturbances which found that in some cases the problem was caused by the disregard or improper implementation of basic management principles or tasks.

The four basic management tasks have been further subdivided into different groups (Allen, 1973 : 50). The Allen classification of management tasks or principles is as follows (Allen, 1973 : 50).

1. **PLANNING** : This management task or principle involves:-

- (a) goal setting
- (b) programming
- (c) scheduling
- (d) budgeting
- (e) regulation
- (f) policy making

2. **ORGANISATION** : This management principle or task involves:-

- (a) the development of the organisational structure
- (b) establishment of relationships
- (c) the development of communication channels
- (d) delegation



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3. **LEADING** : This management task involves:-

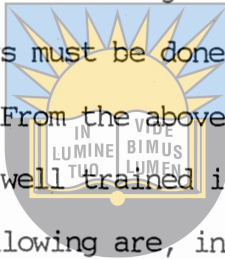
- (a) setting up of standards
- (b) evaluation of the standard of work
- (c) remedial activities
- (d) supervision of work done by staff

All the above management principles are in the opinion of the researcher applicable to all levels of management in the school. The classroom teacher has to apply these principles in the realisation of his specific classroom objectives and goals. The principal will on the other hand apply these principles in the quest for the realisation of general and specific objectives and goals of the school as a whole. The above statements are

indicative of the fact that the management tasks of the principal differ in extent from those of the classroom teacher.

The classroom teacher plans, organises and budgets only for one class or one subject. The principal on the other hand plans, organises, budgets for the whole school's teachers, subjects and pupils.

At the heart of the principals' task of management is the obligation to get things done. Things must not be done at any price, but the right things must be done well, according to Cave & Wilkinson (1990 : 15). From the above statement, it is clear that principals should be well trained in doing the right things in the right way. The following are, in the opinion of the researcher also some of the principals major management functions.



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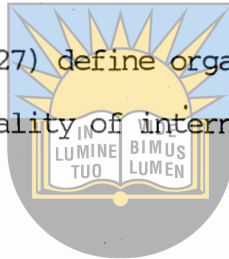
- * resource management
- * financial management

- (a) **RESOURCE MANAGEMENT** : This management function refers to the optimal deployment of human and material resources available to the principal for the realisation of learning objectives within a chosen complement of curricular aims, according to Cave & Wilkinson (1990 : 29).
- (b) **FINANCIAL MANAGEMENT** : This management function involves budgetary preparation and the budgetary control process. According to Cave & Wilkinson (1990 : 39), " a budget by contrast, is really a form of plan. More precisely, in the

context of school financial management, a budget can be described as a statement in financial terms, of existing activities of a school plus any proposed developments during a year, less any which are now being suspended or made redundant". Financial management is, in the opinion of the researcher a sensitive process which requires the principal to make decisions on priorities.

2.1.5 ORGANISATIONAL CLIMATE AS BASIC REQUIREMENT FOR TEACHER AND PUPIL PERFORMANCE

Tagiuni & Litwin (1985 : 27) define organisational climate as "a relatively enduring quality of internal environment of an organisation that:-



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- (a) is experienced by its members
 - (b) influences their behaviour
 - (c) can be described in terms of the values of the particular set of characteristics of an organisation. From this definition it is apparent that the organisational climate is peculiar to the organisation. The organisational climate is the attribute that distinguishes one school from another and influences the behaviour of the people in it." (Havenga, 1987 : 44)

The organisational climate is in the opinion of the researcher the sum total of management style, management efforts and the emotional responses generated by such management style or efforts. The organisational climate in a school can either be positive or negative. The researcher will enumerate a number of factors which are in his opinion

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indicative of either a positive or negative organisational climate in a school.

(a) POSITIVE ORGANISATIONAL CLIMATE

The following are characteristics of a positive organisational climate:

1. The authority of the principal and other management staff is accepted by all staff and pupils.
2. The organisational goals are accepted by all staff members and pupils and they expend their energy and efforts to achieve goals.
3. Each staff member feels and thinks he is part of the decisions made by the principal.
4. The principal sees the school in terms of the whole school community as "our schools".
5. Staff and pupils are free to draw the attention of the school management to existing and potential problems and are optimistic that these will receive due attention.
6. There is recognisable esprit de corps amongst staff and pupils.
7. There is certainty of procedures and actions.



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8. There is an atmosphere of teamwork in planning, performance and sharing of responsibilities.
9. Confidentiality is highly accepted.
10. Staff and pupils are motivated to achieve by fair means.
11. Conflict is not avoided but competently handled and used for cohesion and personal growth.
12. Trust and mutual respect between staff and pupils is evident.
13. The opinions of all is sought in major decisions affecting the future of staff and pupils.
14. The judgement of the members lower in the organisation is respected by management.



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(Havenga, 1987 :5-6)

(b) **NEGATIVE ORGANISATIONAL CLIMATE**

The following are characteristics of a negative organisational climate:

1. The authority of the principal and management staff is not accepted by all staff and pupils.

2. Organisational goals are not accepted by all staff members and pupils. There is very little concern from teachers and pupils. They apply themselves half-heartedly to their tasks.
3. Staff members do not regard themselves as part of the advantage of any fault arising from management decisions and are the first to criticise.
4. Staff and pupils are not free to make suggestions or to draw the principal's attention to existing and potential problems.
5. The principal and management staff are very strict and prescriptive.
6. Teachers and pupils are not certain about procedures and school programmes. Organisational structures, policies and procedures are a burden to the teachers and pupils.
7. There is no team work and each teacher is only concerned with what is good for himself or herself. Staff members feel trapped and bored in their posts, but stay on as a result of the security it affords them.
8. There is no confidentiality.
9. Opinions and views of staff are not sought in matters affecting them.
10. Conflict is very often camouflaged and avoided resulting in major eruptions later on.



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11. In a crisis situation members withdraw and blame each other.

(Havenga, 1987 :5-6)

The prevalence of the above listed positive indicators will in the opinion of the researcher possibly guarantee increased teacher and pupil productivity. Organisational climate is a description of the perceptions of the individual members of the organisation

The members are motivated in their behaviour by what they perceive irrespective of the validity of their perceptions. (Hoy & Miskel, 1982 : 187 - 189) The organisational climate in an organisation like the school is to a great extent determined by the dynamic behaviour of the head of the organisation. The way in which he attempts to move the organisation by the example that he sets, the extent to which he is seen as treating the members with dignity and human concern. (Havenga, 1987 : 8)

Since the head of the school is in control of the organisation, he is therefore able to choose the structure of the organisation, the leadership style and the operational philosophy. The members' perception of his choice will therefore influence their behaviour.

(Havenga, 1987 :8)

2.1.6 THE SCHOOL'S ORGANISATIONAL CLIMATE AND TEACHER-PUPIL PERFORMANCE

Although there is no significant research to verify a direct link between organisational climate and organisational effectiveness

in an empirical way, logical argumentation presents a direct link (Havenga, 1987 : 10) Likert (1978), as quoted by Havenga (1987 : 10) was the first to seek a relationship between organisational climate and organisational performance. He based his argument on the fact that performance is determined by causes and effects. This view of the climate and performance relationship is generally accepted (Havenga, 1987 : 10). From the above statements, the researcher is thus inclined to take the stand that the performance of teachers and pupils in the school is directly related to the school's atmosphere as generated by the principal's management style, his management expertise his efforts and the perceptions of teachers and pupils. Research findings by Moss (1979) and Ratsoy (1973) indicate that student and staff performance are affected by the organisational climate of the school (Havenga, 1987 : 11).

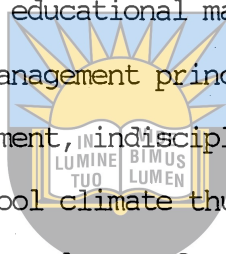
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According to Oldroyd & Hall (1991 : 11) "teacher performance refers to what the teacher does on the job rather than to what he/she can do. The teacher performance is specific to the job; it depends on the competence of the teacher, the context in which the teacher works, and the teachers ability to apply his/her competencies at any given point in time". The above statement is in support of the view held by Havenga (1987 : 11) that teacher performance is affected by the organisational climate i.e. the total physical and social environment in which the teacher works. Havenga (1987 : 11) is further supported by Maxwell & Thomas (1991 : 74) when they say " school climate is inferred from behaviour. Climate is intangible. It does to a large extent reliable to the affective domain yet at the same time appears to be related to observable effects such as the quality of

relationships and,.....to tangible expressions such as the wearing of school uniform".

The researcher is of the opinion that in order to improve and enhance teacher and pupil performance, schools should determine whether there are any factors in their organisational climate which negatively affect the productivity of staff and pupils. If there are such factors, they should be removed or neutralised. One way of removing or neutralising such factors is, by the application of recognised educational management principles. When proper educational management principles are not applied, tension, mistrust, resentment, indiscipline, etc, may develop leading to a negative school climate thus hindering teacher and pupil performance. The prevalence of a negative school climate in a number of secondary schools in Ciskei in 1990 has led to a high incidence of principal or teacher expulsion from schools by pupils and parents.

The researcher will in the next chapter present the research procedures used in the study. Data sources, methods of gathering data and the instruments used in the study will be carefully described in chapter 3.



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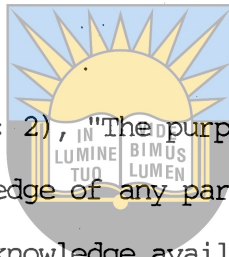
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CHAPTER 3

PROCEDURES OF THE EMPIRICAL RESEARCH

3.0 INTRODUCTION

According to Evans (1986 : 2), "The purpose of research is to extend knowledge - not the knowledge of any particular individual or group, but the pool of existing knowledge available to anyone with the equipment to use it".



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This chapter presents the research procedures used in the study. It also deals with the sources and methods of gathering data. The instruments used and the administration of each instrument used in the study will be carefully described.

3.1 THE SURVEY INSTRUMENTS

To gather data from which inferences could be made regarding the application or non application of educational management principles in Ciskei secondary schools and the possible results thereof on the quality of pupil and teacher performance, a survey by questionnaire was applied. Questionnaires were sent to the principals, teachers and pupils of the selected schools. The target group of the study were principals. Each questionnaire for principals was coupled to a

set of teacher and pupil questionnaires. The responses of the principal, teachers and pupils of each school were linked and correlated for analysis.

This kind of survey was preferred above a structured interview as such an interview is too time consuming. The structured interview was also not practical for the researcher as he would not be able to personally reach all the respondent principals for interviews. The structured interview, would, in the opinion of the researcher, not contribute substantially more data to solving the research problem than a questionnaire.



The researcher's personality, his previous encounters with the respondent principals and teachers, his/her management position in the hierarchical structure of the education department could also to some extent influence the authenticity of the responses to a structured interview. Such influences were eliminated through the use of a questionnaire as the respondents would not know the identity of the researcher. The principal's questionnaire is hereby attached as appendix A, the teachers questionnaire as appendix B, the pupil's questionnaire as appendix C and the principal's supplementary questionnaire as appendix F.

3.2 Selection of Respondents for the Questionnaires.

The lottery method was used in the selection of schools, teachers and pupils as follows:

- * Selection of schools from each of the five directorates involved in the study was done by placing in box pieces of

paper of the same size each with the name of the school appearing on the paper was written on it. The box was shaken a number of times and a paper was withdrawn. The name of the school was written down and the paper returned to the box. The same process was again followed until the names of 5 different schools were written down. The 5 names were thus the schools selected for the study. The process was done for all 5 directorates until 25 schools were selected.

- * The selection of teachers for each school was done in the same method as for schools mentioned above. The names of teachers in each of the selected schools were obtained from quarterly return forms available in the planning section of the department.


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- * The names of pupils for the schools selected were obtained from mark schedules available in the different Directorate offices.

The distribution and collection of the questionnaires was done through the various circuit offices. The principals' questionnaire consisted of both open-ended and closed questions. A number of introspective questions focused on the selected sample of respondents principals. The inclusion of introspective questions was to determine whether the type of professional qualification and experience as principals have any effect on the application of educational management principles and the possible resultant effect on the quality of pupil and teacher performance.

The questionnaires for teachers and pupils only consisted of closed-ended questions. The respondents were required to make crosses (X) opposite one of several provided possible answers. The closed-ended questions would facilitate the classification and coding of responses just as it would facilitate answering by respondents. The open-ended questions required the respondent to select and list by his/her own preference the possible given answers in order of frequency of occurrence in his/her school.

The respondents were not confined to one possible answer to a question. The questions were based on educational management principles like, organisation, planning, budgeting, control, supervision, recruitment, pupil and staff management.

The questionnaire for principals consisted of five parts. Part A consisted of questions regarding the principals' qualifications, experience, training as a teacher and training in educational management. Part B consisted of questions on the principals' management areas. Part C consisted of questions on organisation, planning, budgeting, supervision and control. Part D consisted of questions on parent-teacher relations and parental involvement in schools. Part E consisted of questions on pupil and teacher performance.

The reason for dividing the questionnaire into different parts is to try to obtain information on the different aspects of educational management and the possible resultant effect these have on the school climate, on the organisational climate and on the quality of pupil and teacher performance.

A pilot study of the questionnaires was made by selecting a group of five school principals, five teachers and ten pupils to whom the questionnaires were sent in order to determine clarity of language, instructions and contents of the questionnaires.

The teachers, pupils and principals in the pilot study were not included in the actual survey population.

3.3 RESULTS OF THE PILOT STUDY

The questionnaires for teachers did not pose any problem regarding clarity of language and clarity of instructions.

The pilot study however showed that the respondents in the principals' questionnaire had problems of interpretation due to vague instructions. From the pilot study of the principals' questionnaire it appeared that 4 out of 5 respondents in the pilot group had replied NO to question 5 of part A but YES to question 7 of part A. This is a contradiction. The researcher overcame this problem by excluding question 7 in the final questionnaire.

It also appeared from the pilot study that 3 out of 5 respondents had not understood the instructions for all the questions where the statements were to be ranked in order of importance or in order of frequency of occurrence. The respondents did not rank the statements in numerical order as for example, 1 to 6. The respondents instead made crosses (X) opposite the statements they considered important. The researcher overcame this problem by

specifically instructing the respondents to rank the statements numerically, e.g. 1 to 6.

Questions 13 and 14 of part B also posed a problem to 4 out of 5 respondents. The 4 respondents chose 13(c) - pupils do not return all books at the end of the year. These respondents thereafter replied in question 14 - that books which have been lost are replaced by the pupils. The researcher overcame this problem by rephrasing question 14.

Part C also appears to have posed a problem as a result of the change in the format of the questions which the respondents did not notice. Because this might create reliability and validity problems, the researcher would write the instructions to the questions in capital letters or underline the functional parts of each question in order to enable the respondents to know exactly what was asked.


The pilot study of the pupils' questionnaires showed that the respondents had a lot of language problems. The researcher rephrased the whole questionnaire. The terms 'school atmosphere' 'organisational climate', seemed to be a problem with all 10 respondents of the pilot study.

The researcher overcame this problem by attaching to the questionnaire a list defining the different terms used in the pupils' questionnaire.

3.4 TEACHERS' QUESTIONNAIRE

The questionnaire attached as appendix B, was compiled and administered to a sample of teachers in the schools which form the study population. The aim of the questionnaire was to obtain the other perspective regarding school atmosphere, organisational climate, interpersonal relations and how teacher performance is possibly affected by these.

3.5 PUPILS' QUESTIONNAIRE



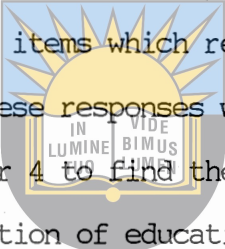
The questionnaire, hereby attached as appendix C, was compiled and administered to first year students at G M Mxenge College of education and to schools forming the sample of the study population. The students at the College of Education were first identified as coming from the same schools which form the sample of the study population. The reason for choosing the first year students was for control purposes, for the researcher thought, that they would give an objective view and assessment of the organisational climate and school atmosphere of their former schools and the possible effect these have had on their performance. The researcher further thought that the first year college students would not be intimidated by fear of teachers and principals when expressing their opinions on the quality of the schools' management and how it adversely influenced their performance, if it did so.

3.6 ANTICIPATED PROBLEMS

It was envisaged that the pupils would find problems answering the questionnaire set in a foreign medium, English. To solve the problem, the mother tongue, Xhosa would be used during the administration of the questionnaire in explaining items on the questionnaire, if it became necessary.

3.7 COLLECTION OF DATA

The questionnaires contain items which require responses to sub-problems in chapter 1. These responses will be the data that will be analysed in chapter 4 to find the extent of the application or non-application of educational management principles and the possible effect this has on the quality of pupil and teacher performance.



The logo of the University of Fort Hare is a circular emblem. It features a central sun with rays, positioned above an open book. The Latin motto 'IN LUMINE VERITATIS' is written across the book. The words 'UNIVERSITY OF FORT HARE' are inscribed around the perimeter of the circle. Below the emblem, the university's name 'University of Fort Hare' is written in a serif font, with the tagline 'Together in Excellence' underneath it in a smaller, italicized font.

3.8 SUMMARY

The items on all the questionnaires were included so as to get information on specific management areas and management functions of the principal. The format of the questionnaires was decided upon after a careful study and analysis of the responses to the pilot study.

The analysis and interpretation of the respondents' replies to the questionnaires will be done in the next chapter. The next chapter will also deal with the method of distribution and collection of the questionnaires.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE QUESTIONNAIRE

Only one questionnaire?

4.1 INTRODUCTION

This chapter is a report of the findings from data gathered from the returned questionnaires sent to principals, teachers and pupils. The schools to which the questionnaires were sent were selected by simple random sampling from 84 senior secondary schools in Ciskei. The representative sample consists of 25 secondary schools from 5 Directorates of the Ciskei Department of Education as explained in the previous chapter.

The principals' questionnaire deals with the application or non application of management principles. (App. A.) The teachers' questionnaires deals with the school climate and principal-teacher relations (App..B) While the pupils' questionnaire deals with the principals' management and the school climate. (App.C.)

Questionnaires were sent to 25 principals of which 21 were returned. This is 84% response which is a good response. The reason why the response was so good could be the fact that the questionnaires were not posted but hand delivered and collected through the different directorate offices. A supplementary principals' questionnaire, Appendix F, was also sent out. The reason of sending out the supplementary questionnaire was to

obtain information regarding the respondents place of training as teachers. The supplementary questionnaire was sent to all the principals of the randomly selected schools. Only 21 questionnaires were returned. 125 questionnaires were sent to teachers at the same schools as the principals surveyed. 5 Five teachers from each of the 25 schools in the study sample were randomly selected. The names of all the teachers in each of the sample schools were obtained from the quarterly returns statistical tables in the Ciskei education department.

Randomisation was obtained by the lottery system as explained in chapter 3. 109 questionnaires were returned. Of these 7 were not completely filled in and were thus unusable. 81.6% were usable.

30 pupils' questionnaires were sent to each of the 25 selected schools. The 30 pupils from each school were randomly selected from mark schedules available in the directorate offices. Lists of the names of the pupils selected were sent with the questionnaires to the schools to ensure that the selected pupils got the questionnaire. After several attempts by the researcher to retrieve all completed questionnaires only 651 were returned fully completed. This is a 86.3% response.

Where is 4.1.1?

4.1.2 ANALYSIS OF PRINCIPALS' QUESTIONNAIRE

The responses obtained from principals to items in the questionnaire were analysed and interpreted as already explained in chapter 3.

YEARS EXPERIENCE AS PRINCIPAL

TABLE 4.1

NO. OF YEARS	NO. OF RESPONDENTS	PERCENTAGE
3 years & less	6	27.6%
4 years	4	19%
5 years	1	4.89%
more than 5 years	10	4.79%

* Nie-standaardisering van desimale syfer

28,6%

* Herhalig van % is onnodig

4,8%

* 47,6

From the above statistical results, it appears that the majority of principals (52.3%) in the representative group do not have 5 years or more experience as principals. The researcher assumes from the above data that the majority of principals in Ciskei secondary schools are inexperienced in educational management as principals.

Only 47,6% do not have 5 years or more experience (28,6 + 19,0%)

Is experienced 5 years or more? — A dangerous statement concerning that you only got info on 25 out of 84 principals.

4.1.3 PREVIOUS MANAGEMENT EXPERIENCE

The data gathered indicates that 12 out of 21 i.e. 57.1% of the respondents, never occupied posts of head of division or deputy principal before their appointments as principals. ^{Nine} 9 out of 21 respondents, i.e. 42.8%, occupied posts of head of division or deputy principal before their appointment as principals.

* Not necessarily true The researcher assumes from the above data that the majority of principals in Ciskei secondary schools were appointed directly from the ranks of assistant teachers and thus do not have the basic practical experience in educational management.

4.1.4 HIGHEST PROFESSIONAL TEACHING QUALIFICATIONS

TABLE 4.2

QUALIFICATIONS	NO. OF RESPONDENTS	PERCENTAGE
PTC or NPH	5	23.8
JSIC or STD	8	38.1
UED or SAID	6	28.6
HED or HSID	1	4.8
Any Other	1	4.8

It appears from table 4.2 that only 38.1% of the principals in post primary schools have had University training as teachers. The majority of principals, i.e. 61%, in the representative group do not have University training as teachers. The researcher assumes that the majority of principals in Ciskei post primary schools did not receive University training as teachers.

⊛
Not necessarily
true

4.1.5 YEAR OF COMPLETING TEACHING QUALIFICATIONS

TABLE 4.3

YEAR	NO. OF RESPONDENTS	PERCENTAGE
Before 1970	1	4.8
Between 1970 & 1975	12	57.2
Between 1975 & 1980	4	19.0
Between 1980 & 1985	2	9.6
After 1985	2	9.6



①

From table 4.2 it can be seen that only 38.19% of principals in the representative group received their teacher training at University. From table 4.3 it appears that the majority i.e. 90.4% of principals in the representative group qualified as teachers before 1985. From table 4.2 it also appears that only 9.6% of the principals in the representative group attained HED, HSTD or BED qualifications. Data from a supplementary questionnaire sent to principals, in the representative group, who obtained University teacher training indicates that 6 out of 21 respondents i.e. 28.6% obtained their teacher training at the University of Fort Hare. 1 out of 21 respondents i.e. 4.8% received teacher training from Rhodes University. The researcher assumes that the majority of principals, in Ciskei senior secondary schools, who have University training as teachers went to the University of Fort Hare.

①
Not necessarily true

A study of available syllabi pamphlets for the PTC, JSTC and STD teacher's course indicates that educational management was not included in the training of principals with such qualifications, i.e. 60% of the respondents.

A further study of the UED, B.Ed and HED syllabi in the University of Fort Hare Calendars from 1970 to 1985 indicates that educational management was not part of the UED, B.Ed and HED courses before and up to 1985.

The researcher assumes from the above that the majority of principals in Ciskei secondary schools did not receive educational management in their teacher training.

Not necessarily true. The majority of principals could have less than five years of experience, ruling out the 1985-statement

It can be said of the sample, but definitely not of the population

4.1.6 PREVIOUS TRAINING IN EDUCATIONAL MANAGEMENT

TABLE 4.4

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who received training in educational management	6	28.6%
Number of respondents who did not receive previous training in educational management	15	71.4%

28.6% i.e. 6 out of 21 respondents said that they have had previous training in educational management before their

(*)
71.4%

appointment as principals, while 71.5%, i.e. 15 out of 21, respondents never had previous training in educational management before their appointment as principals.

From the above data, the researcher assumes that the majority of principals in the representative group have no training in educational management. It is further assumed by the researcher

that the majority of principals in Ciskei post primary schools did not have any training in educational management before their

appointment as principals. The researcher also assumes from the

above data that the majority of principals in Ciskei post primary schools were appointed directly from the ranks of assistant teachers without previous training in educational management.

(*)
Not necessarily true

4.1.7 KIND OF TRAINING IN EDUCATIONAL MANAGEMENT

TABLE 4.5

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
In - service training in educational management	3	14.3%
Part of BED Course	1	4.8%
Part of HED Course	1	4.8%

14.3% i.e. 3 out of 21 respondents had in-service training in educational management, while 4.8% i.e. 1 out of 21 respondents

(*)
A repetition of the data displayed in the table.

had educational management as part of their HED course. Another 4.8% had training in educational management as part of their B.Ed studies.

This data indicates that only 23.8% of the principals in the representative group has had some training in educational management. It is assumed by the researcher that the majority of principals in Ciskei post primary schools have not had any training in educational management.

4.1.8 The hundred percent of the respondents who said they have had training in educational management indicated that the training had a positive influence on their work as principals.

4.1.9 ON THE JOB TRAINING IN EDUCATIONAL MANAGEMENT

TABLE 4.6

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said principals must receive on the job training in educational management	5	23.8%
Number of respondents who said principals should first receive training in educational management before appointment	16	76.2%

23.8% i.e. 5 out of 21 respondents say principals should receive on the job training in educational management, while 76.2% i.e. 16 out of 21 respondents say principals should first be trained in educational management before being appointed as principals.

A repetition

It is therefore seen that the majority of principals are aware of the need for training in educational management before being appointed to a principal's post. The above finding is also supported by Oldroyd & Hall (1991 : 12) when they say "most of these new appointees had been given little or no training in preparation for their new role. This was a deficiency".

4.2 THE PRINCIPAL'S MANAGEMENT AREAS

The replies in all questions where statements should be ranked or listed in order of importance or occurrence have been analysed by counting the number of respondents who put each given statement in the various ranks, e.g. 1 to 6 and a total rank score and ranks position for each statement was obtained. The statement with the highest numerical rank score has the lowest rank position and vice versa (Behr, 1983 : 12). The formula used is as follows:

$$\text{TOTAL RANK SCORE} = \frac{\text{TOTAL WEIGHTED RANK}}{\text{TOTAL RESPONDENTS}}$$

(Behr, 1983 : 12-13)

4.2.1 RANK SCORE AND RANK POSITION OF RESPONDENTS' REPLIES REGARDING THE PRINCIPALS' STAFF MANAGEMENT FUNCTION.

TABLE 4.7

STATEMENT	TOTAL RANK SCORE	RANK POSITION
Recruitment of suitable staff	2.1	1
Observing teachers in class	2.4	2
Ensure that teachers have houses	4.2	3
Help solve classroom problems of teachers	4.6	4
Give orientation lessons to new teachers	5.3	6
Formulated staff policies	4.7	5
Visit teachers at their houses	6.7	7

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From table 4.7 above it appears that most principals in the representative group regard the recruitment of suitable staff as the principals' most important function. The orientation of new teachers is ironically not regarded as important as it is ranked 6th. The formulation of staff policies is also not regarded as important because it is ranked 5th. The opinion of the

researcher is that the majority of principles in Ciskei post primary schools do not orientate their new teachers as shown in table 4.7. Orientation of new teachers is yanked 6th by the majority of respondents. The researcher has also in his course of duties as inspector of schools come across young teachers who feel lost and frustrated as no orientation and guidance had been given to them.

An universal statement — not necessarily true...

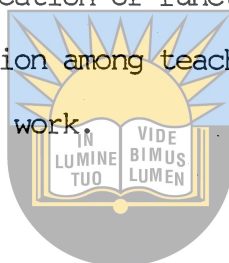
* principals

* ranked

Giving orientation seminars to new teachers will, in the opinion of the researcher, help minimise classroom problems whose solution is regarded as one of the important management functions of the principal as it is ranked 4th.

Observing teachers in class is, in the opinion of the researcher the primary function of the head of division and not the principal. It appears from the above table that principals either usurp the primary function of the head of division or there is unnecessary duplication of functions resulting in waste of management time, confusion among teachers and inconsistency of guidance and assessment of work.

Bqie waar!



4.2.2. APPLICATION FOR ADMISSION

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TABLE 4.8

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said pupils do apply in writing	5	23.8%
Number of respondents who said pupils do not apply in writing but are brought by parents on the day schools open	3	14.3%
Number of respondents who said pupils do apply in writing but are admitted as long as they have money to pay fees	3	14.3%

The heading should be: Response $N=$

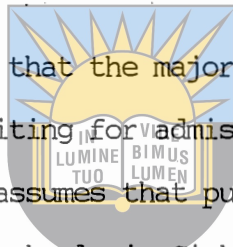
This table is incomplete - the response which was indicated by 10 of the 21 respondents is not included

5 out of 21 respondents i.e. 23.8% say pupils apply in writing for admission to the schools.

3 out of 21 i.e. 14.3% of respondents say pupils do not apply in writing for admission to the schools but are brought by parents on opening day, while 10 out of 21 i.e. 47.6% of the respondents say pupils do not apply in writing for admission but come on their own even without their parents on the day schools open.

Another 14.3% of respondents say pupils do not apply in writing for admission but are admitted as long as they have money to pay fees.

It appears from table 4.8 that the majority of respondents said pupils do not apply in writing for admission to post primary schools. The researcher assumes that pupils are admitted in the majority of post primary schools in Ciskei without making written applications.



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The researcher further assumes that admission policies and procedures laid down by the Education Department are either deliberately overlooked or abandoned due to pressure and other sociopolitical circumstances.

The researcher has in his experience as circuit inspector come across schools where admissions are done from the re-opening of schools in the second week of January up to the middle of February when teaching only starts. This unplanned and uncontrolled admission procedures result in overcrowding of classrooms and resultant problems. The researcher has also come across long cues of pupils seeking admission and not accompanied by their parents or guardians.

⊗ Not true!

4.2.3 NUMBER OF PUPILS ON RE-OPENING OF SCHOOLS IN JANUARY

TABLE 4.9

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said it is not possible to know how many pupils they will have when schools re-open in January	16	76.2%
Number of respondents who said it is possible to know how many pupils they will have when schools re-open in January	5	23.8%

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16 out of 21 i.e. 76.2% of respondents say it is not possible to know how many pupils they will have when schools re-open in January each year. 23.8% i.e. 5 out of 21 respondents said it is possible to know how many pupils will register in their schools when schools re-open each year.

From table 4.9 above the researcher assumes that the majority of principals in Ciskei post primary schools do not as a matter of fact know or are not able to reasonably estimate how many pupils they will have in their schools the following year when schools re-open. This is, in the opinion of the researcher a result of schools not having definite and clear admission policies and admission strategies. It is only in the few schools with boarding facilities that admission policies are followed and some admission strategies are applied, even then, very inadequately.

in Tautologie
- dit staan
mos needs in
die tabel...

Not true!

(*)

The admission policies are clearly laid down in Departmental Circular No 1 of 1986 and also in the Ciskei government notice No. 8 of 1988.

The researcher has in his experience noticed that some pupils do apply in writing for admission to schools with boarding facilities but seldom receive timeous notification of admission from the schools. The researcher is of the opinion that if principals do not know how many pupils they will have, they can thus not plan effectively plan for the year. The acquisition of material resources for the teaching programme must be planned in advance and the enrolment figures determine the quantity and quality of such material resources which in turn affect the quality of teacher and pupil performance.

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4.2.4 SOLUTION OF THE OVERCROWDING PROBLEM

TABLE 5 Why table 5 — It is still part of chapter 4 and should be table 4.10?

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said strict adherence to written applications for admission can solve problem of overcrowding in Ciskei post-primary schools	15	71.4%
Number of respondents who said strict adherence to written applications for admission cannot solve the problem of overcrowding in Ciskei post primary schools	2	9.6%
Number of respondents who are not sure whether adherence to written applications for admissions can or cannot solve the problem of overcrowding in Ciskei post primary schools	4	19% ← 19.0%

15 out of 21 i.e 71.4% of respondents said that strict adherence to written applications for admission can solve the problem of overcrowding in schools.

4 out of 21 i.e. 19% of respondents are not sure whether strict adherence to written applications for admission can solve the problem.

2 out of 21 i.e. 9.6% of respondents said adherence to written applications for admission cannot solve the overcrowding problem in Ciskei post primary schools.

Repetition

From the above data, the researcher assumes that failure to adhere to written applications for admission results in unplanned and uncontrolled overcrowding in the majority of post primary schools in Ciskei.

4.2.5 TREATMENT OF NEW PUPILS

TABLE 5.1

← Table 4-11?

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said no orientation programmes are arranged for new pupils	9	42.8%
Number of respondents who said orientation programmes are arranged for new pupils by teachers	3	14.3%
Number of respondents who said new pupils are closely watched to see ones display bad behaviour	3	14.3%
Number of respondents who said school rules and policies are only read and explained to new pupils by the principal during the first morning assembly	6	28.6%

9 out of 21 i.e. 42.8% of respondents said no orientation programmes are arranged for new pupils but they are handed over to old pupils for initiation.

3 out of 21 i.e. 14.3% of respondents said orientation programme are arranged for new pupils by teachers.

repetition
of info
in table

Another 3 out of 21 respondents say the new pupils are closely watched to see which ones display bad behaviour.

6 out of 21 i.e. 28.6% of respondents said school rules and policies are only read and explained to new pupils by the principal during the first morning assembly.

From the above data the researcher assumes that the majority of principals in Ciskei post primary schools do not apply the proper pupil management principles, such as pupil orientation.

Orientation lessons and talks arranged for new pupils are imperative for making the new pupils aware of the traditions, rules, and ongoing school programmes. This helps in assimilating the new pupils into the schools way of life. Conflicts of attitudes and perceptions of the new pupils are also removed through proper orientation. Pupils's enthusiasm and morale is enhanced and a sense of belonging is inculcated in the new pupils.

The researcher is of the opinion that failure to give properly planned orientation lessons to new pupils results in disciplinary problems. The researcher has in his experience as circuit inspector witnessed conflict situations in schools which in some instances ended in violent clashes between new and old pupils.

It is the opinion of the researcher that compulsory orientation programmes for new pupils must be arranged and implemented in all Ciskei post primary schools.

4.3 ACCOMMODATION AND CONTROL OF BUILDING AND GROUNDS

4.3.1 ADEQUACY OF CLASSROOM ACCOMMODATION

TABLE 5.2

4.12?

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said their schools have sufficient accommodation for pupils and staff	3	14.3%
Number of respondents who said their schools do not have sufficient accommodation for staff and pupils	16	76.2%
Number of respondents who said their schools have more than sufficient accommodation for pupils and staff	2	9.6%

3 out of 21 i.e. 14.3% of respondents said their schools have sufficient accommodation for pupils and staff. 16 out of 21 i.e. 76.2% of respondents said their schools do not have sufficient accommodation for both pupils and staff. 2 out of 21 i.e. 9.6% of respondents said their schools have more than sufficient accommodation for pupils and staff.

The researcher assumes from the above data that the majority of post primary schools in Ciskei do not have sufficient classroom accommodation and are thus overcrowded. The researcher is of the opinion that the majority of post primary school principals do not take the accommodation situation into account when they admit pupils, hence overcrowded classrooms. The

researcher is also of the opinion that it is not possible to plan in advance for classroom accommodation if, as previously shown, schools have no admission policies and admission strategies.

4.3.2 USE OF SCHOOL BUILDINGS AND SCHOOL GROUNDS

TABLE 5.3. (a) ← 4.13(a)

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said school grounds and buildings are only used by the school for its own purposes	4	19%
Number of respondents who said school buildings and grounds are not only used by the school	17	81%

TABLE 5.3. (b) 4.13(b)

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said sport clubs and church organisations make use of the school buildings and grounds	5	23.8%
Number of respondents who said school buildings and grounds are used by local youth organisations for disco shows and meetings	16	76.2%

4 out of 21 i.e. 19% of respondents said the school grounds and buildings are only used by the school for its own purposes.

17 out of 21 i.e. 81% respondents said the school buildings and grounds are not always used only by the school for its own purposes.

From the above data the researcher assumes that in the majority of post primary schools in Ciskei, there are other groups making use of the school buildings and grounds.

5 out of 21 i.e. 23.8% of respondents said local sports clubs and church organisations make use of the school buildings and grounds.

16 out of 21 i.e. 76.2% of respondents said the school grounds and buildings are used by youth clubs for meetings and disco shows.

The researcher has in his experience come across complaints from a number of principals concerning the damage done to buildings, gardens and other teaching materials as a result of disco shows held in schools by local youth clubs.

From the data the researcher assumes that the majority of post primary schools in Ciskei are used by other groups other than the school. The researcher further assumes that the use of school buildings and grounds has an adverse effect on the normal school programme and thus affect both pupil and teacher performance.

The researcher has in his experience as circuit inspector and assistant director received a number of complaints from teachers

about the chaotic state of classrooms and school grounds on Mondays as a result if disco shows and meetings that had been held in the school over weekends. Classrooms have first to be cleaned and furniture and teaching aids rearranged before actual teaching can start, which is sometimes well over an hour from the official starting time.

This problem had become so serious that the Ciskei Department of Education issued a press statement and sent out a circular in May 1991 urging principals and local school authorities to stop the use of schools by outside bodies or persons.

4.3.3 PERMISSION FOR THE USE OF SCHOOL BUILDINGS

TABLE 5.4

← 4.14 University of Fort Hare
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TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said permission is sought and obtained from school authorities when school buildings and grounds are to be used by other groups	2	9.6%
Number of respondents who said permission is never sought and obtained from school authorities for the use of school buildings and grounds by other groups	14	66.7%
Number of respondents who said permission is sometimes but not always sought and obtained from school authorities for the use of school buildings and grounds by other groups	5	23.8%

2 out of 21 i.e. 9.6% of respondents said permission is sought and obtained from the school authorities when school buildings and grounds are to be used by other groups.

14 out of 21 i.e. 66.7% of respondents said permission is never sought and obtained from school authorities for the use of the school buildings and grounds by other groups.

5 out of 21 i.e. 23.8% of respondents said permission is sometimes but not always sought and obtained from school authorities for the use of school buildings and grounds by other groups.



From the above data, the researcher assumes that the majority of post primary schools ^{in the sample} are used by other groups without the knowledge and permission of the school authorities.

4.3.4 PRINCIPALS CONTROL OF SCHOOL BUILDINGS AND GROUNDS

TABLE 5.5 ← 4.15

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said they are in full control of school building and grounds	4	19%
Number of respondents who said they are not in full control of school buildings and grounds	17	81%

From table 5.5. the researcher assumes that the planning and control of the school plant and facilities is not possible in the majority of post primary schools in Ciskei because the principal is not in full control of the school. The researcher is also of the opinion that planning and control of the school plant and facilities is not possible because, as appears in 4.3.2. and 4.3.3. above, other groups make use of the school even without the knowledge and permission of the school authorities.

4.4 SUPPLY AND CONTROL OF TEXT BOOKS

4.4.1 SUPPLY OF TEXT BOOKS TO PUPILS



TABLE 5.6

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TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said all pupils in their schools have sufficient text books	4	19%
Number of respondents who said pupils in their schools do not have sufficient text books		

4 out of 21 i.e. 19% of respondents said all pupils in their schools have sufficient text books. 17 out of 21 i.e. 81% of respondents said pupils in their schools do not have sufficient text books.

The researcher assumes from table 5.6 that there is a shortage of text books in the majority of Ciskei post primary schools.

TABLE 5.7 REASONS FOR SHORTAGE OF TEXT BOOKS

REASONS FOR INSUFFICIENT BOOKS	TOTAL RANK SCORE	RANK POSITION
The department's orders are insufficient	1.9	1
Unexpected increases in enrolment	2.2	2
Books are lost or destroyed by pupils	2.3	3
Pupils do not return books at the end of the year	3.4	4
Teachers in charge of text books do not exercise sufficient control	4.8	5

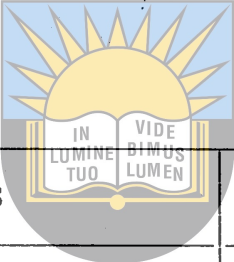
Table 5.7 above indicates that insufficient orders, unexpected increases in enrolment and the disappearance and destruction of books are cited by the majority of respondents as the major reasons for the shortage of books in the majority of schools. The three cited reasons are in the opinion of the researcher a result of poor planning, poor and insufficient application of stock control procedures and poor supervision. Poor planning regarding admissions leads to more pupils being admitted than there are books available.

The researcher has in his experience as circuit inspector come across cases where the ordering and stock keeping of books is left to one teacher who is not supervised or guided. This has the effect of the school stock register is not reconciling with the one at Head office with the result that the Department only sends books according to figures available in its own stock registers.

(X) The researcher is of the opinion that the subject teachers or class teachers ^{of schools from the sample} are not made to control books issued to pupils on a regular basis to ensure that any book lost or destroyed is immediately replaced by the pupil or school before the end of the year.

4.4.2 THE ROLE OF THE PRINCIPAL IN THE CONTROL AND PROVISION OF BOOKS

TABLE 5.8



TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said they make use of monthly book control schedules	6	28.6%
Number of respondents who said they are aware of <u>an do</u> use supplementary order forms to obtain sufficient books	2	9.5%
Number of respondents who said they make pupils pay for the books they lost or destroyed	1	4.7%
Number of respondents who said they do not have definite mechanisms for controlling book stocks in their schools	10	47.6%

(X) From table 5.8, the researcher assumes that the majority of principals ^{from the sample} do not have or use definite mechanisms for the control of books issued to pupils.

It appears to the researcher that strict adherence to the use of Monthly Book Control forms and the Class Issue Register will be of great help to principals in keeping control of the number and condition of books issued to each pupil. Specimen of Monthly Book Control Forms and Class Issue Register are attached as appendix D and E.

The Ciskei Department of Education had introduced the Monthly Book Control forms and the Class Issue Register as early as 1986. The introduction of these controlling measures was a result of the ever increasing book stock losses which had to be replaced every year at high cost to the detriment of other educational needs. The Monthly Book Control forms are supposed to be used by each subject teacher to check on the availability and conditions of books issued to each pupil. A report on the number available or lost, the names of pupils whose books are lost and the general condition of all books in the subject must be forwarded to the Head of Department and finally to the principal. This control mechanism has the advantage that the principal will, on a monthly basis be aware of the state of the book stocks and be able to act accordingly where necessary. The Class Issue Register is to be used when books are given to pupils. The register should contain the title of the book, the schools serial number of each book, the date of issue, the signature of the pupil, the signature of the teacher who issues the books, the date of return and the signature of the teacher to whom the book is returned. This controlling measure was introduced as a result of parents and pupils refusing to accept liability for lost books under the pretext that the pupil never received the books. (Ciskei Department of Education Circular No.6 of 1986.)

The researcher assumes that the shortage of books in the majority of schools is a result of lack of management skills with regard to the requisition and control of book stock. The researcher is also of the opinion that the same lack of management skills results in schools ordering more books than is necessary. The researcher has in his experience come across schools where there are large unused quantities of books.

? No

It seems that stock control is one of the poorest management areas in the majority of post primary schools in Ciskei. The application of management principles such as planning, supervision, budgeting and control is essential for overcoming the problem of insufficient or over stocking of books in the majority of post primary schools in Ciskei.

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There is also the possibility that what has been said above with regard to books equally applies to other stocks like furniture, science and sport equipment.

4.4.3 PROCEDURES FOLLOWED WHEN BOOKS ARE INSUFFICIENT

TABLE 5.9

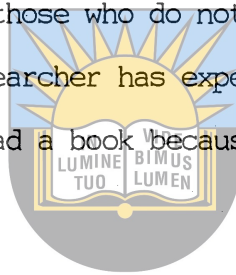
RANK SCORES AND RANK POSITIONS OF RESPONDENTS' REPLIES REGARDING WHAT IS DONE IN THE SCHOOL IF PUPILS HAVE INSUFFICIENT TEXT BOOKS.

RESPONDENTS' REPLIES ON PROCEDURES	TOTAL RANK SCORE	RANK POSITION
Two or more pupils share one book	1.4	1
Teachers give detailed notes to pupils	1.6	2
Pupils <u>but</u> their own books	2.6	3
Pupils are asked to copy notes from pupils of other schools	4.3	4
No books are issued if not all pupils will have a book	4.5	5

From table 5.9 the researcher assumes that the sharing of available books by two or sometimes more than two pupils is the procedure resorted to by the majority of schools. ^{from the sample} It also seems that the giving of detailed notes by teachers or the request that pupils buy their own books are also procedures widely followed in many schools.

The researcher is of opinion that the procedures followed in the majority of schools to solve the problem of shortage of books are inadequate for good pupil performance. Panel inspection reports reveal that where books are shared, the residential situations of

pupils are not taken into consideration. Pupils who live miles apart are made to share the same book. This has the effect that the one who does not have the book for that day is unable to do any follow up reading on what had been taught during that day. It becomes more difficult in subject like mathematics and physical science. The sharing of books is also not beneficial to any of the pupils even if they live close together as the reading and study pace and pattern of pupils differ from one individual to the other. Where pupils are made to buy their own text books, it becomes difficult for those who do not have the means. A number of pupils, the researcher has experienced, will complete the year without having had a book because they cannot afford to.



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4.4.4. CONTROL OF BOOK STOCK RECORDS

TABLE 6

Why 6?

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said book stock records are checked and controlled only once a year in July when books for the following year are to be ordered	9	42.8%
Number of respondents who said book stock records are checked and controlled at the beginning of each term	2	9.5%
Number of respondents who said book stock records are checked and controlled once a month	1	4.7%
Number of respondents who said book stock records are checked and controlled only when it is convenient to do so	6	28.6%
Number of respondents who said book stock records are checked and controlled at the end of March each year	—	—

From the above data, it seems that book stock records are checked and controlled once a year in a majority of post primary schools in Ciskei. The researcher is thus of the opinion that regular and effective control of book stock records is not done in the majority of post primary schools in Ciskei.

4.4.5 STAFF MANAGEMENT AND RECRUITMENT

TABLE 6.1

Why 6.1?

Table heading??

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said their schools have the required number of teachers	4	19% ← 19.0%
Number of respondents who said their school do not have the required number of teachers	11	52.4%
Number of respondents who said their schools sometimes but not always have the requires number of teachers	6	28.6%

The above data indicates that the majority of post primary schools in Ciskei do not have the required number of teachers even if posts are available. The researcher assumes that a number of posts are vacant in many post primary schools in Ciskei because staff recruitment is not done.

4.4.6 REASONS FOR SHORTAGE OF TEACHERS

TABLE 6.2

REASONS FOR SHORTAGE OF TEACHERS	TOTAL RANKS SCORE	RANK POSITION
The school is remotely situated and teachers do not want to come	1.6	1
Disciplinary problems make the school unattractive to teachers	2.6	2
Lack of proper facilities and equipment for effective teaching	2.8	3
Teachers leave because of the shortage of housing	3.4	4
Insufficient grants for posts are given by the department	3.7	5
Post are available but no applications are received	4	6

* 6.2 → The data in table 6.3 shows that the location of the school, the quality of pupil of discipline and the availability of equipment and facilities for effective teaching are the major reasons for the shortage of teachers in the majority of post primary schools in Ciskei.

The problem of location can, in the opinion of the researcher be overcome by employing effective staff recruitment strategies. The principal of a rural school needs to apply different staff recruitment strategies from that of an urban school principal.

The problem of pupil discipline can be overcome by:-

- (1) Improved pupil management techniques;
- (2) Improved school climate. Planning and budgeting procedures, if implemented efficiently and effectively, can solve the problem of availability of equipment and facilities for effective teaching.

It is the researchers opinion that the elimination of the above stated problems may help improve the shortage of teachers in the majority of schools where posts are available.

Regarding equipment and facilities, the researcher has in his experience come across schools with big credit balances on school funds but with very inadequate or no teaching media or other physical equipment for effective teaching.

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- ⊛ → The researcher is also of opinion that if the principles could involve teachers in selection and purchase of equipment and other teaching media for effective teaching, it could help in attracting teachers on retaining them in the schools. But, as will be revealed late in this chapter, teachers are not involved in such decisions hence new teachers are not attracted and old teachers have no sense of attachment.

4.4.7 RECRUITMENT OF TEACHERS

TABLE 6.3

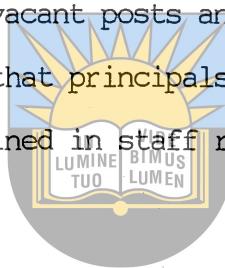
RANKS SCORE AND RANK POSITIONS OF RESPONDENT'S REPLIES REGARDING THE RECRUITMENT OF TEACHERS.

REASONS FOR SHORTAGE OF TEACHERS	TOTAL RANKS SCORE	RANK POSITION
The circuit office is requested to send teachers without posts to schools	1.8	1
Teachers are appointed as they become available	2.1	2
Other principals are requested to send teachers they do not need to the school	2.6	3
Vacant posts are advertised in the local press	2.7	4
Prospective teachers are approached and recruited while studying at Colleges and Universities	4	5

The data in table 6.3 indicates that the majority of post primary school principals ^{from the sample} rank the recruitment of teachers through advertisement in the media and recruitment through direct personal approach, the lowest. It is the researcher's opinion that the last rated modes of recruitment are the most effective. Recruitment through advertisement and by direct personal approach is, in the opinion of the researcher, of advantage to the principal in that the teacher he gets is not forced on him by circumstances. The researcher also assumes from the data in table 6.3 that the majority of post primary school principals

engage in passive rather than active recruitment in that, they inform the circuit offices of vacant posts and request the circuit office staff, even the clerical staff, to select and send teachers who need posts to their schools.

It also appears from table 6.3 the appointment of teachers as they become available and the appointment of teachers who are not needed by others are rated high. The researcher assumes that the majority of principals in post primary schools in Ciskei make appointments only to fill vacant posts and do not take the schools is of the opinion that principals in post primary schools need to be intensively trained in staff recruitment procedures and skills.



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4.4.8 QUALITIES TO LOOK FOR WHEN APPOINTING TEACHERS

TABLE 6.4

Rank scores and rank positions of Respondents replies regarding the qualities to look for when appointing teachers.

RESPONDENTS CHOICE OF QUALITIES	TOTAL RANKS SCORE	RANK POSITION
High professional and academic qualifications	1.3	1
Subject expertise and subject teaching experience	2.1	2

The researcher assumes from the data in table 6.4 that the majority of principals ^{from the sample} prefer high academic and professional qualifications to subject expertise and subject teaching experience in their appointment of teachers.

4.4.9 PROCEDURES FOLLOWED WHEN NEW TEACHERS ASSUME DUTIES

TABLE 6.5

RESPONDENTS REPLIES ON PROCEDURES	TOTAL RANKS SCORE	RANK POSITION
Immediately allow him to find his way himself in the school	1.4	1
Allocate work to him and let him start and later introduce him to the staff	2.2	2
You convene a special assembly and introduce him to the staff and pupils	3.3	4
You give him the school policy and ask him to read it and be ready for work the next day	4.8	5

From table 6.5 it appears that the majority of principals in the representative group do not regard orientation of new teachers as important, hence it is ranked 5th, thus the researcher assumes from the data that the majority of principals [?] in Ciskei post primary schools do not regard orientation as an important aspect of staff development. It also follows that the majority of principals [?] in Ciskei post primary schools do not have orientation programmes for new teachers.

It also appears from table 6.5 that the majority of principals in Ciskei post primary schools do not regard staff orientation as an important aspect of the principal's staff management function.

The researcher is of the opinion that after new teachers have been appointed, the process of induction or orientation should begin immediately. Staff induction or orientation is a process by which the new teacher is helped to become orientated to a new environment, which includes the community, the school system, the teaching position, and the people with whom he will be working.

(Gorton, 1980 : 174)



The researcher is in full agreement with the views expressed by McCleary & Hencely (Gorton, 1980 : 174) that "...orientation requires sensitive planning and careful execution. It is during the orientation period that the new staff members gather their first impressions concerning the schools policies, objectives, leadership and method of operation. Moreover, it is at this time that initial acquaintance is made with colleagues and with the community inhabitants, characteristics, agencies, and services..." This view is emphasised by the data in table 6.5 in that the majority of principals in Ciskei post primary schools let the new teacher find his own way in the school. The assigning of a new teacher to a senior teacher for guidance is ranked lowest in table 6.5. The assigning of a new teacher to a senior teacher for guidance is, in the opinion of the researcher, an important principle in staff management.

The researcher deduces from the data in table 6.5 that proper staff management principles and techniques are not applied by the majority of principals in Ciskei post primary schools. The researcher is of the opinion that the failure of principals to orientate and guide new teachers to know what is expected of them in school. Without orientation the new teacher may pick up and internalise the new practices and procedures which are contrary to the schools accepted policy.

4.5 YEAR PROGRAMMES AND DAILY TIME TABLES

4.5.1 DAY TO DAY RUNNING OF SCHOOL



TABLE 6.6

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TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said they follow a preset programme in running day to day affair of their schools	4	<u>19%</u> → 19.0%
Number of respondents who said they run their schools as the situation demands	6	28.6%
Number of respondents who said they run their schools strictly according to the Departmental school calendar	3	14.3%
Number of respondents who said they run their schools according to the demands of pupils	4	19% → 19.0%
Number of respondents who said they follow the directives of inspectors and parents only in the running of their schools	—	— ?

From table 6.6 it appears that only 19% of principals in the representative group do some pre-planning and programming for running their schools. It also appears that another 19% of principals in the representative group are not in control of their schools, but run the schools according to the dictates and demands of their pupils. 28% of the principals in the representative group have no long term or short term planning and programmes but run their schools as the situation demands.

Another 19% of principals in the representative group do also not have their own planning or programmes but merely depend on and follow the directives of inspectors and some parents in the day to day running of the schools.



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The researcher assumes that the majority of principals in Ciskei post primary schools do not indicate that they have the required skills for the effective and meaningful management of schools and educational programmes.

4.5.2 ADVANTAGES OF A YEAR PLAN

TABLE 6.7

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said they see no advantage in having a year management plan	10	47.8%
Number of respondents who said they are not sure whether there is any advantage or not in having a year management plan	9	42.9%
Number of respondents who said there is advantage in having a year management plan	—	—

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The researcher assumes from the above data that the majority of principals do not see any advantage in having a year management plan for their schools. This, in the opinion of the researcher is schools not functioning smoothly as both pupils and teachers are not certain in what course the school day will follow and this hampers teachers long term planning for their classes. Pupil and teacher performance is this adversely affected.

4.5.3 It is the policy of the Ciskei Education Department as reflected in panel reports that each school draws up a year management plan based on the general school calendar. The management section has also emphasised this policy in the number of courses conducted.

4.5.4 PERSON (S) RESPONSIBLE FOR DRAWING UP YEAR MANAGEMENT PLAN AND TIME TABLES

TABLE 6.8

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said the principal is the only person capable of drawing up the year management plan	9	42.9%
Number of respondents who said the principal staff are the only people capable of drawing up the year management plan	2	9.5%
Number of respondents who said parents, pupil and staff teachers only are best able to draw up the year management plan	6	28.6%
Number of respondents who said the principal and pupils only are best able to draw up the year management plan	2	9.8%
Number of respondents who said the principal, staff, pupils and parents together are best able to draw up the year management plan	1	4.7%

The researcher assumes from the above data that the majority of principals in Ciskei post primary schools do not regard it as important that all the interest groups of the school i.e. principals, teachers, pupils and parents must be involved in the drawing up of the schools year management plan. The researcher is of the opinion that inputs from all the members of the schools internal and external communities must be obtained and included

This only adds up to 20?

in the year plan. This will eliminate clashes of interests and conflicts. The involvement of all interested parties in the schools planning generates interest and support for the schools programmes.

4.5.5 TIME FOR DRAWING UP THE YEAR MANAGEMENT PLAN

TABLE 6.9

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said the year management plan is drawn up at the end of the previous year for the following year	8	38%
Number of respondents who said they do not know when the year management plan is to be drawn up	11	52.3%
Number of respondents who said the year management plan is drawn up after the re-opening of schools in January	2	9.8%

38.0

From table 6.9 the researcher assumes that the majority of principals in Ciskei post primary schools do not know when to draw up the year management plan for their schools. It is standing policy of the Ciskei Department of education which was adopted after lengthy debate at the Katberg Hotel Departmental Conference of August 1987, that the year management plan must be drawn up at the end of the previous year for the following year. It is also departmental policy that the year management plan be available and displayed in the principals office at all times

after re-opening of schools. This policy was adopted so as to enable schools to get better organised for all school activities immediately the schools re-open. The researcher further assumes that much time is wasted at the beginning of each year in the majority of post primary schools as no definite plan of action has been prepared before schools re-open in January each year.

4.5.6 PERSON (S) RESPONSIBLE FOR DRAWING UP TEACHING TIME TABLES

TABLE 7

Number?

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said the teaching time table is drawn up by the principal only	13	61.9%
Number of respondents who said the teaching time table is drawn up by the principal and all the teachers together	2	9.5%
Number of respondents who said the teaching time table is drawn up by the deputy principal or Head of Division only	3	14.3%
Number of respondents who said the teaching time table is drawn up by the teachers only	3	14.3%

It appears from table 7 that the majority of principals in Ciskei post primary schools do not delegate the function of drawing up of the time table to their staff. The researcher has observed that the majority of post primary principals only start with the drawing up of the time table after they have completed their

pupil admissions which is, in most cases, two weeks or more after the actual date of opening.

The researcher is of the opinion that the principals of post primary schools^s should in their planning set up a team of teachers under the supervision of the deputy principal or head of department for the purpose of drawing up the teaching time table.

4.5.7 CORRECT TIME FOR DRAWING UP THE TEACHING TIME TABLE

TABLE 7.1



TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said the teaching time table is only drawn up once all pupils have been admitted and allocated to classrooms	10	47.6%
Number of respondents who said the teaching time table is drawn up only when all the vacant teaching posts have been filled	7	33.7%
Number of respondents who said the teaching time table is drawn up at the end of the previous year for the following year	3	14.3%
Number of respondents who said the teaching time table is drawn up when the principal see it fit to do so	—	—

The data in table 7.1 shows that in the majority of schools the time table is only drawn up when admissions of pupils have been completed.

The researcher has in his experience as circuit inspector come across situations where the school time table had not been drawn up for up to three weeks after the schools had re-opened. This is, in the opinion of the researcher a result of poor or no organisation and planning on the part of the principal.

4.5.8 THE AVAILABILITY OF TESTING PROGRAMMES

TABLE 7.2

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said their schools <u>do not</u> have formal and planned testing programmes	9	42.9%
Number of respondents who said their schools <u>do</u> have formal and planned testing programmes	12	57.1%

Which is which?!

The data in Table 7.2 indicates that the majority of schools ^{in the sample} do not follow planned testing programmes. It is the opinion of the researcher that where there is no planned and formal testing programme, testing is haphazard and not meaningful. It is also the opinion of the researcher that the quality of tuition and pupil performance is poor if testing is not meaningful.

4.5.9 PERSON (S) RESPONSIBLE FOR DRAWING UP THE TESTING PROGRAMME

TABLE 7.3

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said only the principal draws up the testing programme	8	<u>38%</u>
Number of respondents who said only the deputy principal or head of division draws up the testing programme	3	14.3%
Number of respondents who said each subject teacher draws up his or her own testing programme	9	42.9%
Number of respondents who said the principal together with the whole staff draw up the testing programme	1	4.7%

38.0

The researcher assumes from the above data that in many post primary schools ^{from the sample} each teacher draws up his or her own testing programme. It is standard departmental policy as contained in Departmental Circular 2 of 1982 on testing that testing programmes must be drawn up for each class. The programme must indicate the dates, subjects and times of testing.

The researcher has in his experience and from panel inspection visits come across situations where for example, a class had been given four or five tests in one subject and one or no test in another subject. The researcher has also, during panel inspection visits come across cases where, for example, standard 9A had been given 2 tests in physical science whereas standard

9B had been given no test at all over the same period of time. The reasons given for these discrepancies are sometimes that teacher A could not give a test in a class as he or she had intended because the pupils were already preparing for a test or two in other subjects. It appears that there is haphazard testing and no coordination of testing programmes. This may and often does lead to clashes in subject testing dates and periods. This also leads to poor performance by pupils as they may find themselves having to prepare for tests in three or more subjects on the same day.



4.6 ADVANTAGES OF HAVING A TESTING PROGRAMME

TABLE 7.4

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TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said there is advantage in having a formal testing programme	9	42.9%
Number of respondents who said there is no advantage in having a formal testing programme	10	47.6%
Number of respondents who said they are not sure whether there is advantage or not in having a formal testing programme	2	9.5%

It is not clear — 9 vs 10 — and what about the 2?

It is clear from table 7.4 that the majority of principals do not see any advantage for improving pupil performance by having a formal testing programme for the school or are not sure of benefits thereof.

4.6.1 FREQUENCY OF CHECKING AND CONTROLLING PUPIL'S WRITTEN WORK

TABLE 7.5

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE	
Number of respondents who said pupils written work is checked and controlled once a month	12	<u>57%</u>	57.0
Number of respondents who said pupils written work is checked and controlled once a week	3	14.3%	
Number of respondents who said pupils written work is checked and controlled once a fortnight	4	<u>19%</u>	19.0
Number of respondents who said the pupils written work is checked and controlled on a daily basis	1	4.8%	
Number of respondents who said pupils written work is checked and controlled whenever it is convenient to do so	1	4.8%	

The researcher assumes from table 7.5 that the written work of pupils is checked and controlled once a month in the majority of schools in Ciskei. This practice is in line with the departmental policy only in as far as it pertains to management staff. The subject teacher must however check and control pupils written work on a daily basis.

4.6.2 PERSON(S) RESPONSIBLE FOR CHECKING PUPILS WRITTEN WORK

TABLE 7.6

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said the pupils written work is checked and controlled by the principal only	15	71.4%
Number of respondents who said pupils written work is checked and controlled by the deputy principal and heads of division only	2	9.5%
Number of respondents who said pupils written work is checked and controlled by heads of division only		14.3%
Number of respondents who said the pupils written work is checked and controlled by the principal and heads of division together	—	—

The researcher assumes that the management staff in the majority of post primary schools ^{from the sample} do not function as a team but rather as individuals in the control of written work. This results in ineffective control of work and duplication of functions.

4.6.3 PERSON(S) RESPONSIBLE FOR REMEDIAL WORK AND TIME FOR DOING REMEDIAL WORK

TABLE 7.7

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said remedial work in their schools is done by the subject teachers	13	<u>62%</u>
Number of respondents who said remedial work in their schools is done by heads of division	8	<u>38%</u>
Number of respondents who said remedial work in their schools is done immediately after each test	9	<u>42%</u> ← 42.9?
Number of respondents who said they are not sure when remedial work should be done	12	57.1%

One decimal
figure
throughout

From the above data, the researcher assumes that remedial work in the majority of post primary schools ^{from the sample} is done by subject teachers. This is, in the opinion of the researchers correct.

The researcher also assumes from the data that when remedial work should be done, is not clear or certain in the majority of post primary schools. This has the effect, in practice, that after tests have been given, no immediate follow up of pupils problems and weaknesses is done. The researcher is of the opinion that for tests to be meaningful and of good effect, follow up remedial work should be done immediately after the tests have been written and marked. Remedial programmes must be drawn up for each subject in the school.

4.6.4 EXAMINATION FEEDBACK

TABLE 7.8

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said teachers proceed with the next section by the work after the mid-year examination without giving pupils feedback and discussing problem areas	5	23.8%
Number of respondents who said examination answer books are not given back to pupils after mid-year examinations	9	42.7%
Number of respondents who said pupils who fail the mid year examination are scolded and told to be more serious	2	9.5%
Number of respondents who said discussions of examination questions and memoranda is not done by the teachers after the mid-year examination	5	23.8%

The researcher assumes that follow up of pupils mistakes and problems in the midyear examination is not done in the majority of the schools. ^{from the sample} Pupils are not given their answer books for the midyear examination in the majority of schools.

The researcher is of the opinion that pupils ought to be given their midyear examination answer books so that they might be able to see where they have gone wrong. A copy of the memorandum must also be made available to pupils also for remedial purposes.

It is also the opinion of the researcher that with holding the pupils examination answer books raises suspicion as to whether the marks given on the report card are really what the pupil attained. The researcher has in his experience and as recent as June 1991 come across cases where marks had been entered into the mark schedules and pupils given marks without the examination scripts having been marked by the teachers. The researcher is of the opinion that if pupils are to be given the answer books, every teacher would be compelled to mark the work.

4.6.5 PERSON(S) RESPONSIBLE FOR DRAWING UP PUPILS PERFORMANCE REPORTS AND THE TIME FOR DRAWING UP THE REPORTS

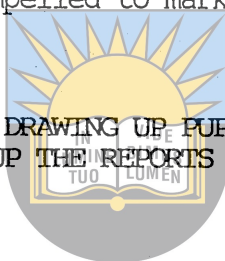


TABLE 7.9

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TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said the performance reports of pupils are drawn up by the class teacher	19	90.5%
Number of respondents who said the pupils performance reports are drawn up by the principal	2	9.5%
Number of respondents who said the pupils performance reports are drawn up immediately after the examinations before schools close	8	<u>38%</u>
Number of respondents who said the pupils performance reports are drawn up when schools re-open in July	13	61.9%

(*)

It appears from table 7.9 that the performance reports of pupils in the majority of schools ^{from the sample} are drawn up by the class teachers, which is the correct procedure.

The researcher assumes that the midyear performance reports of pupils are only drawn up when schools re-open in many post primary schools. This has the effect that parents so not receive the reports in time do as to encourage their children and help them improve their performance during the next half of the year.

The midyear performance reports are also required by corporate bodies and organisations which sponsor pupils in schools. The researcher is of the opinion that pupils are put at a disadvantage with regard to further sponsor benefits if the midyear report is not available at the time when it is required.



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4.6.6 PERSON(S) RESPONSIBLE FOR DRAWING UP TEACHERS PROGRESS REPORTS AND THE FREQUENCY OF DRAWING UP THE REPORTS

TABLE 8

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said progress reports of individual teachers are drawn up by the principal only	5	23.8%
Number of respondents who said progress reports of individual teachers are drawn up by the heads of division only	4	19%
Number of respondents who said the progress reports of individual teachers are drawn up by the principal, deputy principal and heads of division together	3	14.3%
Number of respondents who said progress reports of teachers are drawn up once a week	9	42.9%
Number of respondents who said progress reports of teachers are drawn up fortnightly	7	33.7%
Number of respondents who said progress reports of teachers are drawn up once in a quarter	5	23.8%

A confusing and incomplete table!!!

The researcher assumes from table 8 that there is no clear definition of management and control functions in the majority of schools. The drawing up of progress reports of teachers is a function of the head of division but principals seem to usurp this function in the majority of schools. Because the head of division is an _____ ?

expert in the subject, he is better suited to draw up progress reports of teachers in his department. Effective and meaningful control and supervision of the teachers progress and classroom teaching enhances good performance.

4.6.7 ADVANTAGES OF PROGRESS REPORTS FOR TEACHERS

TABLE 8.1

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said progress reports of teachers are used to determine the teachers pace and quality of work	15	71.4%
Number of respondents who said there is no advantage in using progress reports	6	28.6%

From table 8.1 the researcher assumes that teacher's progress reports are used in the majority of post primary schools to determine the pace and quality of the teachers work. It is the opinion of the researcher, that the quality of progress reporting is poor in the majority of post primary schools.

Panel inspection reports from 1984 to 1989 have always highlighted the need for improved progress reporting. Progress reports have been found to be more quantitative than qualitative. The progress reports drawn up by management staff in schools have been found to concentrate on the number of pieces of work given to pupils rather than the quality of the work done.

4.6.8 PAYMENT OF THE PRESCRIBED SCHOOL FEES

TABLE 8.2

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said pupils in their schools always pay the prescribed fees	3	14.3%
Number of respondents who said pupils do sometimes but not always pay the prescribed school fees	7	<u>33.7%</u> ← <u>33.3</u>
Number of respondents who said pupils in the schools do not pay the prescribed school fees	11	<u>52.3%</u> ← <u>52.4</u>

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From table 8.2 it is assumed that the majority of post primary schools experience a problem regarding the payment of the prescribed school fees. It is assumed by the researcher that almost half the number of pupils in the majority of post primary schools do not always pay the required school fee due to poor planning and control by principals.

4.6.9 NON PAYMENT OF PRESCRIBED SCHOOL FEES

TABLE 8.3

REASONS FOR REFUSAL TO PAY FEES	TOTAL RANK SCORE	RANK POSITION
Pupils demand financial reports.	2	1
Pupils demand to be involved in deciding how the fees is to be used	2.1	2
Pupils refuse to pay due to political influences	2.2	3
Pupils are intimidated and fear to pay	2.3	4
Pupils say the fees are too high and they cannot afford	2.8.	5
Pupils are just naughty and ignorant	4	6

From the above table it is clear that the demand for financial reports is the most important reason for refusing to pay the prescribed fees in the majority of post primary schools. The desire for involvement by pupils in deciding the use of school funds is also ranked high in the majority of schools as a reason for pupils refusal to pay the prescribed fees. Political influences are ranked as the third most important reason for refusal to pay the prescribed fees by the majority of respondents.

The researcher assumes that political influences create a climate conducive to the breakdown of authority in the majority of post primary schools and hence the prevalence of pupils refusal to pay fees.

4.7. FINANCIAL BUDGETING

TABLE 8.4

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE	
Number of respondents who said they do financial budgeting in their schools	8	<u>38%</u>	<u>38.1</u>
Number of respondents who said they do not do financial budgeting in their schools	4	19%	
Number of respondents who said they sometimes but not always do budgeting in their schools	9	<u>43.9%</u>	<u>42.9</u>
Number of respondents who said they are not certain as to the nature and application of the school budgetary system	14	67.4%	
Number of respondents who said they are able to understand the nature and application of the school budgetary system	7	32.6%	

Table is confusing with the two types of responses

The researcher assumes from the data that the majority of post primary principals do not always do budgeting in their schools.

In 4.6.8 above, it appeared that the majority of principals experience a problem with regard to the pupils refusal to pay fees. This is, in the opinion of the researcher, one of the reasons for the principals failure to do budgeting. Poor planning and control of sources of income adversely affect performance.

4.7.1 TIME FOR DRAWING UP OF THE SCHOOL BUDGET

TABLE 8.5 (a)

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said the school budget is only drawn up when all the pupils have paid fees	4	<u>19%</u>
Number of respondents who said the school budget is only drawn up when schools re-open in January each year	5	23.8%
Number of respondents who said the school budget is drawn up in December for the following year	4	<u>19%</u>
Number of respondents who said the budget is drawn up only when the circuit inspector says it must be drawn up	7	33.7%
Number of respondents who said the school budget is only drawn up when the finance clerk returns from the December holiday	1	4.8%

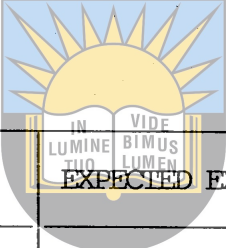
The researcher assumes from tables 8.4 and 8.5 that the majority of principals in Ciskei post primary schools do not know when and how to draw up a school financial budget. It is standing official policy of the Ciskei department of education that principals should draw up an expected income and expenditure statement for submission to the assistant director for approval at the end of October each year (Ciskei Government Notice No.8, of 1988). When the principal draws up this preliminary budget,

he should base his expected income on the expected enrolment figures of the following year.

The researcher is of the opinion that the majority of principals in Ciskei post primary schools are not in a position to draw up the school budget because they do not know the number of pupils they will have the following year, as reflected in table 4.9.

SPECIMEN OF PRELIMINARY SCHOOL BUDGET

TABLE 8.5 (b)



EXPECTED INCOME		EXPECTED EXPENDITURE	
Source	Amount	Nature of expenditure	Amount
School Fees	: R4000	Teaching Media	: R 500
Sport Fees	: R6000	Cleaning Materials	: R1800
Development Fund	: R 900	Science Equipment	: R 600
Donations	: R1000	Minor Repairs	: R 500
		Examination Materials	: R2000
		Sport Affiliations	: R 600
		Sport Materials	: R1000
		Transport	: R3400
		Parents Day	: R 500
		Library Materials	: R2000
		Purchase of Photocopier	: R5000
		Telephone Account	: R 200
		Service of Machines	: R 900
		Catering	: R1000
	R20 000		R20 000

4.7.2 ADHERENCE TO THE PREPARED BUDGET

TABLE 8.6

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said they strictly adhere to and follow a prepared school budget	2	9.5%
Number of respondents who said they only use the drawn up budget as a guide and do not follow it strictly	5	23.8%
Number of respondents who said they only draw up the budget for submission to the circuit inspector for his information	4	<u>19%</u>
Number of respondents who said they find it difficult to keep expenditure within the limits of available funds and have to pay the balance of the previous years expenditure during the following year	10	47.6%

It is clear from the above data that the majority of post primary schools do not follow a strict budget in running their schools.

This then results in schools not being able to obtain the necessary services or equipment for facilitating teaching and learning because the funds collected in one year have been used to settle the previous years short fall. The researcher has in his experience come across situations where litigation has been instituted against schools for failure to meet their financial

obligations. It is the opinion of the researcher that failure to stick to a prepared budget and exceeding the years budgetary limits results in the schools inability to follow sound and meaningful programmes for good teacher and pupil performance.

4.7.3

4.4.3 IMPORTANCE OF FINANCIAL BUDGETING FOR PUPIL AND TEACHER PERFORMANCE

TABLE 8.7

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said financial budgeting is important for pupil and teacher performance	8	<u>38%</u>
Number of respondents who said they do not regard financial budgeting as important for pupil and teacher performance	4	<u>19%</u>
Number of respondents who said they are not sure whether budgeting is important or not for pupil and teacher performance	9	42.9%

The above data lead the researcher to assume that the majority of post primary school principals do not know that financial budgeting has a positive effect on pupil and teacher performance.

4.7.4 Eight 8 out of 21 respondents i.e. 38% said budgeting helps the teacher to plan their work and buy the necessary teaching aids and materials for effective teaching.

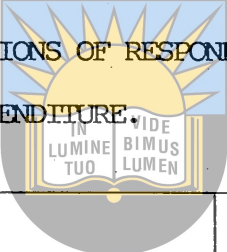
From the above data, the researcher assumes that the majority of

principals do not pay much attention to the existing relationship between the availability, quality of material resources and the quality of teacher and pupil performance. The relationship could be effectively realised through the application of sound budgetary principles.

4.7.5 SCHOOL FUND EXPENDITURE RECORDS

TABLE 8.8

RANK SCORES AND RANK POSITIONS OF RESPONDENTS' REPLIES REGARDING SCHOOL FUND RECORDS OF EXPENDITURE



STATEMENTS	TOTAL RANK SCORE	RANK POSITION
Pupils demand to have access to school financial books.	1.3	1
Financial reports are only given to parents when demanded	1.5	2
Pupils and parents do sometimes complain about the misuse of school funds	1.6	3
Pupils often demand to be given refunds for sport fees because very few matches have been played	2.8.	4
Pupils often demand funds for music concerts and disco shows	3.1	5

From the above table, the researcher assumes that the majority of principals have problems regarding the use and management of school finances. The researcher also assumes that the majority of principals do not give written financial reports to parents and pupils as often as they should. It is only when pupils and

parents demand reports that some effort, albeit unsatisfactory, is done to present a financial report. The researcher has in his experience come across cases where no financial reports have been given by the principal for more than five years. The researcher has also investigated a number of complaints by parents and pupils about the misuse of funds by principals and found these to be legitimate complaints. The researcher requested principals in a particular Directorate to submit estimated income and expenditure records for 1988 and found that one principal had estimated to use R2560 for the standard 10 farewell function and only R800 for the purchasing of science equipment. This indicates that this principal had the wrong priorities regarding school fund expenditure. The purchasing of science equipment is, in the opinion of the researcher more important for teacher and pupil performance than is a standard 10 farewell function.

The researcher has, during a panel inspection in another Directorate in 1987 come across a school that had a credit balance of R52000, a well built science laboratory without equipment and only six test tubes, 4 beakers and 2 empty Gas cylinders. The principal of this school was piling up his credit balance at the expenses of good teacher and pupil performance.

The demand of refund of fees by pupils has been very prominent among pupil grievances in a number of schools in a number of Directorates in 1990. Poor financial and time management were the major causes for such complaints. A number of principals did not plan their sport programmes and used sport funds for other purposes. The researcher has in his experience also come across

situations where large sums of sport funds are used for one particular sport code e.g. athletics and very little is left for other sport codes. This is a clear example of poor financial management which results in tension and eventual break down of order in the school. The quality of development and performance by pupils in most sporting codes is adversely affected by poor financial management.

4.7.6 FINANCIAL REPORT OF THE PRINCIPAL

TABLE 8.9



TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said the financial report of school funds is given during the first quarter of the year	5	23.8%
Number of respondents who said the principal report is given at any time during the year	11	52.3%
Number of respondents who said the financial report is given at a parents meeting at the end of the year	5	<u> </u>

(*)

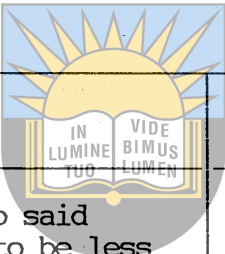
The above results link up with the results of table 8.9 above where the majority of principals say financial reports are given when parents and pupils so demand.

The policy of the Ciskei Department of Education regarding financial reports and general financial control procedures are

clearly laid down in the Ciskei Government Notice No.8 of 1988. The researcher is of the opinion that the majority of principals of post primary schools are either not aware of the prescribed procedure for financial reporting or are not following the procedures.

4.7.7 STAFF RELATIONS

TABLE 9



TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said teachers are encouraged to be less formal and be on first name terms with the principal	1	4.8%
Number of respondents who said teachers are not encouraged to discuss their personal problems with each other at school	4	<u>19%</u>
Number of respondents who said all school matters are brought to the attention of teachers through written notices	9	42.9%
Number of respondents who said they always have tea with their teachers in the staff room	3	14.3%
Number of respondents who said teachers are at liberty to express their views on policy and administrative issues	—	—

The above data leads the researcher to assume that the principal-teacher relations in the majority of schools is too formal.

It appears from the results that discussion of school matters is limited to the formal level and written notice and instructions.

The researcher is of opinion that the majority of principals in ?

* Ciskei post primary schools do not regard the creation and maintenance of sound interpersonal relations as important for agood organisational climate. Sound and good interpersonal relations amongst teachers are a pre-requisitu for cooperation and successful performance. According to Holly & Young (1987 : 21) "managing and coordinating staff development has emerged as a key leadership role in senior management teams. In common with other management roles it requires the ability to balance the achievement of goals with the creation and maintenance of productive personal relationships - the so called task and person dimensions of leadership".

It further appears from the data that teachers in the majority of schools are not allowed to express their views on policy and administrative issues. The researcher assumes that teachers in the majority of post primary schools from the sample can only function within the prescribed policies of the schools. Individual initiative of teachers is stifled and their performance is thereby adversely affected.

4.7.8. PARENT - TEACHER RELATIONS

TABLE 9.1

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondent principals who said parents and teachers have regular contact to discuss school matters	5	23.8%
Number of respondent principals who said parents and teachers do not have regular contact to discuss school matters	16	76.2%

The researcher assumes that the parent-teacher relationship in the majority of schools is still, impersonal and too formal. Teachers do not reach out to parents and parents do not approach teachers. The necessary free, open and communicative relationship so necessary for good teacher and pupil performance is lacking. This type of cold and impersonal relationship which is devoid of trust on both sides generates tension which later develops into disruptive conflict. Once the conflict stage is reached, both teacher and pupil performance is adversely affected as no effective teaching and fruitful learning can be realised.


The researcher also assumes from the results that the so important supportive role of parents does not exist in the majority of schools. Where parents and teachers do not frequently meet to discuss school matters, their means of attaining the common objective, i.e. the meaningful education of

Not universally true!

the child, may seem to be in conflict rather than being complementary. It appears from the data that parents and teachers do not have regular contact in the majority of schools. The researcher is of opinion that pupil and teacher performance can be greatly improved and enhanced where the teacher and parent are aware of each other's contributions and expectations.

4.7.9 PARENT - TEACHER CONTACT

TABLE 9.2



TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondent principals who said teachers and parents meet once a year on parents day only	2	9.5%
Number of respondent principals who said teachers and parents meet once in the first quarter of the year only	3	14.3%

The researcher assumes that even where teachers and parents do meet, the instances of meeting are too infrequent. The researcher is of the opinion that meetings should also take place in an informal setting like sport meetings and social and cultural events. The school should involve parents in organising and participating in a number of school activities. The parents will, the researcher believes, support activities and programmes in which they are involved.

Other 7 responses
An incomplete table...
The question (no. 3 on p. 200) expects two types of responses and not everyone reacted to both; thus a poorly set question...

4.8 REASONS FOR PARENTS AND TEACHER NOT HAVING REGULAR CONTACT

TABLE 9.3

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondent principals who said parents and teachers do not meet due to apathy and negative attitudes of parents	7	33.3%
Number of respondent principals who said parents and teachers do not meet because parents are intimidated by their children and fear to have meetings with teachers	3	14.3%
Number of respondent principals who said parents do not come to school meetings or visit teachers due to local political influences	6	28.6%

The researcher assumes from the above results that the majority of parents are apathetic or have negative attitudes towards the school. The researcher has in his experience found that most parents complain that the principals do not adequately inform them of what is going on in the school.

No, the majority of principals perceive parents to be apathetic

The researcher has also come across parents who say that principals only call them to the school when pupils are rioting. It is only then that the principals will inform them about problems and other school matters. The researcher is of the opinion that the parents apathy and negative attitude is a result of the principals failure to effectively communicate with

parents. School projects and programmes will not be supported by parents in an apathetic and negative climate.

The performance of teachers and pupils is as a result hampered. It is the opinion of the researcher that it is the duty of the principal to sensitize parents regarding the school needs, problems and objectives. Parental involvement in school matters enhances teacher and pupil performance.

4.8.1 EXTENT OF PARENTAL INVOLVEMENT

TABLE 9.4



TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said school committees are the only form of parental involvement in the schools	4	19%
Number of respondents who said there is no form of parental involvement in their schools because parents never attend meetings or visit the school	17	81%

Of the 19% respondents who say the school committees are the only parental involvement in the schools, 14.3% i.e. 3 out of 21 respondents are from rural schools and 4.8% i.e. 1 out of 21 respondents are from urban schools.

The researcher assumes that there is no parental involvement in the majority of schools. ^{from the sample} Even where there are school committees

these do not have much say or influence in the actual planning, and running of school projects and programmes. The researcher is of the opinion that the principals need to attract parents to the schools by involving them in school projects. Written invitations to sport and other cultural events should be sent to parents. A parent's day should be a major school event.

4.8.2 EFFECT OF PARENT - TEACHER RELATIONSHIP ON PUPIL AND TEACHER PERFORMANCE

TABLE 9.5



TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondent principals who said the relationship that exists between parents and teachers has a positive effect on the pupils and teachers performance in school	3	14.3%
Number of respondent principals who said the relationship that exists between parents and teachers does not have a positive effect on pupil and teacher performance	11	52.3%
Number of respondents who are not sure whether the relationship that exist between parents and teachers does have a positive effect on pupil and teacher performance	6	28.6%

It only adds up to 20?

The researcher assumes from the above result that parent - teacher relations are very [?]poor in the majority [?]of post primary schools. This, the researcher assumes leads to poor pupil and teacher performance.

The researcher has previously stated that there should be a concerted effort on the part of the principals to draw the parents to the school and thereby improving the poor parent and teacher relations for better pupil and teacher performance.

4.8.3 MODES OF COMMUNICATION WITH PARENTS

TABLE 9.6

BEST MEDIUM OF COMMUNICATION WITH PARENTS	ORDER OF IMPORTANCE
Monthly circular	1
Quarterly news letter	2
Annual bulletin	3
Monthly meetings	4
Random visit by parents to school	5
Visits by principal and teachers to parents	6

From the above data the researcher assumes that the majority of schools prefer a monthly circular to parents as the best means of communication.

The researcher doubts the practicality of this method, taking into account the time and scare resource materials involved. The quarterly news letter is in the opinion of the researcher suitable in terms of contents and length of time available in preparing such a news letter. Physical contact between parents and teachers through reciprocal visits is very ideal for communication. The majority of principals, it is assumed, rate this type of eyeball contact communication very low.

(*)

4.8.4 PARENTS' COMMENTS ON TEACHERS' WORK

TABLE 9.7

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondent principals who said parents are allowed to discuss and comment on the work of teachers	4	19%
Number of respondent principals who said parents are not allowed to discuss and comment on the work of teachers	17	81%

The researcher assumes that parents of pupils in the majority of post primary schools have no access to what is going on in the classroom. Parents are not shown what and how their children are taught. The school seems to be a closed domain of the principal and teachers. Parents with expertise in school subjects and school programmes could be of help and improve the performance of teachers and pupils if they could be brought into the school.

4.8.5 Of the 17 out of 21 i.e. 81% of respondents who said parents are not allowed to discuss and comment on the work of teachers, none suggested any method of feedback available to teachers.

The researcher assumes that teachers in the majority of the post primary schools only have the formal evaluation by the principal and inspectors as feedback on their performance in class.

4.8.6 MODES OF PRINCIPALS COMMUNICATION WITH PUPILS

TABLE 9.8

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondent ^s who said class teachers communicate with the principal on behalf of pupils	10	47.6%
Number of respondents who said the principals only meets the pupils for discussion when they so request	7	33.3%
Number of respondents who said the principal communicates by issuing weekly bulletins to all classes	4	<u>19%</u>

From the above the researcher assumes that communication between principals and pupils is very poor and of a one-way nature in the majority of schools. Only in a very few schools is there face to face communication between the principal and pupils, and even then, at the initiative and request of pupils. This type of setting is, in the opinion of the researcher conducive to conflict and disruption or scaling down of school programmes and also conducive to an unhealthy school climate where learning and teaching objectives are not fully realised.

It can't be assumed from the data...

4.8.7 NATURE OF COMMUNICATION BETWEEN THE PUPILS AND THE PRINCIPAL

TABLE 9.9.

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondent principals who said pupils are free and open in their discussions with the principal	3	14.3%
Number of respondent principals who said pupils are not free and open in their discussions with the principals	17	<u>81%</u>
Number of respondents who are not sure whether pupils are free and open in their discussions with the principal	1	4.8%
Number of respondents who said they always have tea with their teachers in the staff room	3	14.3%
Number of respondents who said pupils are only free and open to leaders of the local dominant political organisations	3	14.3%

This has nothing to do with the abovementioned

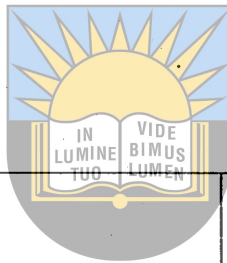
The researcher assumes from the above data that there is no open and free discussions on school matters between the majority of principals and their pupils. There seems to be lack of trust between pupils and principals. This lack of trust and genuine direct two way communication has, in the experience of the researcher led to pupils demanding the dismissal and even actual-physical ejection of principals from a number of Ciskei schools in 1989 and 1990. From table 9.9. the researcher also assumes that pupils in the majority of schools are greatly influenced in

← Not true!

their actions and attitudes by political organisations. The researcher has in his experience come across principals who want to maintain some respect and authority, by trying to be seen to be political activists and in most cases at the expense of their educational duties and at the expenses of pupil and teacher performance.

4.8.8 ARRANGEMENT OF STATEMENTS IN NUMERICAL ORDER OF OCCURRENCE IN SCHOOLS REGARDING TEACHER PERFORMANCE.

TABLE 10



STATEMENTS	TOTAL RANK SCORE	RANK POSITION
Teachers are not coping with the work due to overcrowded classrooms	1.8	1
The morale of the teachers is low as a result of poor pupil teacher relations	2.2	2
Teachers are not performing as they should as a result of frequent tensions between the teachers and principals	2.5	3
Pupils and parents are hostile to teachers	2.8	4
Teachers frequent resign from the school	4.4	5
Teachers are de-motivated and do not perform well due to shortages of books and equipment	5.3	6
Teachers are motivated and do their utmost best	5.4	7

The researcher assumes from the above table 10 that teachers in the majority of schools are hampered in their performance by poor

pupil-teacher relations, overcrowded classrooms and poor teacher-principal relations in the majority of schools.⁷ It is the opinion of the researcher that interpersonal relations need to be addressed as a matter of urgency in the majority of schools. Principals need to cultivate and maintain a good interpersonal climate in most schools. The frequent resignation of teachers from schools results in an unstable teaching corps and has a negative effect on pupil performance.

4.8.9 PUPIL ENROLMENT PER CLASS

TABLE 10.1



TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondent principals who said the average number of pupils per classroom in their schools is less than 30	2	9.5%
Number of respondent principals who said the average number of pupils per classroom in their schools is between 30 and 35	1	4.8%
Number of respondent principles who said the average number of pupils per classroom in their schools is over 35 but less than 40	1	4.8%
Number of respondent principles who said the average number of pupils per classroom is more than 40	17	<u><u>81%</u></u>

The data on table 10.1 indicates that the majority of respondents said the average number of pupils per class is in excess of 40.

The data on table 4.9 revealed that the majority of principals in ^{the sample?} Ciskei post primary schools do not know the number of pupils they

(*)

will have when schools re-open. The researcher assumes from

(*)

table 10.1 that the majority of ^{No, the sample} Ciskei post primary schools are overcrowded with a very high pupil-teacher ratio. The researcher also assumes that the overcrowding is a result of the principals' failure or inability to apply the correct pupil management principles. The data on table 4.8. revealed that the majority of respondents said pupils do not apply for admission to their schools. The data on table 5 indicates that the majority of principals said adherence to written applications for admission can solve the problem of overcrowding in Ciskei post primary schools.

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The researcher further assumes that pupil and teacher performance is adversely affected by the overcrowding in the majority of Ciskei post primary schools.

4.9 EFFECT OF OVERCROWDING OF CLASSROOMS

TABLE 10.2

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Number of respondents who said the high pupil - teacher ratio makes individual attention to pupils impossible	10	47.6%
Number of respondents who said overcrowding in the classrooms has a negative effect on pupil discipline in the school	9	42.9%

The researcher assumes from 10.2 that a significant number of Ciskei post primary schools are experiencing disciplinary problems which result in poor pupil-teacher relations and thus affect the performance of both pupils and teachers. Teaching strategies are also, in the opinion of the researcher, severely hampered as a result of classroom overcrowding. The researcher assumes from table 10.1 that individual attention to pupils is not possible in the majority of Ciskei post primary schools. The performance of pupils is thus negatively affected.

← No statistical test for significance has been executed!

4.9.1 ARRANGEMENTS IN ORDER OF IMPORTANCE OF AREAS MOST ADVERSELY AFFECTED BY OVERCROWDING DUE TO OVER ADMISSION

TABLE 10.3

STATEMENT	TOTAL RANK SCORE	RANK POSITION
Classroom performance of pupils	1.4	1
Teaching performance of teachers	1.7	2
Administration of sporting activities	4.5	4
General discipline of pupils	2.6	3
Performance of pupils in cultural activities	4.6	5

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From table 10.1 the researcher assumed that over admission of pupils is prevalent in the majority of post primary schools in Ciskei. The researcher now assumes from table 10.3 that all areas of school work, discipline, teacher and pupil performance are adversely affected by over admission of pupils.

4.9.2 ARRANGEMENT OF STATEMENTS REGARDING THE ENHANCEMENT OF PUPIL PERFORMANCE IN NUMERICAL ORDER OF PREFERENCE

TABLE 10.4

STATEMENT OF POSSIBLE MEANS FOR GOOD PERFORMANCE	TOTAL RANK SCORE	RANK POSITION
The prevalence of a good school and organisational climate	1.7	1
The availability of well qualified teacher	1.9	2
The availability of funds, books and equipment	2.6	3
The strictness of the principal	3.9	4
Regular inspection of the principal	4.6	5

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The researcher assumes from the above data that the majority of principals ^{from the sample} are of the opinion that pupil performance can be greatly enhanced by the prevalence of a good school and organisational climate. The prevalence of a good school and organisational climate as a precondition for good pupil performance has been rated highest by the majority of respondent principals. The researcher is of opinion that a good organisational climate can only be created or achieved by the application of educational management principles in the school.

- ⊗ What about a synthesis of the most important findings stemming from the questionnaire? It must be provided!
- ⊗ Transitional paragraph to the teacher



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The numbers should be linked to the number of the → heading. The number of the heading is wrong. Sub-headings, instead of no's, or complementary to no's, are recommended.

4.9.3 ANALYSIS OF THE TEACHER'S QUESTIONNAIRE (APPENDIX B)

Only 102 usable questionnaires received were analysed in this chapter as explained in 4.1.

TEACHERS PERIOD OF SERVICE IN THE SCHOOL

TABLE 10.5

NUMBER OF YEARS OF SERVICE IN THE SCHOOL	NO. OF RESPONDENTS	PERCENTAGE OF RESPONDENTS
1	13	12.7%
2	27	26.5%
3	25	24.5%
4	19	18.6%
5	10	9.8%
+5	8	<u>4.9%</u>

7.8%

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①

The researcher assumes from the above table 10.5 that the majority of teachers in post primary schools have been in their schools for a period of three years and more. The researcher further assumes that the teachers are able to give an opinion on the quality of the principals management and of the prevailing school climate.

2.

65 out of 102 i.e. 63.7^{63.9%} of respondents taught in other schools before coming to their present schools. 37 out of 102 i.e. 36.3% of respondents never taught in other schools before coming to their present schools.

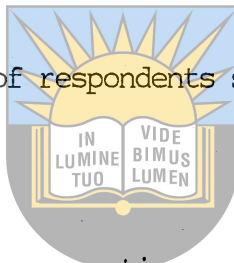
②

Not necessary
to mention the
two opposites
One will do

The researcher assumes from the above data that the majority of teachers in secondary schools ^{in the sample} have taught in ~~more than~~ [?] one or more schools before coming to their present schools. The researcher further assumes that the majority of teachers in secondary schools have served under more than one principal.

3. 33 out of 102 i.e. 32.4% of respondents said their schools were well managed.

69 out of 102 i.e. 67.6% of respondents said their schools were not well managed.



The above data support the assumptions previously made in 4.5.1 of this chapter (4) when the analysis of the principals' questionnaire was done that the majority of principals of secondary schools do not apply educational management principles extensively and effectively in the day to day running of their schools.

4. 46 of of 102 i.e. 45.1% of respondents said their principals got along well with the staff.

56 out of 102 i.e. 54.9% of respondents said principals did not get along well with the staff.

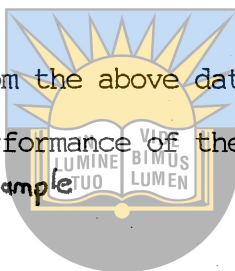
From the above data, the researcher assumes that the majority of secondary school principals ^{from the sample} do not get along with their staff due to poor or no application of staff management principles. The

researcher previously made the assumption that the management of relations is a neglected function in the majority of secondary schools.

5. 83 out of 102 i.e. 81.4% of respondents said their performance was affected by the principals management.

~~19 out of 102 i.e. 18.6% of respondents said their performance was not affected by the principals management.~~

The researcher assumes from the above data that the principals management affects the performance of the majority of teachers in secondary schools. *in the sample*



6. Of the 83 respondents who said their performance was affected by the principals management, 64 i.e. 62.7% of the sample population said their performance was adversely affected.

19 i.e. 18.6% of the sample population said their performance was positively affected.

The researcher assumes from the data above the performance of teachers in the majority of secondary schools is adversely affected by the principals poor management.

The data in (3) above revealed that the majority of teachers in Ciskei secondary schools said their schools were not well managed, and in 4 above it was revealed that the majority of principals do not get along well with the staff. The researcher

* Not true

further assumes that there is no application of educational

- (*) management principles in the majority of Ciskei secondary schools. The researcher further assumes that there is tension between the principal and their teachers in the majority of secondary schools in Ciskei. It is the opinion of the researcher that where there are poor principals - teacher relations, the performance of the teachers is adversely affected.

7. ^{Only} 21 i.e. 20.6% of respondents said the school climate is conducive to good performance by teachers.

~~81 i.e. 79.4% of respondents said the school climate is not conducive to good teacher performance.~~



- (*) The researcher assumes from the data that the school climate in the majority of Ciskei secondary schools is not conducive to good performance by teachers. The researcher further assumes that the poor school climate in the majority of secondary schools results from the principals' failure or inability to apply educational management principles such as the management of relations. The researcher is of the opinion that failure or inability to implement staff management principles and improper management of relations result in conflict situations and where the principal does not get along well with the staff, resulting in a school climate which is not conducive to good teacher performance.

8. 52 out of 102 i.e. 50.9% of respondents said relations among teachers are good and conducive to work.

~~50 out of 102 i.e. 49.1% of respondents said the relations among teachers are not conducive to work.~~

The researcher assumes from the above data that relations amongst teachers in most Ciskei secondary schools are good and conducive to work. The researcher further assumes that proper application of staff management principles and relations management will lead to improved and conducive relations between the principals and teachers and lead to a good school climate and subsequently to good teacher performance.

9. 26 out of 102 i.e. 25.5% of respondents said the relations between teachers and pupils were good.

~~76 out of 102 i.e. 74.5% of respondents said relations between teachers and pupils were not good.~~

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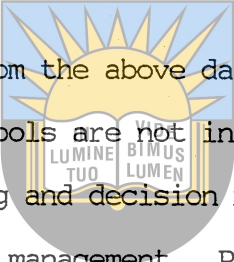
The researcher assumes that there is a break down in relations between teachers and pupils in the majority of Ciskei secondary schools. The researcher also assumes that improper or lack of implementation of educational management principles such as the management of relations as revealed in paragraph 6 above is, to a large extent responsible for poor teachers-pupil relations in the majority of Ciskei secondary schools.

The researcher further assumes that the majority of teachers in Ciskei secondary schools become frustrated and demotivated as a result of the poor teacher-pupil relations. The researcher is of the opinion that the performance of demotivated and frustrated teachers is not of good quality.

10. 31 out of 102 i.e. 30.4% of respondents said teachers in the schools were involved in planning and decision making.

56 out of 102 i.e. 54.9% of respondents said teachers in the schools were not involved in planning and decision making.

15 out of 102 i.e. 14.7% of respondents said teachers in the schools were sometimes but not always involved in planning and decision making.



The researcher assumes from the above data that teachers in the majority of secondary schools are not involved in planning and decision making. Planning and decision making are important principles in educational management. Proper implementation of these principle is of great benefit to schools. It is the opinion of the researcher that teachers will support and implement decisions in which they are involved.

11. ^{Only} 27 out of 102 i.e. 26.5% of respondents said the principals do encourage teachers to improve their qualifications.

~~75 out of 102 i.e. 13.5% of respondents said principals do not encourage teachers to improve their qualifications.~~

From the data in paragraph 11, the researcher assumes that staff development which is a facet of staff management is not implemented in the majority of Ciskei secondary schools.

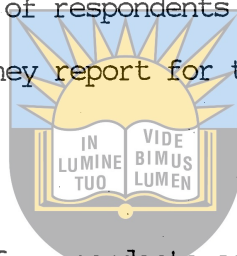
According to Oldroyd & Hall (1991 : 15) "Staff development does not take place in a vacuum. It needs to be embedded in the realities of school life if, along with other developing

processes, it is to effect the goals of school improvement and enhanced standards of learning. Some schools are more likely than others to provide the conditions for staff and school development because of their "cultures" and the way they are organised and managed".

12. 19 out of 103 i.e. 18.6% of respondents said new teachers are given some orientation when they report for the first time.

79 out of 102 i.e. 77.4% of respondents said orientation is not given to teachers when they report for the first time in the schools.

5 out of 102 i.e. 4.9% of respondents said orientation is sometimes given to new teachers who report in the school for the first time.



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The researcher assumes from the data above that the orientation of new teachers, which is an aspect of the educational management principles of staff management and staff recruitment, is not implemented in the majority of Ciskei secondary schools as also revealed in table 6.5 above.

13. 69 out of 102 i.e. 67.6% of respondents said the schools do not have definite programmes for the year.

The researcher assumes that a year programme or year management plan is available in the majority of Ciskei secondary schools.

14. 23 out of 102 i.e. 22.5% respondents said the schools have definite year programmes and adhere to them.

~~79 out of 102 i.e. 77.5% of respondents said schools do not adhere to the definite year programmes.~~

The researcher assumes that the majority of schools in Ciskei do not follow definite year programme or year management plans as revealed in table 6.7 above. The researcher also assumes that the year programme or management plan is drawn and displayed for inspectors to see but is never followed. The assumption made previously in this chapter in 4.5.2 that the majority of principals in Ciskei secondary schools see no advantage in having a year programme or management plan is supported by the above data.

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15. 61 out of 102 i.e. 59.8% of respondents said they know what is expected of them.

41 out of 102 i.e. 40.2% of respondents said there is team work among teachers.

55 out of 102 i.e. 53.9 63.7% of respondents said there is no team work but individualism among teachers.

The researcher assumes that the majority of teachers in Ciskei secondary schools work as individuals and not as part of a team. The researcher also assumes lack of staff management principles in the majority of schools is responsible for the prevalence of individualism among teachers.

17. 32 out of 102 i.e. 31.4% respondents said opinions and views of staff are sought in matters affecting them.

57 out of 102 i.e. 55.9% of respondents said the opinions and views of staff are never sought on matters affecting them.

13 out of 102 i.e. 12.7% of respondents said the opinions and views of staff are sometimes sought on matters affecting them.

From the above data, the researcher assumes that opinion and views of staff are ^{always} not sought on matters affecting them in the majority of Ciskei secondary schools. The researcher further assumes that this lack of consultation can lead to frustration among teachers and eventually to conflict and a poor school climate which adversely affects the teachers performance.

18. 27 out of 102 i.e. 26.5% of respondents said the principal is accessible to all teachers.

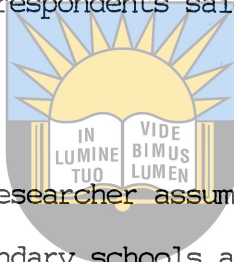
~~75 out of 102 i.e. 73.5% of respondents said the principal is not accessible to all teachers.~~

The researcher assumes from the above that the majority of principals in secondary schools ^{of the sample} are not accessible to the majority of their teachers. The researcher is of the opinion that as a result of the lack of or improper implementation of staff management principles, cliques and camps develop and thrive in the majority of secondary schools in Ciskei.

The researcher is also of the opinion that as a result of the principals inaccessibility, teachers feel neglected and become alienated. The researcher thinks that the alienation and feeling of neglect result in frustration, conflict and poor performance.

19. 64 out of 102 i.e. 62.7% of respondents said conflict among teachers is avoided for peace's sake.

38 out of 102 i.e. 37.3% respondents said conflict among teachers is competently addressed.



From the above data the researcher assumes that the majority of principals in Ciskei secondary schools are not competent in conflict management which is an aspect of the staff management principle. The researcher further assumes that the performance of teachers is to some extent negatively affected by potential and imminent conflict which is a sequel to bottled up anger and frustration from avoided and unresolved conflicts.

20. 30 out of 102 i.e. 29.4% of respondents said school goals are accepted by all staff members.

~~72 out of 102 i.e. 70.6% of respondents said school goals are not accepted by all staff members.~~

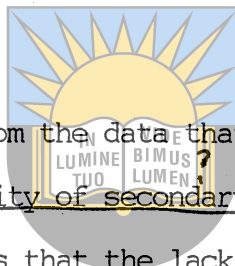
The researcher assumes from the above data that the majority of teachers in Ciskei secondary schools do not accept their schools goals. The researcher further assumes that the non involvement of teachers in planning and decision making as previously assumed

from paragraph 17 is the cause for the teachers not accepting their schools goals. The researcher further assumes that the majority of teachers in secondary schools do not perform in order to achieve the schools goals.

21. 58 out of 102 i.e. 56.9% of respondents said there are cliques among teachers in their schools.

44 out of 102 i.e. 43.1% said there are no cliques or interest groups in their schools.

The researcher assumes from the data that cliques or interest groups exist in the majority of secondary schools in Ciskei. The researcher further assumes that the lack of or improper implementation of educational management principles such as staff development and staff orientation is responsible for the existence of cliques or interest groups in the majority of Ciskei secondary schools. The existence of cliques or interest groups among teachers precedes conflict, break down in staff relations and poor teacher performance.



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4.9.4 ANALYSIS OF THE PUPILS QUESTIONNAIRE (APPENDIX C)

The same comment as on p.141 is applicable

Only 651 of the 755 questionnaires sent to schools were returned and usable as explained in chapter 3 above.

1. 270 out of 651 i.e. 41.5% of respondents said they have only been in their schools for 1 year.

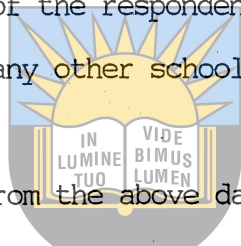
170 out of 651 i.e. 26.7% of respondents said they have been in their schools for 2 years.

207 out of 651 i.e. 31.8% of respondents said they have been in their schools for 3 years or more.

2. 456 out of 651 i.e. 70% of respondents said given a chance they would leave their schools for any other school.

195 out of 651 i.e. 30% of the respondents said they would not leave their schools for any other school.

The researcher assumes from the above data that the majority of pupils in Ciskei secondary schools are not satisfied with their schools.



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3. 477 out of 651 i.e. 73.3% of the respondents said they are not satisfied with their performance in their present schools.

174 out of 651 i.e. 26.7% of respondents said they are satisfied with their performance in their present schools.

The above data supports the assumption previously made by the researcher that most pupils in the majority of Ciskei secondary schools are not satisfied with their schools.

The researcher further assumes that most pupils in the majority of Ciskei secondary schools are not performing at the best of their abilities and are dissatisfied and could be frustrated as a result.

4. 153 out of 651 i.e. 23.5% of respondents said if they have a problem they prefer to discuss it with their teachers.

117 out of 651 i.e. 18% of respondents said if they have a problem they prefer to discuss it with their principals.

381 out of 651 i.e. 58.5% of respondents said if they have a problem they prefer not to discuss it with either their teachers or their principals.

? From the above data, the researcher assumes that most pupils in the majority of Ciskei secondary schools do not have trust in their principals and teachers. The researcher further assumes that the prevailing climate of distrust in the majority of secondary schools is a result of the lack of implementation of proper educational management principles such as orientation and pupil management. The ultimate result of the prevailing climate of distrust is the deterioration of the quality of pupil performance.

- * 5. 182 out of 651^{i.e.} 28.1% of respondents said their schools are well organised for all school activities.

468 out of 651 i.e. 71.9% of respondents said their schools are not well organised for all school activities.

6. 210 out of 651 i.e. 32.2% of respondents said relations between pupils and teachers are good.

441 out of 651 i.e. 67.8% of respondents said relations between pupils and teachers are poor.

?
The researcher assumes from the above data that the majority of secondary schools in Ciskei are not well organised for all school activities. This assumption is supported by data obtained from the teachers questionnaire in 4.9.3 number 3 where 67.6% of respondents said their schools are not well managed. Data from the teachers questionnaire in 4.9.3 number 13 above indicate that 67.6% of respondents said their schools have no definite programmes for the year.

?
The researcher assumes that the absence of a definite year programme should be the reason why the majority of secondary schools in Ciskei are not well organised for school activities. Pupils can as a result not perform well.

The researcher also assumes from the data above that the relation between pupils and teachers are poor in the majority of Ciskei secondary schools. The researcher assumes that, as a result of poor relations, there is not much trust from the pupils and not much concern and care from teachers. Trust and care, are in the opinion of the researcher, vital components of the pedagogical relationship that ought to exist between pupil and teacher. It is the opinion of the researcher that, if the teacher does not show concern and care, he will not be trusted by the child whom he is supposed to lead to adulthood. The researcher is of the opinion that pupil performance is adversely affected by poor pupil-teacher relations. It is the opinion of the researcher derived from his practical experience that the pupils are to a

large extent responsible for the complete break down of teacher - pupil relations. The researcher has in his experience come across situations where pupils do not accept or respect the authority of teachers, especially those teachers who do not teach them directly in class. It is the opinion of the researcher that the break down in teacher pupil relations is a product of improper applications of pupil management and staff management principles.

7. 133 out of 651 i.e. 20.4% of respondents said teachers are cooperating with the principals.

102 out of 651 i.e. 15,7% of responsible said they are not sure whether teachers are cooperating with the teachers or not.

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416 out of 651 i.e. 63.9% of respondents said teachers do not always cooperate with the principal.

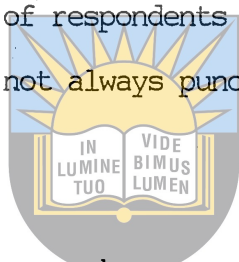
7
The researcher assumes from the above data that teachers in the majority of Ciskei secondary schools are not always cooperating with the principals. The researcher assumes that failure or refusal by teachers to cooperate with principals maybe the result of poor management. Data has been obtained from the teachers questionnaire in 4.9.3. number 10 above that the majority of schools in Ciskei said they are not involved in planning and decision making. It is the opinion of the researcher that, failure or refusal by teachers to cooperate with principals is a direct result of their non-involvement by principals in decision making and planning. The failure or refusal by teachers to cooperate with the principals leads to tension, conflict and a

poor school climate which adversely affects the pupils performance.

8. 197 out of 651 i.e. 30.3% of respondents said pupils in their schools are punctual for school and sport activities.

327 out of 651 i.e. 50.2% of respondents said pupils in their schools are not punctual for school and sport activities.

127 out of 651 i.e. 19.5% of respondents said pupils in their schools are sometimes but not always punctual for school and sport activities.



From the above data, the researcher assumes that pupils in the majority of secondary schools are not punctual for school and sport activities. The researcher further assumes that pupil control in the majority of secondary schools is poor hence the break down in disciplinary and normative structures in the majority of secondary schools.

9. 182 out of 651 i.e. 28.1% of respondents said teachers in their schools take up their periods regularly and on time.

348 out of 651 i.e. 53.5% of respondents said teachers in their schools do not take up their periods regularly and on time.

120 out of 651 i.e. 18.4% of respondents said teachers in their schools sometimes but not always take up their periods regularly and on time.

The researcher assumes from data that teachers in the majority of secondary schools in Ciskei do not take up their periods regularly and on time. The researcher further assumes that as result of teachers not taking up their periods regularly and on time, the quality of pupil performance is poor because they fall behind in syllabi or are made to rush through it without understanding.

10. 80 out of 651 i.e. 12.3% of respondents said test timetables are drawn up and given to pupils.

571 out of 651 i.e. 87.8% of respondents said test timetables are not drawn up and given to pupils.


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From the above data, the researcher assumes as also revealed in table 7.2 that test time tables are not drawn up and given to pupils in the majority of Ciskei secondary schools. The researcher thus assumes that organisation and planning with regard to tests is poor or neglected in the majority of secondary schools in Ciskei. The researcher also assumes that as a result of poor or no organisation and planning of test programmes, the pupils are given tests at random and perform badly as they are not well prepared.

11. 301 out of 651 i.e. 46.2% respondents said pupils are involved in planning for school activities.

350 out of 651 i.e. 53.8% of respondents said pupils are not involved in planning for school activities.

The researcher assumes from the data that pupils in the majority of secondary schools are not involved in the planning of school activities. The researcher is of opinion that if pupils are involved in the planning of school activities, they will support and not disrupt the school programmes. It is the opinion of the researcher that pupil involvement in the planning of school activities enhances good performance.

12. 293 out of 651 i.e. 45% of respondents said pupils are involved in decisions on matters affecting them.

358 out of 651 i.e. 55% respondents said pupils are not involved in decisions on matters affecting them.

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The researcher assumes from the above data that pupils in the majority of secondary schools are not involved in decisions on matters affecting them. The researcher is of the opinion that pupils will not support decisions in which they are not involved. It is also the opinion of the researcher that the taking of decisions on matters affecting pupils without hearing their views on such matters is unjust, undemocratic and leads to conflict, defiance and eventually to a poor school climate which is not conducive to good performance by pupils.

13. 143 out of 651 i.e. 22% of respondents said parents play an active role in the running of the schools.

508 out of 651 i.e. 78% of respondents said parents do not play an active role in the running of the schools.

The researcher assumes from the data that parents do not take an active role in the running of the majority of secondary schools. The researcher also assumes that the pupils in the majority of secondary schools perceive the principals as running the schools alone and not involving parents, teachers and pupils. It is the opinion of the researcher that democratisation of school management by involving parent, teachers and pupils will create a positive school climate and enhance pupil performance.

14. 211 out of 651 i.e. 32.4% of respondents said parents are invited to school functions and sport activities.



440 out of 651 i.e. 67,6% of respondents said parents are not invited to school functions and sport activities.

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The researcher assumes from the above data that parents are not invited to school functions and sport activities in the majority of secondary schools. The researcher also assumes that the majority of parents are not informed of the school activities of secondary schools, and there is no parental support to enhance pupil performance.

15. 342 out of 651 i.e. 52.5% of respondents said pupils do not accept the authority of the principal.

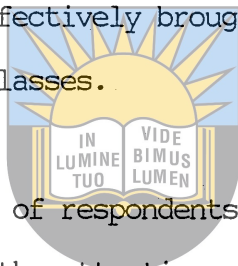
203 out of 651 i.e. 31.2% of respondents said pupils accept the authority of the principal.

106 out of 651 i.e. 16.3% of respondents are not sure whether pupils accept the authority of the principal or not.

The researcher assumes from the above data that the pupils in the majority of secondary schools in Ciskei do not accept the authority of the principals.

16. 356 out of 651 i.e. 54.7% of respondents said the pupils problems and needs are effectively brought to the principals attention by boycott of classes.

132 out of 651 i.e. 20.3% of respondents said the pupils problem and needs are brought to the attention of the principals by organised mass meetings with the principals.



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163 out of 651 i.e. 25% of respondents said the pupils problems and needs are brought to the attention of the principals by submitting a list of grievances and demands through the S.R.C.

The researcher assumes from the data above that communication channels and procedures between the principals and pupils are poor in the majority of secondary schools in Ciskei. The means of communication are conducive to confrontation, conflict and the creation of a poor school climate which hampers pupils performance, it is assumed by the researcher.

17. TYPICAL CHARACTERISTICS OF SCHOOLS

TABLE 10.6

651?

TOTAL NO. OF RESPONDENTS	21	PERCENTAGE
Poor facilities and equipment	495	<u>76%</u>
Poor organisation of sport and other programmes by the principal	468	71.9%
Pupils are not motivated by teachers	446	68.5%
Over emphasis of academic work by the principal and staff	337	51.8%
Poor supervision and control of work teachers	453	69.6

76.0

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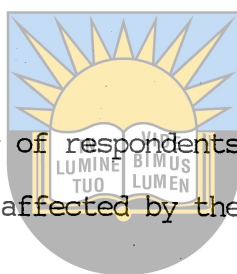
From table 10.6 above the researcher assumes that the majority of Ciskei secondary schools are characterised by: poor facilities and equipment which is, in the opinion of the researcher, due to poor resource management by the principal; poor organisation of sport and other cultural programmes which is, in the opinion of the researcher, a result of lack of planning by the principal; lack of motivation of pupils by teachers which is, in the opinion of the researcher, a result of poor or lack of proper staff recruitment and staff selection practices, poor supervision and control of work by teachers which is, in the opinion of the researcher, due to lack of poor application of educational management principles such as supervision and control by the principal, deputy principals and heads of division.

18. 187 out of 651 i.e. 28,7% of respondents said they think the general school atmosphere is good.

464 out of 651 i.e. 71.3% of respondents said they do not think the general school atmosphere is good.

From the above data the researcher assumes that the general schools atmosphere is not good in the majority of schools in Ciskei. The researcher further assumes that the general performance of pupils is adversely affected in the majority of Ciskei secondary schools as a result of the poor school atmosphere.

19. 529 out of 651 i.e. 81.3% of respondents said their general performance in school is affected by the school atmosphere.



122 out of 651 i.e. 18.7% of respondents said their general performance in school is not affected by the school atmosphere.

The researcher assumes from the above data that the school atmosphere affects the general quality of performance in class of pupils in the majority of Ciskei secondary schools.

20. 8 out of 651 i.e. 1.2% of respondents said their performance in class is positively affected by the general school atmosphere.

The researcher assumes for the data that the class performance of pupils in the majority of Ciskei schools is negatively affected by the prevailing poor school atmosphere. The researcher further assumes that the poor school atmosphere is a result of the lack of or poor application of educational management principles in the majority of Ciskei secondary schools.

21. For the creation of a good organisational climate in the schools:

339 out of 651 i.e. 52.1% of respondents said the present principal must be removed and be replaced.

339 out of 651 i.e. 52.1% of the respondents said there must be improved teacher-pupil relations.

113 out of 651 i.e. 17.4% of respondents said there must be strict application of disciplinary measures.

199 out 651 i.e. 17.4% of respondents said pupils must be allowed to have their way in all school matters.



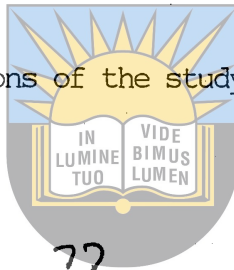
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The researcher assumes from the data that the majority of pupils in Ciskei secondary schools are of the opinion that a good organisational climate can be brought about in their schools by: the immediate removal of the principals who is, in the opinion of the pupils, responsible for the poor organisational climate; by improved pupil-teacher relations; by improved principal-pupil communication. It is also the opinion of the researcher that improved pupil-teacher relations and improved communication between the principal and pupils are necessary for bringing about a good organisational climate in the school. The removal of the principal, the application of strict disciplinary measures and allowing the pupils to have their way in all school matters are, in the opinion of the researcher not measures necessary for bringing about a good organisational climate in the school.

4.9.5 SUMMARY

The analysis and interpretation of the principals, teachers and pupils questionnaires were made in this chapter as explained in the previous chapter, chapter 3. Any interpretations and assumptions made were based on the respondents relies to the items on the questionnaires.

Findings and recommendations of the study will be made in the next chapter, chapter 5.



A synthesis of findings ??
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CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 BRIEF SUMMARY

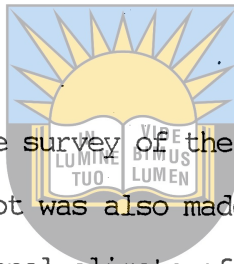
The primary aim of this study was to investigate the possible effect of the application or non-application of educational management principles on the quality of teacher and pupil performance.

To gather data from which inferences could be made regarding the application or non-application of educational management principles in Ciskei Secondary Schools, a survey by questionnaire was used. The researcher also depended on discussions with the Deputy Director (Professional) of the Ciskei Department of Education, Assistant Directors, Circuit Inspectors, Principals and teachers of a number of schools. Questionnaires were drawn up for principals, teachers and pupils of the schools in the survey population.

To obtain an objective view of the principal's management from pupils, first year students at the G M Mxenge College of Education were also given the pupil questionnaires. The researcher was of the opinion that these first year students would not be under the schools pressure to give data that will not depict a negative picture of the principals management.

The researcher also relied on panel inspection reports for gathering data regarding the quality of pupil and teacher performance in relation to the application or non-application of management principles.

In the preceding sections of the dissertation, an attempt has been made firstly, to trace the background of the study. Secondly, the researcher set out the anticipated difficulties of the study and how the researcher intended to overcome the difficulties.



In chapter 2, a literature survey of the key concepts of the study was made. An attempt was also made in chapter 2 to show how a school's organisational climate affects teacher and pupil performance.

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Chapter 3 outlined how the research was to be conducted. The research instruments for gathering data from principals, teachers and pupils were indicated. The researcher has also attempted to gather data on the internal causes of the break down in school authority structures and the subsequent deterioration of pupil and teacher performance.

An analysis and interpretation of the questionnaires was done in chapter 4. The researcher drew certain conclusions from the available data and extrapolated these conclusions obtained from the representative group to the whole secondary school community in Ciskei. The assumptions made by the researcher are merely based on data obtained from the representative group.

It is not
a represen-
tative group

This chapter deals with the conclusions and certain recommendations regarding the application of educational management principles for improved pupil and teacher performance as well as areas for further research.

5.2. CONCLUSION

The researcher wishes to draw attention to the important impressions which have been gained as a result of this research.

5.2.1 There is research evidence that the majority of principals in post primary schools have five years or less experience as principals. It can thus be generalised that a very significant number of principals do not have five years experience as principals.

It has not been verified statistically

This has the implication that the majority of principals in post primary school have not acquired sufficient practical experience in management.

5.2.2 Research has also revealed that a significant number of principals were appointed directly from the ranks of assistant teachers without having previously occupied any management position. This type of promotion results in the principal not being able to manage the school efficiently due to inexperience and thus affecting the performance of teachers and pupils.

5.2.3 The research also revealed that the majority of principals in post primary schools never had any training in educational management theory during their training as teachers and before their appointment as principals. It was also revealed that the majority of principals are aware of and support the need for training in educational management theory and practice before appointment to the post of principal.

5.2.4 The research also revealed that the majority of principals do not know how to apply educational management principles like, planning, budgeting, staffing, control of physical resources and delegation, for effective pupil and teacher performance. Staff recruitment, staff orientation, control of physical resources and budgeting appear to be the weakest aspects in most schools management.



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5.2.5 Poor staff and pupil management by a significant number of principals has led to conflict situations, resulting in the complete break down of the schools normative structures and deterioration of pupil and teacher performance.

5.2.6 Political and social forces from outside and inside the school hamper the management abilities of the majority of principals. The obvious lack of training in the application of educational management principles has made the task of such forces easy. Proper and effective application of educational management principles would have been of help to the principals in withstanding the negative effects of such political and social forces on pupil and teacher performance.

5.2.7 Budgeting and financial control are poor in the majority of post primary schools.

5.2.8 Staff development is not exercised by a significant number of principals. Principals are personally involved in almost all school activities without delegating tasks to other members of staff. This has the effect that the staff sits back and allow the principal to flounder and eventually fail. The teachers are thus not given the opportunity to develop their talents and skills.

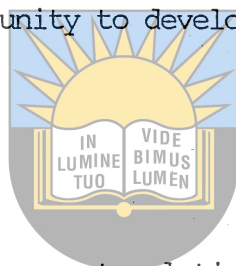
5.2.9

(a) The management of teacher parent relationships is ignored in most post primary schools. Parents are only approached by the principal when there is a crisis in the school. The supportive role of parents for effective pupil and teacher performances does thus not exist in the majority of schools.

(b) The organisational climate and general school atmosphere is not conducive to effective pupil and teacher performance in the majority of post primary schools in Ciskei.

5.3 RECOMMENDATIONS

It can be argued that there are identifiable and genuine skills which principals must posses if they are to operate effectively, and that these skills can be developed and enhanced by effective training, according to Creese (1991 : 223).



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(X) possess

Principals should be appointed from the ranks of serving Heads of Division or Deputy Principals and not from assistant teachers. This recommendation is in line with the view held by Dennison & Sherton (1987 : 23) where they say "persons appointed to posts of principal must have a certain knowledge - base about performing the tasks which constitute the job".

5.3.2 Courses in educational management where basic educational management principles are applied should be run for all post primary school principals, deputy principals and Heads of Division on a quarterly basis. Diploma's for successful completion of the course should be awarded and be a requirement for promotional purposes.


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5.3.3 Colleges of Education and the University should design a course in educational management theory for prospective student teachers. The course should be compulsory.

5.3.4 The Ciskei Department of Education management section should compile a pamphlet of guidelines on basic educational management principles and make it available to all post primary schools. These guidelines should not be on general industrial management but on specific educational management within the school context.

5.3.5 The management section of the Ciskei Department of Education needs to be expanded and have one officer in each Directorate for effective running and monitoring of educational management programmes. This recommendation finds support in Creese (ibid) where he says "it is recommended that all Local Education

Authorities should have a management development policy statement and that a team of officers and advisers with the appropriate resources and expertise should be established to implement that policy".

The researcher is fully aware that there are of course considerable resource implications on what is being proposed. The researcher is of the opinion that existing provisions could well, if properly planned and coordinated, go a long way towards meeting the needs of all principals and schools. The present management training is, in the opinion of the researcher, inadequate in terms of the content of training, implementation and follow up. It is also recommended that the management section of the Ciskei Department of Education adopt a three phase continuous training programme based on experience as suggested by Glatter (1972 : 14) as follows:

PHASE 1

Training to be provided upon taking up a management post which involves some responsibility for the work of others e.g. Heads of Division should receive on-going management training.

PHASE 2

Further training to be provided when the teacher takes up an 'institutional leadership' post such as Deputy Principalship.

PHASE 3

This phase would be specific induction training to introduce the new principal to the Departments' routines and general management procedures. Over and above this programme, the principal should

continuously be exposed to phase 1 and phase 2 programmes and other recent developments and initiatives.

It is further recommended that school based management training be adopted as a basic management training strategy. This recommendation is also supported by Creese, (*op. cit.*, p.225) where he says "it is important that the development of management skills and abilities is set very firmly in the context of the school in which the managers work, alongside the growth in the teachers' professional knowledge and understanding relevant to managing the schools pupils". School based management training also has the added advantage that the management team of the school share a common experience and the training helps to lower barriers and creates team spirit. It is also recommended that the training be tailored very specifically to suit the needs of those teachers in that school at that time.

5.3.6 Staff recruitment, staff development, control of physical resources, planning, budgeting and financial control need urgent attention in all post primary schools.

5.3.7 The Ciskei Department of education needs to request all post primary principals to prepare and keep records of:

- (a) Staff development programmes.
- (b) Staff orientation programmes.
- (c) Budgetary statements of expected income and expected expenditure for each year.

- (d) Schools' year planning programmes.
- (e) Records of control of physical resources, books and equipment.

5.3.8 The Ciskei Department of education should design and introduce complete procedure handbooks on all management functions for principals. This will help the novice principal to know not only 'how' but also 'why' a task must be performed in a specific way.

5.3.9 Completion of a course in educational management should be one of the conditions for permanency in a principal post.

5.4 Experienced and successful principals or inspectors should be appointed to the Training Division of the Department of Education. Management training based on successful and extensive practical experience will be of more benefit to principals than training purely based on industrial management theory given by inexperienced personnel with no practical management knowledge.

This recommendation finds support in Creese (op. cit., p.227) when he says "Effective management development depends upon high quality resources and credible experienced trainers - both are essential".

5.4.1 Regular management inspections should be conducted in schools on and annual basis.


5.4.2 Reports of the management inspection panel which should consist of experienced inspectors, should be sent to the Management Division which should do follow up and conduct remedial seminars on specific weaknesses pointed out in the reports.

5.4.3 The researcher is aware of the entire socioeconomic setting of the whole school community in Ciskei and the near impossible teaching conditions that are prevailing at this point in time. The researcher nevertheless wishes to bring to the attention of the providers, practitioners and consumers of education that management training should be seen as an entitlement for every teacher who undertakes a management role. The unfavourable socioeconomic setting should neither be a barrier to nor an excuse for not engaging in educational management development. Let it be known that the ultimate aim of management development in education is to help schools to become progressively more effective and efficient centres of teaching and learning.

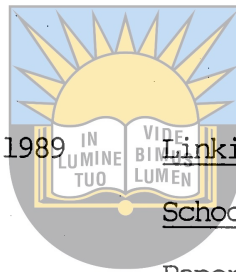
5.4.4. AREAS FOR FURTHER RESEARCH

It is recommended that further research be done to establish any cause and effect relationship between the application of educational management principles and pupil or teacher performance.

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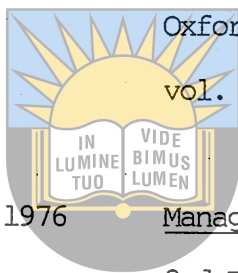
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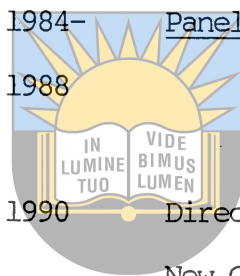
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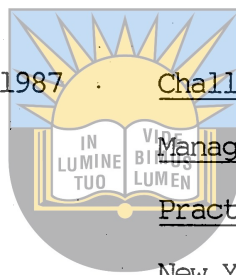
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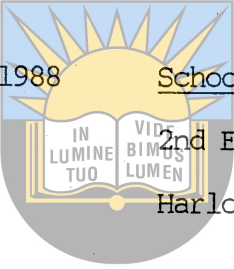


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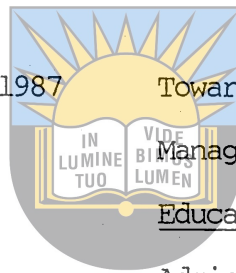
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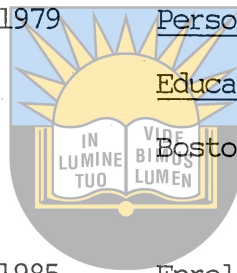
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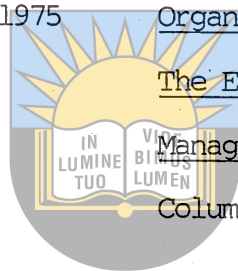
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PRINCIPALS' QUESTIONNAIRE

APPENDIX A

INSTRUCTIONS

This questionnaire, which must be completed anonymously so that neither you nor your school can be identified, deals with application or non application of educational management principles. A number of questions are asked about your knowledge and skill in a number of topics. The result will be used solely for tesearch purposes to verify the effect of the application of educational management principles in schools.



Complete part A by replying to each question or making a cross (X) in the space provided.

1. Your experience as principal is:
 - (a) 3 years or less
 - (b) 4 years
 - (c) 5 years
 - (d) more than 5 years

2. Did you occupy any senior post i.e. principal, deputy principal or head of department before your present appointment?
 - (a) Yes
 - (b) No

3. Your highest professional teaching qualification
 - (a) PTC or NPH
 - (b) JSTC or STD
 - (c) UED or SATD
 - (d) HED or HSTD
 - (e) Any other

4. When did you receive or complete the professional qualification mentioned in question 3?
- (a) Before 1970
 - (b) Between 1970 and 1975
 - (*) → (c) Between 1975 and 1980
 - (d) Between 1980 and 1985
 - (e) After 1985

5. Did you have any training in educational management before ^{your} present appointment?
- (*) → (a) Yes
 - (b) No

6. What kind of training?
- (a) In-Service Training
 - (b) Part of BED
 - (c) Part of HDE



7. Principals should:-
- (a) Receive on the job educational management training
 - (*) → (b) Frist be trained in educational management before appointment

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PART B

INSTRUCTION:

Where space is provided next to a question mark with X.

1. Rank the following in numerical order of importance regarding the principal's staff management.
- 1. The principal must ensure that the teachers have houses.
 - 2. Recruitment of suitable staff.
 - 3. Observing teachers in their classrooms.
 - 4. Help solve classroom problems of teachers.
 - 5. Formulate staff policies.
 - 6. Give orientation courses to new teachers
 - (*) → 7. Vist teachers at their homes.

How should they do it and where?

2. Make a cross (X) next to the appropriate answer:

Do pupils apply for admission in your school?

- (a) Yes
- (b) Sometimes
- (c) No, they are brought by parents on the opening day.
- (d) No, they come in person without their parents.
- (e) No, pupils are admitted as long as they have the fees to pay.

3. Is it possible for you to know how many pupils you will have when schools re-open?

- (a) Yes
- (b) No

4. Do you think that strict adherence to written applications can solve the problem of overcrowding in your school?

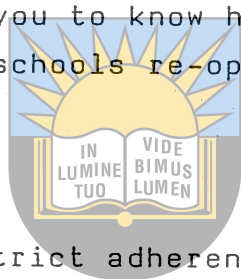
- (a) Yes
- (b) No
- (c) I am not certain

5. Mark the appropriate statement(s) with X.

When pupils register in your school for the first time

- (a) They are handed over to the old pupils for initiation
- (b) Orientation programmes are arranged by the teachers
- (c) They are only given written school rules and regulations
- (d) They are closely watched to see which ones display bad behaviour.
- (e) School policy and procedures are explained to them during morning assembly.

6. Does your school have sufficient classroom accommodation?



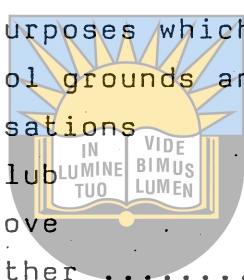
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- (a) Yes
- (b) No
- (c) More than is necessary

Cannot read →

7. Are school grounds and buildings only used for school purposes?
- (a) Yes
 - (b) Not always
 - (c) No

8. If the school grounds and buildings are not only used for school purposes which of the following also use the school grounds and buildings?
- (a) Church organisations
 - (b) Local sport club
 - (c) All of the above
 - (d) Mention any other



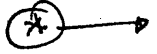
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9. If the school grounds and buildings are not used for school purposes only, is permission for such other use obtained from the school authorities?
- (a) Yes
 - (b) No
 - (c) Sometimes

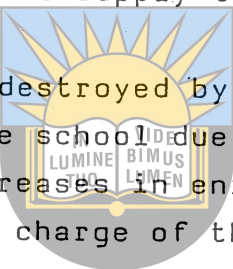
10. Do you as principal think that you are in full control of the school grounds and buildings?
- (a) Yes
 - (b) No

11. If the answer to question 10 is (b) who do you think is in control of the school grounds and buildings?
- (a) Residence Association
 - (b) The Student Representative Council
 - (c) The local Youth Congress
 - (d) More than one of the above
 - (e) If none of the above state who controls.....

- 12. Do all pupils in your school have sufficient text books?
 - (a) Yes
 - (b) No

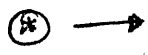


- 13. If pupils do not have sufficient text books, list the following ^estatements in order of importance as reasons for pupils not having sufficient text books.
 1. The department's orders are insufficient
 2. Pupils do not return all books at the year.
 3. Book shops do not supply the books which have been ordeed.
 4. Books lost or destroyed by pupils are not replaced by the school due to lack of funds.
 5. Unexpected increases in enrolment.
 6. The teacher in charge of the text book stock is inefficient.
 7. Mention any other reason not stated above.....



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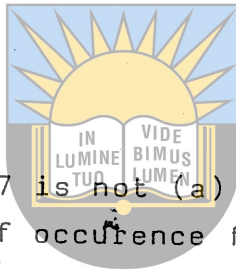
- 14. What role do you as principal play in the control and provision of sufficient text books?



- 15. If pupils have insufficient txt books, list the following statements in order of occurence in your school:
 1. Two or more pupils share one availbale text book.
 2. Teachers always give detailed notes to the pupils.
 3. Pupils are asked to buy their own text books.
 4. Pupils are asked to copy notes from pupils of neighbouring schools.

16. How often are stock records of books checked and controlled in your school?
- (a) Once a year in July when new books are to be ordered.
 - (b) At the beginning of each term.
 - (c) Once a month.
 - (d) At the end of March each year
 - (e) When it is convenient to do so.

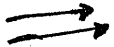
17. Does your school always have the required number of teachers?
- (a) Yes
 - (b) No
 - (c) Sometimes



18. If the answer to 17 is not (a) list the following reasons in order of occurrence for the shortage of teachers.

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(*)



1. Insufficient grants are given by the department
2. The school is remotely situated and teachers do not want to come here.
3. Teachers were available but left because of shortage of houses.
4. Pupils' lack of discipline makes the school unattractive to teachers.
5. Grants are available but we do not receive applications.
6. Lack of proper facilities and equipment makes the school unattractive to qualified teachers.

19. If the school does not have qualified teachers list the following statements in order of your preference in recruiting teachers.
1. The circuit office is requested to send teachers without posts to my school.
 2. Vacant posts are advertised in the local press.
 3. Other principals are requested to send teachers they do not need to my school.

1.4.6

4. I appoint teachers as they become available.
5. I approach prospective teachers at University and Colleges.

20. List the following qualities of teachers in order of your preference when appointing to a post.

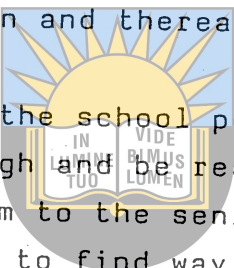
1. High professional and academic qualifications.
2. Subject expetise and subject teaching experience.

(*)

21. Rank in numerical order of importance. When a teacher assumes duties for the first time in your school, you

1. Immediately allocate work to him and let him start there and then and thereafter introduce him to the staff.
2. You give him the school policy and ask him to read it through and be ready for work next day.
3. You assign him to the senior teacher for orientation
4. You allow him to find way himself in the school and community.
5. You convene a special assembly of staff and pupils and introduce him.

(*)
Not readable



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PART C

MAKE A CROSS (X) OPPOSITE THE APPROPRIATE ANSWER TO THE FOLLOWING QUESTIONS

1. You as principal:
 - (a) follow a pre-set programme in running the day to day affairs of the school.
 - (b) Run the school as the situation demands
 - (c) Run the school strictly according to the departmental school calender.
 - (d) Do as the pupils demand
 - (e) Follow the directives of the circuit inspector and parents only.

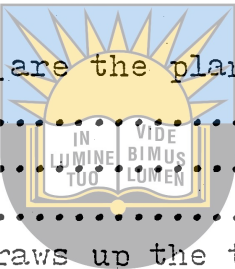
2. Do you as principal see any advantage in having a year management plan?

3. Who is best able to draw up a year management plan for the school?

- (a) The principal
- (b) The principal and staff
- (c) The staff, pupils and parents
- (d) The principal, staff and pupils
- (e) The principal and pupils
- (f) The principal, staff, pupils and parents
- (g) The principal and parents
- (h) The parents
- (i) The parents and staff
- (j) The staff and pupils

Not clear →

4. Explain when are the plans for the next year are drawn up.
.....
.....



5. Who in your school draws up the teaching time table?
.....
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6. When is the teaching time table drawn up?
- (a) At the end of the previous year
 - (b) Once all the children have been allocated to classrooms
 - (c) When all the teaching posts have been filled
 - (d) When the principal sees it fit
 - (*) → (e) Before the isspectors visit the school

7. Does the school have a testing programme?
- (a) Yes
 - (b) No

8. Who draws up the programme?
.....

9. Is there any advantage in having a testing programme?
- (a) Yes ,....
 - (b) No
 - (c) Not certain

10. How often is the written work of pupils controlled and checked in your school?
- (a) Once a month
 - (b) Once a week
 - (c) Once a fortnight
 - (d) daily
 - (e) When it is convenient to do so

11. By whom is the written work of the pupils controlled and checked?

.....

12. How often, if ever, and by whom is remedial work done in your school?

.....

13. Select which one or more of the listed statements are applicable to your school.



After the mid-year examination

- (a) Teachers proceed with the next section work without giving feed-back on the pupils' performance.
- (b) The examination answer sheets are not shown to the pupils as a matter of school policy.
- (c) When pupils have failed they are told to be more serious.
- (d) Discussion of the questions and memoranda are not done.
- (e) The teacher is at liberty to discuss the examination but not to show the pupils their answers.

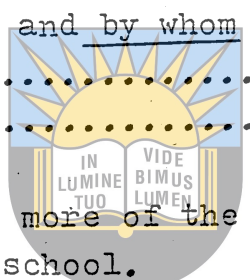
14. When and by whom is the general examination report on the mid-year examination drawn up?

.....

15. How often and by whom are performance reports of individual teachers drawn up?

.....

16. What advantage, if any, is there in the reports mentioned in 14&15



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17. Do all pupils in your school pay the prescribed school fees?

- (a) Yes
- (b) Not always
- (c) No

18. If the pupils do not pay the prescribed school fees, list the following statements in numerical order of importance as reasons for not paying fees.

- (a) They refuse to pay due to political influences.
- (b) They cannot afford to pay.
- (c) They demand financial reports before they can pay.
- (d) They say the fees are high.
- (e) They want first to be involved in deciding how the money is to be used.
- (f) They are intimidated and are afraid to pay.
- (g) They are just naughty and ignorant.

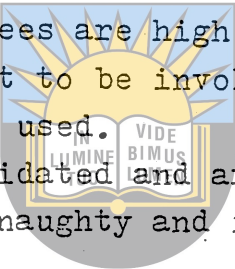
19. Do you apply some budgetary system in your school?

- (a) Yes
- (b) No
- (c) Sometimes

20. If the answer to question 19 is (a) or (c) explain briefly the nature and application of your budgetary system.
.....
.....

21. If you have a budgetary system when is the budget drawn up?

- (a) When all the pupils have paid.
- (b) When schools re-open in January.
- (c) When schools close in December.
- (d) When requested to do so by the circuit inspector.
- (e) Only when the finance clerk is back from holiday.



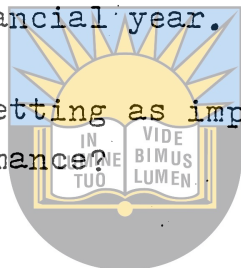
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22. Make a cross X opposite each of the following statements which are applicable to your school.

- (a) You strictly adhere and follow the prepared budget.
- (b) You only use the drawn up budget as a guide and do not follow it strictly.
- (c) You only draw it up for submission to the circuit inspector for his information.
- (d) You always find it difficult to remain with the budget.
- (e) You always have to pay the balance of the previous years' expenditure during the following financial year.

23. Do you regard budgetting as important for pupil and teacher performance?

- (a) Yes
- (b) No
- (c) Not sure



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24. If the answer to question 23 is yes, explain by giving reasons.....
.....
.....
.....

25. Arrange the following statements in order of prevalence in your school.

- (a) Financial reports are only given to parents when demanded.
- (b) Pupils demand to have access to the school's financial records.
- (c) Pupils and parents sometimes complain about the use of funds.
- (d) Pupils demand to be given refund on sport fees because they claim that very few matches are played.
- (e) Pupils demand funds to run musical concerts and disco shows.

26. When and how, if ever do you give financial reports?

.....
.....
.....

PART D

Make a cross X opposite the relevant statement in the following questions.

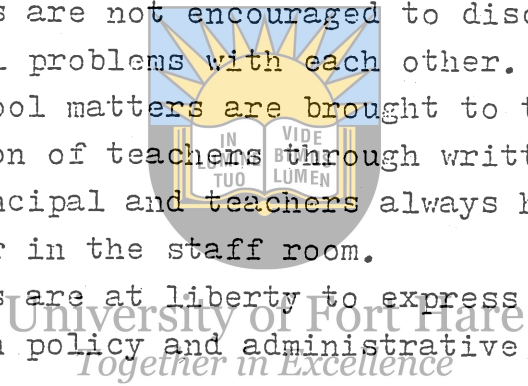
- 1. (a) Teachers are encouraged to be less formal and to be on first name terms with the principal.
- (b) Teachers are not encouraged to discuss their personal problems with each other.
- (c) All school matters are brought to the attention of teachers through written notices.
- (d) The principal and teachers always have tea together in the staff room.
- (e) Teachers are at liberty to express their views on policy and administrative matters.

- 2. Do parents and teachers have regular contact to discuss school matters?
- (a) Yes
- (b) No

3. If the answer to 2 is yes, when and how often do parents and teachers meet?

4. If parents and teachers do not have regular meetings, give reasons

5. Explain any other form of parental involvement if any, in your school



6. Does the relationship that exist between parents and teachers have, any positive effect on the pupil and teacher's performance?
- (a) Yes
 - (b) No
 - (c) Not certain
7. Which of the following do you think is the best medium for communication with parents? List in order of importance.
- (a) Quarterly news letter.
 - (b) Monthly circulars.
 - (c) Annual bulletin.
 - (d) Monthly meetings.
 - (e) Random visits by parents to the school.
 - (f) Visits by principal and teachers to parents.
8. Are parents allowed to discuss and comment on the work of the teachers?
- (a) Yes
 - (b) No



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9. If the answer to 8 is No, what method of feedback is available to the teachers?

.....

.....

10. What means of communication exist between the principal and pupils in your school? Mark with cross X.
- (a) There are regular meetings between the principal and pupils' representatives.
 - (b) The principal addresses pupils during morning assembly on a weekly basis.
 - (c) Class teachers communicate with the principal on behalf of the pupils.
 - (d) There is a monthly meeting of the principal, teachers and pupils' representatives.
 - (e) Principal only meets the pupils when they so request.
 - (f) The principal issues a weekly bulletin to all classes.

11. Are pupils open and free in their discussions with the principal?

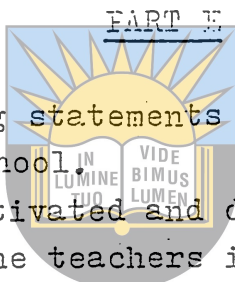
- (a) Yes
- (b) No
- (c) Not sure

12. If the answer to 11 is not (a) with whom and why are pupils open and free in their discussions .

.....

.....

.....



1. Arrange the following statements in numerical order of occurrence in your school

- (a) Teachers are motivated and do their utmost best.
- (b) The morale of the teachers is low as a result of poor pupil-teacher relations.
- (c) The teachers are not coping with the work due to over-crowded classrooms.
- (d) Teachers are not performing as they should as a result of frequent tensions between the teachers and principal.
- (e) Teachers frequently resign from the school.
- (f) Pupils and parents are hostile towards teachers.
- (g) Teachers are de-motivated and do not perform well due to shortages of books and or equipment.

2. The average number of pupils per class is (mark with cross)

- (a) Less than 30.
- (b) Between 30 and 35.
- (c) Over 35 but less than 40.
- (d) More than 40.

3. How in your opinion is the performance of the pupils affected by the enrollment figures in your school?

.....

.....

.....

4. Arrange in numerical order of importance the following as areas most adversely affected by over admission in your school.

- (a) Classwork performance of pupils.
- (b) Class teaching of teachers.
- (c) Administration of sporting activities.
- (d) Performance of pupils in cultural activities.
- (e) General discipline of pupils.

5. Arrange the following in numerical order of importance.

The quality of pupil performance will be enhanced by

- (a) The availability of well qualified teachers.
- (*) → (b) The availability of fund, books and equipment.
- (c) The prevalence of a good school and organisational climate.
- (d) The strictness of the principal.
- (e) Regular inspection of the school.

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INSTRUCTIONS

This questionnaire, which must be completed anonymously so that neither your name nor your school can be identified, deals with the principal's management and the school climate.

1. Make a cross (x) opposite the relevant period in years you have been at your present school.
 - a. 1 year
 - b. 2 years
 - c. 3 years
 - d. 4 years
 - e. 5 years
 - f. more than 5 years



MAKE AN (X) OPPOSITE THE APPROPRIATE ANSWER FOR ALL QUESTIONS.

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2. Have you ever taught in another school before coming to your present school?
 - a. yes
 - b. no

3. Do you think this school is well managed?
 - a. yes
 - b. no

4. How does the principal get along with the staff?
Choose the appropriate answer.
 - a. well
 - b. not well at all

5. Is your performance as teacher in any way affected by the principal's management?
 - a. yes
 - b. no

6. If the answer to 5 is (a), is your performance affected?
 - a. adversely
 - b. positively

7. Do you as teacher think that the school's climate is conducive to good performance by teachers?
- a. yes
b. no
8. Are relations among the teachers good and conducive to work?
- a. yes
b. no
9. Are relations between teachers and pupils good?
- a. yes
b. no
10. Are teachers in the school involved in planning and decision making?
- a. yes
b. no
c. sometimes
11. Does the principal in any manner encourage teachers to improve their qualifications?
- a. yes
b. no
12. Are new teachers in the school given some orientation when they report for the first time?
- a. yes
b. no
c. sometimes
13. Does the school have definite programmes for the year?
- a. yes
b. no
14. If the school has definite programmes are these adhered to?
- a. yes
b. no



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15. Do teachers in the school know what is expected of them?
 a. yes
 b. no

16. Is there team work or is there individualism among teachers?
 a. teamwork
 b. individualism

17. Are opinions and views of staff sought in matters affecting them?
 a. yes
 b. no
 c. sometimes



18. Is the principal accessible to all teachers?
 a. yes
 b. no

University of Fort Hare

19. How is conflict among teachers handled?
 a. It is avoided for peace's sake
 b. it is competently addressed?

20. Are school's goals accepted by all staff members?
 a. yes
 b. no

- * → 21. Are there any clicques or interest groups among teachers in the school?
 a. yes
 b. no

INSTRUCTIONS


This questionnaire, which must be completed anonymously so that neither your name nor your school can be identified, deals with the principal's management and the school climate.

Make a cross (x) opposite one or more of the given alternatives to each question or statement.

1. How long have you been in your present school?

(a) 1 year
(b) 2 years
(c) 3 years or more	..X.....

 2. Given a chance would you leave this school for any other school?

(a) yes	..X.....
(b) no
- 

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3. Are you satisfied with your performance in the school?

(a) yes
(b) no	..X.....

 4. If you have a problem with whom do you prefer discuss it?

(a) your teacher	...X...
(b) your principal
(c) with none of the above

 5. Would you say your school is well organised for all school activities?

(a) yes
(b) no	..X.....

 6. The relations between pupils and teachers are

(a) good	..X.....
(b) poor

7. Do you think the teachers are co-operating with the principal?
- (a) yes
 (b) no
 (c) not sure ...X....
8. Are pupils in your school punctual for school and sporting activities?
- (a) yes
 (b) no
 (c) sometimes ...X....
9. Do teachers take up their periods regularly and in time?
- (a) yes
 (b) no
 (c) sometimesY..
10. Are test time tables drawn up and given to pupils?
- (a) yes
 (b) no ...X....
11. Are pupils involved in planning for school activities?
- (a) yes
 (b) no ...X....
12. Are pupils involved in decisions on matters affecting them?
- (a) yes
 (b) no ...X....
13. Do parents play an active role in the running of the school?
- (a) yes
 (b) no ...Y....



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14. Are parents invited to school functions and sport activities?
 (a) yes
 (b) noX....
15. Do pupils in the school accept the authority of the principal?
 (a) yes ...X.....
 (b) no
 (c) not sure
16. Pupils bring their problems and needs to the principal's attention by
 (a) frequent boycott of classes
 (b) organised mass meetings with the principal ...X.....
 (c) submitting a list of grievances and demands through the S.R.C.
17. Which of the following are typical characteristics of your school. Choose one or more
 (a) Poor facilities and equipment. ..X....
 (b) Poor organisation of sport and other programmes by the principal
 (c) Pupils are not motivated by teachers. ...X.....
 (d) Over emphasis of academic work by the principal and staff. ...X.....
 (e) Poor supervision and control of work by teachers. ...Y.....
18. Do you think the general school's atmosphere is good?
 (a) yes
 (b) no ..X.....
19. Is your general performance in school affected by the school atmosphere?
 (a) yes ...X.....
 (b) no



20. Is your performance affected

(a) positively

(b) negatively ..X.....

21. Which of the following do you think are necessary for a good organisational climate in your school?

Choose one or more.

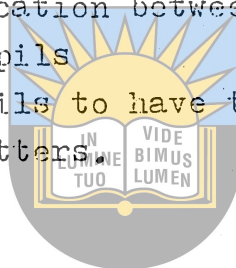
(a) Immediate removal of the principal ...X.....

(b) improved teacher and pupil relations

(c) application of strict disciplinary measures

(d) improved communication between the principal and pupils

(e) allowing the pupils to have their way in all school matters



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MONTHLY BOOK CONTROL FORM

MONTH :

CLASS :

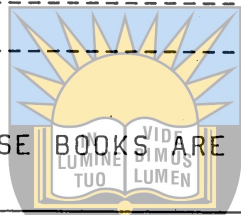
SUBJECT :

NO. OF PUPILS :.....

NO. OF BOOKS ISSUED:.....

NO. OF BOOKS AVAILABLE:.....

REMARKS BY SUBJECT TEACHER -----



NAMES OF PUPILS WHOSE BOOKS ARE LOST OR DAMAGED

NAME OF PUPIL	BOOK SERIES NUMBER	LOST\$/DAMAGED
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REMARKS BY H.O.D. -----

SIGNATURE OF SUBJECT TEACHER:-----DATE-----

SIGNATURE OF H.O.D.:-----DATE-----

APPENDIX FPRINCIPALS SUPPLEMENTARY QUESTIONNAIRE

Kindly answer by making a cross (X) in one of the blocks below each question.

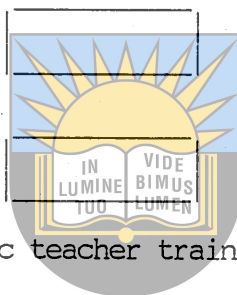
1. Did you receive your basic teacher training at University?

YES

NO

2. If the answer above is yes, in which year did you qualify?

Between 1970 and 1985



After 1985

3. If you received your basic teacher training at University, which University?

UNIVERSITY OF SOUTH AFRICA

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UNIVERSITY OF ZULULAND

UNIVERSITY OF NATAL

UNIVERSITY OF THE WITWATERSRAND

UNIVERSITY OF THE NORTH

UNIVERSITY OF TRANSKEI

UNIVERSITY OF FORT HARE

RHODES UNIVERSITY

ANY OTHER UNIVERSITY

4. If you received University teacher training was educational management part of your training courses?

YES

NO