CHAPTER 1

ORIENTATION AND STATEMENT OF THE PROBLEM

1.1 INTRODUCTION

The hierarchy of management structure in a school is traditionally composed of the principal, deputy principal, head of departments, and educators. In order for effective teaching and learning to occur, the school needs good management and the management of interpersonal relationships. This is in line with the notion of Max Weber’s bureaucracy as a particular way of organising collective activities (Ivancevich and Matteson, 2005:545). According to Weber (1960) organisations such as schools are composed of hierarchical structures that operate according to strict rules, regulations and policies to ensure efficiency. However, because human beings are an integral part of organisations, it is important that their relationships with each other and the organisation be taken care of. The management of these relationships are now seen as being pivotal to the function of deputy principals in schools. Managing interpersonal relationships in a school combines the ability to communicate effectively with colleagues, parents and learners about work related issues, including conflict resolution, negotiation and team work to enhance school performance (Greenfield, 1985:7).

Research by Harvey (1994: 26) indicates that because the role of deputy principals is a sensitive one, they tend to be caught between loyalty towards the principal and popularity with the educators. Many deputy principals experience difficulties in defining their role and influencing decisions that relate to enhancing school performance. This tension, in many instances, becomes a breeding ground for counter-productive relationships among colleagues, which may tend to hamper school performance.

In today’s changing environment, schools face many unforeseeable challenges. Schools are expected to improve the learning conditions and to ensure that students succeed. The researcher argues that the driving force
behind any successful school intervention programme is the harmonious work relationships that exist between the educators, heads of department (HODs), deputy principals and principals. Relationships will flourish in a supportive school environment that enables the educator to succeed in performing his/her duties.

According to Johnson (1991:16), the deputy principal needs to be close to his or her colleagues, so as to know them better. Johnson (1991: 16) further states that building good relationships is very important for the deputy principal especially if he or she is the person in middle management liaising between the principal on the one side and HODs and educators on the other. The researcher argues that one of the roles of the deputy principal in a school is to manage interpersonal relationships. Thu, it is important that the deputy principal be equipped with the necessary knowledge and skills to undertake the task of managing the interpersonal relations effectively (Lefton, & Buzzotta, 2004: 4).

The researcher now looks at the statement of the problem.

1.2 STATEMENT OF THE PROBLEM

Before 1994 only high schools in the former Bophuthatswana Government (now the North West Province) qualified to appoint one or two deputy principals, depending on the number of learners enrolled at the school. The role of deputy principal is clearly defined in the Employment of Educators Act 76 of 1998. Most deputy principals just happened to be the right–hand man of the principal rather than separately developed. In this regard, Harvey (1994: 26) points out that many deputy principals experience problems in defining their role and influencing decisions that relate to sound interpersonal relations because they are not well equipped or trained. There is no school for deputy principals; they are only trained and taught to be educators.

If the deputy principals lack the necessary knowledge and skills, it may contribute to lack of effective participation in school-based decision making,
communication, resource allocation, skills and competence (Johnson, 1991:16). In the decision-making process, the deputy principal’s role becomes more difficult because it may be perceived by for example, educators, that he/she does not have the authority to make any final decision in the absence of the principal. This perceived lack of authority leads to deputy principals being the voice of the principal “in the staff room” and being protective of the principal. According to Marshall (1992:45) the deputy principal’s presence is to smooth ruffled feathers in the staff room, occasionally utter a sharp rebuke to the occasional offender and preserve the status quo (Marshall, 1992: 45).

Osterman (1990:134) asserts that, if the lack of training and equipping the deputy principals persists, or if they continue to be forgotten by policy makers the results may be their ineffective participation in managing interpersonal relations and thus may have a negative impact on work performance.

In view of the above, the problems of this research are encapsulated in the following questions:

- What are the perceptions of educators with regard to deputy principals in managing interpersonal relations?
- What are the challenges experienced by deputy principals in enhancing school performance?
- Which strategies can deputy principals use to manage interpersonal relationships effectively?

1.3 AIM OF THE RESEARCH

The aim of this research is to investigate the role of the deputy principal in managing interpersonal relationships to enhance school performance.

To fulfil the above general aim, the specific objectives of this study are to:

- Explore the perceptions of educators with regard to the role of deputy
principals in managing interpersonal relations;

• Describe the challenges that deputy principals experience in enhancing the school performance; and
• Determine which strategies deputy principals could use to manage interpersonal relationships effectively.

1.4 THEORETICAL FRAMEWORK

Managing interpersonal relations can potentially involve dealing with people’s likes, dislikes, values and attitudes. It is the researcher’s assumption that the requisite knowledge and skills of the deputy principal will enable an understanding of the educators and a channelling of this understanding to enhancing school performance. In order to foreground this study Max Weber’s bureaucratic model is used.

According to Weber, bureaucracies are goal-orientated organisations designed according to rational principles in order to efficiently attain their goals. The education institutions are marked in a hierarchical order, with information flowing up the chain of command, directives flowing down. The operations of the organisations are characterized by impersonal rules that explicitly state duties, responsibilities, standardized procedures and conduct of office holders, educators and the school management teams (SMTs). The tasks and duties of the incumbents of posts within the education sector are highly specialized. Appointments to these offices are made according to specialized qualifications rather than ascribed criteria. All of these ideal characteristics have one goal, to promote the efficient attainment of the institution’s objectives.

(http://www.faculty.rsu.edu/felwell/Theorist/Weber/Whome.htm#words)

According to Jones (2004:144) a bureaucracy is a form of organisational structure in which people can be held accountable for their actions because they are required to act in accordance with well specified and agreed-upon rules and standard operating procedures. In line with this thought, the deputy
principals are accountable for specific tasks including the management of interpersonal relationships. Jones (2001:145) further states that Weber’s bureaucratic organizing principles offer clear prescriptions for how to create and differentiate organisational structure so that task responsibility and decision making authority are distributed in a way that maximizes organisational effectiveness.

1.5 METHOD OF RESEARCH

The quantitative research method was employed in this study and the research instrument was a structured questionnaire.

Quantitative research is rooted in the positivistic paradigm that holds that the purpose of research is to develop the researcher’s confidence that a particular knowledge claim about studied phenomena is true or false by collecting evidence in the form of objective observations of relevant phenomena (Mertens & McLaughlin, 1995: 20). In this study, the researcher investigated the perceptions of educators on the role of deputy principals in managing interpersonal relationships. A structured questionnaire was used as a data collection tool. The researcher distributed questionnaires to the selected schools with the permission from the district manager and the principals which were then collected after completion.

Rubin and Babbie (1989: 364) posit that quantitative methods are more concerned with maximising the objectivity and testing the validity of what we think we are observing. Crabtree and Miller (1992:6) define quantitative methods as being used for identification, description and explanation generation. After the process of distributing and collecting of the questionnaires, an independent assessor, based at the STATKON, University of Johannesburg who has extensive experience in data analysis, assisted the researcher in compiling the statistical data.

The samples in this study were drawn from the Brits District of Education in the North West Province and the Midrand Circuit in the Gauteng Department
The total population of the schools was 193 of which 14 were selected as a sample for this study. Of the 14 schools, 3 principals, 4 deputy principals, 21 HODs and 119 educators were randomly selected in both districts to respond to the questionnaire. The literature review was used as the basis for setting up a structured questionnaire. The data collected was statistically analysed and the results were accordingly interpreted.

1.6 CLARIFICATION OF CONCEPTS

The core concepts used in the study are clarified below

1.6.1 Management

According to Blandford (1997:5), to manage is to get things done, and school management is to get things done within a framework of practice determined by the school community and organisation. In this study, to manage is understood as being in control of the situation and being able to give directives and to succeed. Kleinhans (1979:13) defines school management as the activities through which the principal is involved in the execution of his or her duties and responsibilities. He further postulates that to manage is to be able to foresee the future and plan in advance, to put instructions into practice, to co-ordinate and control.

1.6.2 Interpersonal relationships

The term relationship refers to a wide array of social connections that, to varying degrees, meet our interpersonal needs. Thus, when we speak of interpersonal relationships it means we share amongst others with our colleagues and other people related to our work (www.abacon.com.Gamble,1998:158). The kind of interpersonal communication we use with another person reflects the nature, importance, and effectiveness of that particular relationship within the school situation. (www.abacon.com Gamble,1998:158). An interpersonal relationship is a state of being related and that which exists or is between people. It is the state of
being connected or related. The Shorter Oxford dictionary on Historical Principles Volume 11(1980:1786) defines “relationship” as a condition or character based upon the state of being connected. According to Knapp and Miller (1994:324 ), a relationship is defined as the extent to which the individual or group can function effectively to stay alive psychologically, to flourish, to grow and change, and to achieve short–and long-term goals. For this research, “interpersonal relationship” will refer to the connection of the deputy principal with other members of staff, and the role of the deputy principal in managing interpersonal relationships to enhance school performance.

1.6.3 To enhance

Collins (2004:368) defines “to enhance” as to intensify or increase in quality, value; to improve; to augment. In the context of this study the researcher assumes that if the deputy principal manages interpersonal relationships effectively it may increase the quality of school performance.

1.6.4 School performance

Performance is about how well people do their job. This includes tasks and activities but also other less tangible aspects such as self–organisation, communication and relationships. Performance is about quality rather than quantity (Williams, 1994:21). To perform is to act or to carry out some function. The Oxford Advanced Learner’s Dictionary (2000:1554) defines performance as “the accomplishment, carrying out, doing of any action or work”. According to the Oxford Advanced Learner’s Dictionary (2000:1902), a school is an institution in which instruction of any kind is given (whether to children or adults).

1.7 DERMACATION OF STUDY

This study is demarcated within the Brits District of North West Province of Education and the Midrand Circuit in the Gauteng Department of Education.
The Brits District is to the north of Pretoria. The selected schools in the Brits District of Education and Midrand Circuit comprised 116 primary schools, 40 middle schools, and 37 high schools. A structured questionnaire was administered to a sample of the population of 193 schools. These samples were drawn from principals, deputy principals, and educators at primary schools, middle schools and high schools as noted previously.

1.8 PLAN OF STUDY

Chapter One sets out the significance of this research and provides the orientation, statement of the problem, aims, the theoretical framework, method of the research, the clarification of concepts, demarcation of the study and the plan of study.

Chapter Two dealt with the relevant research literature to clarify of the role of deputy principals in managing interpersonal relationships, to enhance school performance.

Chapter Three dealt with the research design and methodology, the research method, the population, the sample, data collection, data analysis, and the ethical considerations.

Chapter Four dealt with the statistical analysis of data. Reliability and validity and the various statistical techniques were discussed.

Chapter Five, is the concluding chapter and offers a summary of the research findings, as well as propose recommendations and strategies which, it is hoped, will be of significance to all principals, deputy principals and educators in public schools in their efforts to grasp the need for healthy interpersonal relationships.
1.9 CONCLUSION

In this chapter the importance of the role of deputy principals in managing interpersonal relationships to enhance school performance was highlighted. It was argued that the deputy principal's role is to be a link between the principal and the educators. It is therefore vital for the deputy principal to be equipped and well developed so that he or she can be effective in his or her role of managing interpersonal relationships to enhance school performance.

In the next chapter, the relevant literature on the role of deputy principals in managing interpersonal relationships to enhance school performance is explored.
CHAPTER 2
LITERATURE REVIEW TO CLARIFY THE ROLE OF DEPUTY PRINCIPALS IN MANAGING INTERPERSONAL RELATIONSHIPS TO ENHANCE SCHOOL PERFORMANCE

2.1 INTRODUCTION

In the previous chapter, the orientation to this research was provided. Educational restructuring in the North West Province was referred to in the statement of the problem. The restructuring process opened doors for deputy principals to be appointed in all qualifying public schools as this was not the case before. This process was carried out to bring about equity in the promotional posts and to redress the imbalances between the schools with deputy principals and those that were without them. Research by Greenfield (1985:7), Wales (1983:9) and Marshall (1992:15) indicates that the deputy principals seem to have been ignored by policy makers, researchers and academics as significant school-level administrators.

It is the researcher’s assertion that the policy of educational restructuring in the North West Province did not make room for the training and empowering of the appointed deputy principals. The role and responsibility of the deputy principals is seen by the researcher as including the monitoring and mentoring the human resources in the school. Further, the deputy principals in some instances substitute or fill in for the principals during their absence. Thus, building good relationships to enhance school performance is a necessity. However, it is imperative that the deputy principal be given the necessary tools and skills to be able to manage conflict when it arises, to communicate well and to make decisions where pertinent. To foreground the study the researcher draws mainly from Max Weber’s bureaucratic model which is presented below.
2.2 THEORIES OF MANAGEMENT AND LEADERSHIP

The study on the management of interpersonal relationships to enhance school performance is located within Max Weber’s bureaucratic model. As a result of the structured nature of the functions of the deputy principals and the other educators in the school, the researcher was of the opinion that Weber’s model will be the best to use as a theoretical framework for this study.

According to Robbins (1998: 489) “bureaucracy relies on standardized work processes for coordination and control. It is characterized by, highly routine operating tasks achieved through specialization, very formalized rules and regulations, tasks that are grouped into functional departments, centralized authority, narrow spans of control, and decision making that follows the chain of command.”

It is evident from a wide range of research, that most organisational theorists highlight the following strengths and weakness of Weber’s theory of bureaucracy. According to Robbins (1998: 489) “the primary strength of bureaucracy lies in its ability to perform standardized activities in a highly efficient manner.” He states that putting specialities together in functional departments results in economies of scale, minimum duplication of personnel and equipment and employees who have the opportunity to talk the “same language”. He further argues that the pervasiveness of rules and regulations substitutes for managerial discretion.

Jones (2004: 149) states that the primary advantage of a bureaucracy is that it lays out the ground rules for designing an organisational hierarchy that controls interactions between organisational members and increases the efficiency of those interactions. Jones (2004: 149) emphasises the point that bureaucracy’s clear specification of vertical authority and horizontal task relationship means that there is no question about each person’s role in the organisation.

Shafritz (2001: 235) advocates that bureaucracy is the only form of
organisation that can enable a company to employ large numbers of people and yet serve unambiguous accountability for the work they do. “Weber’s studies of bureaucracy still form the core of organisational sociology. The consequences of the growth in the power and scope of these organisations is the key in understanding our world.”

(http://www.faculty.rsu.edu/~felwell/Theorists/Weber/Whome.htm#words)

Although there are many advantages of the bureaucratic organisational theory, the greater focus is on its weakness and this tends to give bureaucracy an unsatisfactory reputation. Robbins (1998: 489) highlights two major weaknesses of bureaucracy. Firstly, “specialization creates subunit conflicts. Functional unit goals can override the overall goal of the organisation.” Secondly “there is the obsessive concern with following the rules. When cases arise that don’t precisely fit the rules, there is no room for modification.”

Another common complaint of bureaucracy, according to Shafritz (2001: 235) is that of excessive layering – too many rungs on the ladder. He further argues that “information passes through too many people, decisions through too many levels, and managers and subordinates are too close together in experience and ability, which smothers effective leadership, cramps accountability, and promotes buck passing.”

Jones (2004: 150) acknowledges two major problems that emerge with bureaucracy. Firstly, “over time managers fail to control the development of the organisational hierarchy. As a result, an organisation can become very tall and centralized. Decision making begins to slow down, the organisations began to stagnate, and bureaucratic costs increase because managers start to make work for each other. "Secondly, “organisational members lose sight of the fact that their job is to create value for stakeholders. Instead, their chief goal is to follow rules and procedures and obey authority.”

In evaluating the strengths and weaknesses of bureaucracy, the researcher come to the conclusion that the principles of bureaucracy are inherently
2.3 THE ROLE AND RESPONSIBILITIES OF THE DEPUTY PRINCIPAL

The Educators Employment Act 76 of 1998 c – 65:4.3 outlines the roles and duties of the deputy principal and the responsibilities of the School Management Teams, of which the deputy principal is a member Guides for School Management Teams (1997:25). The first duty of the deputy principal is to teach, because he/she is a trained teacher before becoming the deputy principal. He or she is to organise activities that support teaching and learning. The deputy principal needs to integrate all the learning disciplines, to manage interpersonal relationships to enhance school performance when teaching and doing administrative work, whereas the professional functions are to be shared between the deputy principal and the principal Guides for School Management Teams (1997:26).

The deputy principal has a responsibility in helping the governing body in deciding on extra–mural activities. The choice of subject options in terms of the provincial curriculum policy is to be decided on by the school governing body, but the deputy principal plays a major role in helping the principal to decide and guide the parents (South Africa Schools Act 84 of 1996: B – 13). The deputy principal allocates resources at hand. Therefore he or she is the key person to decide on what is to be bought in terms of learner support materials, textbooks for educators and equipment. The deputy principal will play a major role in the finances of the school in terms of financial planning and management. He or she is responsible for performing certain tasks in support of the school governing body (South Africa Schools Act84 of 1996:B – 13).

As a member of the school management team, he or she is responsible for assisting in developing a code of conduct for learners. The deputy principal must have the welfare of the school at heart. The mission statement of the school is the starting point for drawing other members closer to each other,
knowing that they have one common goal Guides for School Management Teams (1997:25). Managing personnel is the deputy principal’s responsibility, not merely being the principal’s voice (Greenfield, 1985:7). The principal might not have enough time to attend to all the learners and the deputy principal knows the statistics of the school as the manager in the middle.

The deputy principal carries the responsibility of proving to his or her principal, educators, learners, parents and the community as a whole, that he or she is able to manage interpersonal relations effectively and is able to enhance the performance of the school. The above-mentioned responsibilities can be effectively implemented with the use of systems thinking theory. Co-operation between members of the management team and collaboration within and integration of all members of staff will bring results. The deputy principal should strive to develop an atmosphere of trust among educators, learners, parents and the principal because there is no organisational structure that will perform without the mutual good will of all the stakeholders Guides for School Management Teams (1997:25).

According to Harvey (1994:26), the role of the deputy principal is underestimated. The researcher argues that the deputy principal plays an essential role of mediating between the principal and staff members as well as between learners and educators. Further, he or she becomes a manager of conflict between the principal and the school governing body in some instances. There was never a time when deputy principals were specially trained for their positions. It is therefore important that the deputy principal becomes aware of his or her role as the important figure for managing interpersonal relationships to enhance school performance (Harvey, 1994:26).

The researcher argues that the deputy principal is to learn interpersonal skills immediately after being appointed as deputy principal. Johnson (1991:17) mentions that: “To learn interpersonal skills, you need to understand what the skills are and when they should be used, and you need to actually practice the skills.” Schools constitute an important policy arena where the fundamental beliefs of society are expressed through policy and practice, through the
curriculum, both stated and hidden, and through the attitudes and interpersonal relationships between learners, educators, parents and others (Beach & Lindahl, 1996:133).

To fulfil this important role in a public school that has never had a deputy principal, or a position of a deputy principal, can be frustrating, especially if the role is not clearly interpreted as defined in the Employment of Educators Act 76 of 1998. Harvey, in Educational Management and Administration (1994:27), states that much of the deputy principal’s work is spontaneous, reactive and not intended to be accumulated. It will be for the benefit of all public schools if the deputy principal can be more effective in managing interpersonal relationships, rather than just becoming a dog’s body, carrying out menial tasks for the principal, behaving like a ‘roustabout’, or an unskilled labourer (Harvey, 1994:27).

The deputy principal seeks to increase his or her level of responsibility for cooperating, leading, communicating, making decisions and solving problems, performing under stress effectively, managing conflicts constructively, building a stable identity and building good relationships (Johnson 1991:16). To conceptualise the relationship between school performance and interpersonal relationships is to maintain the notion of the change process but link it to enhanced school performance, which is an expansion of the notion of school effectiveness (Smith, Thurlow & Foster, 1997:132).

2.4 MONITORING OF HUMAN AND FINANCIAL RESOURCES

Managing resources is one of the duties of the deputy principal as outlined in the Employment of Educator’s Act 76 of 1998, c – 65:4.3 which states that the deputy principal is to assist the principal in the allocation of finances. School performance becomes the “shibboleth” by which schools and school systems are judged (Smith et al, 1997:132). Therefore, it is suggested that performance be understood in terms of the three dimensions of effectiveness (performance in activities that support the mission of the school); efficiency (performance in relation to the resources available to the school); and
relevance (performance in relation to long-term viability or sustainability of the school). In this way, performance indicators are used to provide a “proxy measure” as to where deputy principals are on the performance continuum (Smith et al., 1997:132). The deputy principal in some schools remains frustrated by the fact that his or her contribution or suggestions about the finances of the school are finalised by the principal and the governing body.

This situation does not give the deputy principal the chance to show his or her knowledge about finance. Assisting the principal on school finances becomes a nightmare in the life of the deputy principal. It is a challenge on the part of the deputy principal to be assertive, and stand his or her ground in order that he or she can be of help to the school governing body and the principal. The deputy principal should be able to manage finances and planning, that is why his knowledge will be of help to the school.

Managing human and financial resources will never be an easy task for the deputy principal, because his role about finances was never clearly defined to how far he or she can assist. The deputy principal can make use of all staff members around him or her. Collecting information about individual proficiency is an ideal situation for him or her to have a file of all educators’ talent. It is for the benefit of the school that special skills and interests of individual educators provide a convenient and valuable resource. In many instances, the educators with skills and knowledge in the school system are ignored. It takes a deputy principal who can manage interpersonal relations effectively to know all members of the staff (Harvey, 1994:28).

The educators’ characters, interests, personality and what their commitment is can be natured and used. This use will enable the school to save money and time by not having to investigate resources outside the school. Educators will be glad to offer their services, and will feel that they are trusted and valued by the school. If the Life Orientation educator needs to have a motivational speaker on Arbor Day, the deputy principal can check the files of local talent and make use of an educator in the school. The deputy principal who manages interpersonal relationships well will know that making educators feel
special and appreciated is a recipe for success. Educators give their best when they are involved in different activities, and are consulted, not just instructed, on whatever the principal or deputy principal would instruct them to do.

2.4.1 Task allocation

The deputy principal builds an atmosphere of co-operation with the principal and educators through a collective intelligence in order to improve interpersonal relations. (Harvey, 1994:27) This atmosphere will help the deputy principal to allocate tasks to members of staff with ease. Co-ordination as a supervisory skill usually relates to the encouragement of human production so that there is an organisational harmony (Pfeiffer, 1982:20).

The deputy principal must first know the school policies, and secondly, he or she must operate within the bounds set by them. The deputy principal will not be able to allocate tasks to individual educators if he or she does not plan. To some extent, planning requires a prognostication about the future of the school system itself. The deputy principal will then be able to supervise and guide the educators through systems thinking to collectively work together.

Task allocation can be difficult if the deputy principal is ineffective and inefficient in managing interpersonal relationships. He or she must understand the attitudes, values and behaviour of the educators and the principal so as to get assistance from all who work with him or her. Some of the institutional functions performed by deputy principals include planning, co-ordinating and controlling. It is within these complex contacts and tasks that the deputy principals must take care of good interpersonal relationships as they demonstrate institutional commitment. Educators with good interpersonal relationships can facilitate the improvement of the institution through the use of systems thinking theory.
2.4.2. Control

To control is to give direction and to rule (Collins, 2004:243). The deputy principal is to give direction especially in the absence of the principal. Control is often maintained through the suppression of open forms of communication. Most managers fall into the trap of being closed towards their colleagues and controlling and ruling them without being questioned. Control aims at ensuring that all planned goals and objectives are attained. Control is reflected in the tasks of planning, organizing and guidance (Smith et al, 1997:41).

In most cases, the deputy principal practices what the principal practices on him or her. It is not every principal who chooses to be open and honest towards other members of the staff, including the deputy principal and the rest of the management team. According to Smith et al. (1997:41), control and regulation are important and link with rationalisation, hierarchy and compliance systems. Areas of education management, which the deputy principal is part of, are perceived by education authorities as personnel management, management of pupil activities, school business management (finances, guidance, control, etc.), community relationships, management of administrative affairs, and planning and use of physical facilities and will be of help in improving school performance (Smith et al, 1997:42).

2.5 SUBSTITUTE THE PRINCIPAL’S AUTHORITY AND RESPONSIBILITY

To substitute is to serve or cause to serve in a place of another person or thing (Collins, 2004:1162). The Educators Employment Act of 1998 c- 65: 4.3 outlines the roles and duties of the deputy principal. An important duty of the deputy principal is to stand in for the principal when he or she is not present. The deputy principal is, therefore, given all the authority and responsibilities of the principal. The authority and responsibility that the deputy principal is carrying at that point in time is no less than the principal’s authority. Organisational authority has three characteristics, namely: it is invested in a
person's position; it is accepted by subordinates; and is used vertically (Ivancevich & Matteson, 2002:389).

French and Raven (Ivancevich and Matteson, 2002:389) suggest five interpersonal sources, or bases, of power which are legitimate, reward, coercive, expert, and referent. The deputy principal should be respected in the same way as the principal because he or she deputises for the principal, and he or she has legitimate power because of the position she is holding within the organization. This respect will be earned if the deputy principal is effective in discharging his or her duties and in managing the interpersonal relationships of the institution.

2.6 BUILDING GOOD RELATIONSHIPS TO ENHANCE PERFORMANCE

Understanding of the individual (and not one’s self) is the first essential element in developing a plan for successful interpersonal relationships in an organisation (Sedwick, 1974: 1). The individual is the building block of the organisation – the smallest identifiable human element. A closed climate may be a direct outcome of management style. As the middle manager, one will need an open and positive climate within the team or department (Blandford, 1997:56). The deputy principal should understands that building interpersonal relationships is to understand the people around you is in fact very important, because every person’s behaviour is unique, and should be treated as such. The understanding of educators is the key to successful interaction by the deputy principal. The purpose thereof is to motivate others to maximize their potential in the workplace to the advantage of all (Joubert, 2001:6). Without the ability to understand, get along and fit in if required, the chances for advancement are fairly slim (Sedwick, 1974:6).

As the deputy principal is the link between the principal and staff, he or she must be able to work with people. The understanding of the individual is not only based on getting along with that person. It is also the best tool for having a better insight into how the deputy principal can operate through the management of interpersonal relationships.
2.7 DEALING WITH THE ATTITUDES AND COMPETENCIES OF THE EDUCATORS

An attitude is a mental state of readiness learned and organised through experience, exerting a specific influence on a person's response to people, objects and situations to which it is related (Ivancevich and Matteson, 2002:118). The attitude of every individual is either negative or positive. An attitude is a way of regarding life and events. It takes a skilful person to manage other individuals’ attitudes. People bring to their professional lives a set of experiences from childhood (Bush and Middlewood, 1997:26). Interpersonal relationships can be a problem if the deputy principal does not take the experiences of other staff members into consideration. The attitudes, beliefs, and values that other staff members bring to the workplace need to be embraced by the deputy principal. According to Ivancevich and Matteson, (2002:119), attitudes provide the emotional basis of one’s interpersonal relations and identification with others.

The method that the deputy principal uses to increase his or her effectiveness in managing interpersonal relationships is to make small changes at a time e.g. implementing one aspect on labour relations and gradually change the attitude of the educators, HODs and all staff members he is managing over a period of time. For example, if the deputy principal wants to change the educators’ attitude towards educators’ absenteeism and the filling in of leave forms, he or she must help identify the reason that will convince the educators that changing the attitude is a good idea. We all know that to break or interfere with a habit that has been practised over a long period of time is not easy. Most deputy principals have experienced that bad habits cannot be tampered with. People will be more likely to change their attitude when the change is to their advantage (Ivancevich and Matteson 2002:122). The educators ignored the fact that every educator has the right to take personal leave annually apart from school holidays, for personal issues.

The deputy principal must be able to handle the attitudes of the educators whilst encouraging them to be open to change. As individuals, educators with
different attitudes are linked to perception, personality, feelings and motivation (Ivancevich and Matteson, 2002: 118). It is up to the deputy principals through systems thinking theory; to understand the behaviour of educators because their perceptions, personalities, feelings and motivation are all unique.

The fact that educators are similar in socioeconomic status, work with students in a school environment, and live in the same geographic area does not assure that they have identical attitudes, interests and values (Pfeiffer, 1982:180). Some of the educators’ attitudes are helpful, even if they disagree about policies, students’ behaviour and school regulations. It is the deputy principal’s responsibility to recognise the differences that exist and should get to know the individual educators and learn their interests and attitudes (Pfeiffer, 1982:180). The deputy principal will then use the information to facilitate professional growth for each individual and be able to manage and enhance school performance.

Skills and competencies are very important in every individual. There is no individual who can be employed if he or she does not have the particular skills and abilities required to perform the task at hand. What any individual can do best is what can be contributed to the company as his or her share of building the institution. A number of interpersonal and small group skills are essential to employability, surviving on the job and career progression (Johnson, 1991:15). The deputy principal must never forget that all work relationships begin with people’s relationships in any successful institution (Johnson, 1991:16). All individuals in the school are unique and their skills and abilities are totally different. The deputy principal needs to collaborate with all staff members to know their needs and goals, skills and abilities, past training and education, and be able to make use of them as individuals and as a group.

2.8 CONFLICT MANAGEMENT

Collins (1989: 234) defines conflict as opposition between ideas, interests, a state of opposition or hostilities, a fight or struggle or the clashing of opposed principles. The interpersonal context of conflict may involve two individuals,
small groups or confrontation between groups (Pfeiffer, 1982:145). If the relationship involved in the conflict is considered important and worth maintaining, the person will react differently from the individual who considers the relationship unimportant. It takes a skillful deputy principal to manage the interpersonal context of conflict because feelings about relationships are revealed in behaviours employed in managing conflict. According to Ivancevich and Matteson (2002:351), there are two types of conflict in any organization: functional and dysfunctional. Both types of conflict should be managed by the deputy principal for the sake of enhancing school performance.

Functional conflict is confrontation between groups that enhances and benefits the organisation’s performance. Dysfunctional conflict is any confrontation or interaction between groups that harms the organisation or hinders the achievement of organisational goals. The deputy principal must at all times seek to eliminate dysfunctional conflict because of its harmfulness to the institution. The school as an organisation needs to grow and develop. In some schools functional conflict helps the school to become aware of the problems that need to be addressed. Without functional conflict in the organisation, there would be little commitment to change and most groups would be likely to become stagnant. (Ivancevich and Matteson, 2002:351). The deputy principal must guard against a school that is dysfunctional and stagnant (Ivancevich and Matteson, 2002:351).

Conflict is neither good nor bad right or wrong. The people involved in conflict interpret the situation (Pfeiffer 1982:142). In schools, conflict between individuals is in most cases disregarded, because educators are able to perform their duties without involving others, especially where relationships are not properly managed. Educators are able to stay out of each other’s way to save their reputation in the eye of the authorities. It does not matter how hard they try to avoid each other, the manager who builds the school through systems thinking and mental models can easily detect their cold war.
It is the duty of the deputy principal, whose aim is to manage interpersonal relationships to enhance school performance, to quickly jump in to resolve the conflict in a constructive manner. The deputy principal should at all times obtain the facts as to whether the conflict is functional or dysfunctional for the organisation. Conflict that is not constructively managed can be a very strong force of destruction in an institution. According to Moloi (2002:63), behaviour is based on dynamic interaction with the world that surrounds us. Conflict is based on the behaviour of an individual, which is dynamic.

Moloi (2002: 63) states that, in systems thinking, dynamism such as conflicts, no matter how subtle, is regarded as either equilibrium (maintained by negative feedback) or instability (maintained by positive feedback), and should be maintained positively by the deputy principal, who understands that behaviour is based on dynamic interaction with the school world that surrounds him or her as the manager of interpersonal relations.

2.9 COMMUNICATION BETWEEN THE PRINCIPAL, DEPUTY PRINCIPAL, HEAD OF DEPARTMENTS, AND EDUCATORS

Communication experts tell us that effective communication is the result of a common understanding between the communicator and the receiver (Ivancevich & Matteson, 2002:493). Communication is the primary means through which the relationship between principals, deputy principals, heads of department and educators occur. At the centre of all successful interpersonal relationships is the ability to communicate effectively (Bush & Middlewood, 1997:26). The deputy principal can build relationships only if his or her ability to communicate is effective and able to reach out to all members of staff. Interpersonal relationships are very complex; they can be both rewarding and frustrating (Bush & Middlewood, 1997:26). It is therefore important that the deputy principal has skills to listen to all those around him or her. The listening skill will help him or her to read between the lines of all messages and be able to respond to them constructively.
The deputy principal needs to have open communication channels to allow appropriate non-verbal communication and effective negotiation to occur (Bush and Middlewood, 1997:27). According to Ivancevich and Matteson (2002:503) interpersonal communication in an organisation is that flow from individual to individual in face-to-face and group settings. The deputy principal needs to manage interpersonal communication well to intensify his or her skill of managing interpersonal relationship to enhance school performance.

Effective interpersonal communication is vital in organisations. Many people change their jobs because of poor interpersonal communication in the work place. People therefore need to understand what is involved in effective person-to-person communication (Fielding, 1993:99). The deputy principal will realise that the situation determines the methods of communication because some methods of communication may be more effective in certain situations than in others (Blandford, 1997:56). According to Harvey, (1994:6–4), communication behaviours that are likely to predominate in a closed communication environment are:

- judgemental, with an emphasis on apportioning blame, giving negative feedback, and making people feel inferior;
- controlling; where people are expected to conform to certain types of behaviour;
- deceptive, when messages are manipulative and hold hidden meaning; non–caring where communication is detached and impersonal with little concern for others;
- superior interaction, which an emphasis on the difference in status, skills and understanding;
- dogmatic; where there is little discussion and unwillingness to accept other points of view; and
- hostile where the approach is negative and the needs of others are not considered.
The deputy principal must have a strategy or a way of bringing colleagues, parents, learners and other agencies together. The only way is through communication, because communication is central to effective interpersonal relationship to enhance school performance. Blandford (1997: 55) writes that the conditions in which ideas, information and feelings are exchanged directly influence the extent to which communication is a positive or negative force in a school. If the deputy principal makes any decision without consulting colleagues, the whole team will not be happy. It is a fact that if the deputy principal makes decisions independently, without consulting his or her colleagues, especially when the principal is absent, the principal’s response is likely to be negative.

According to Harvey in the National Policy Board for Educational Administration (NPBA, 1993:16 - 4), there are two types of communication climate: an open and supportive communication climate and a closed communication climate. The closed communication climate is the exact opposite of the open or supportive communication climate. Blandford (1997:56) mentions that closed communication is where the environment is highly “political”, and competition for approval, promotion or resources is high on the hidden agenda.

An open or supportive communication climate promotes co-operative working relationships leading to effective information gathering and transfer. The NPBEA (1993: 16 - 4) further states that supportiveness is communicated most clearly by the following responses:

- Descriptive, with statements being informative and not evaluative;
- Solution oriented with a focus on problem solving;
- Open and honest, with no clear messages;
- Caring, where the emphasis is on empathy and understanding;
- Egalitarian, where everyone is valued; and
- Forgiving and positive, where errors are minimized and feedback promotes improvement.
To enhance school performance, the deputy principal needs to create an open supportive communication climate. The members of the staff feel valued, crises are dealt with, and staff-members are more open themselves (Blandford, 1997:56). It is through supportive communication that staff members feel that they are trusted and, included feel and confident in their different activities at the school as a whole. It is when the deputy principal can see effective team work, a sense of involvement and flexibility that school results will be enhanced.

2.10 DECISION MAKING

According to Ivancevich and Matteson (2002:530), decision making is defined as the process of choosing a particular action that deals with a problem or opportunity. The deputy principal has the formal responsibility and the authority to make decisions. According to Matthew and Tong (1982:71) it should not be overlooked that genuinely shared decision making must be based on shared information and on shared formal proposals about policy. In a well-run organisation, the decision-making system will run efficiently and will be controlled and monitored by all levels of management (Jennings and Wattam 1998:23). In a school situation, decisions are required so that the school can function, adapt, progress and overcome daily crises. The deputy principal, with the skill of managing interpersonal relations through systems thinking, shared vision and team learning, must be able to be inclusive and know what is in fact happening when making decisions.

Decision making for the deputy principal is not easy, particularly when it involves the well-being of others, such as the principal, educators, parents, learners and the expenditure of resources. Principals in some schools do not positively handle the role of deputy principal in decision making. The Employment of Educators Act 76 of 1998 c-65: 4.3 states clearly the duties and responsibilities of the deputy principal, but with no clarification as to when the deputy principal should make decisions or at what level. Assisting the principal when the principal is not in is “filling in the gap”, but making sure
that you do not come up with something like a new project or completely changing something which is in progress already, that might disturb the principal.

In real school life, the deputy principal finds himself or herself burdened by administrative tasks, which ultimately deprive him or her of the capability to evaluate his or her contribution to his or her school (Matthew and Tong, 1982:4). The deputy principal is always caught in a dilemma of making decisions in the absence of the principal, to cover up for him or her, but in some institutions the possibility of decisions being rejected is there when the principal returns. It is the deputy principal’s duty to do some introspection about his or her aims in a school. Self-examination should be the deputy’s point of departure to realise that he/she can only be effective if he or she is able to manage interpersonal relations.

There is a fundamental need for the deputy principal to understand how and why his or her role has evolved in the way it has. He or she must also understand the possibilities and limitations that this role imposes on him or her. If the deputy principal knows and understands that the school is a system and a system forms a whole, systems thinking theory will be used for his or her effectiveness. According to Jennings and Wattam (1998:28), a system forms a whole. The system is achieved through the integration of the system as a whole, not only having parts, elements or components, but through interrelationship of these characteristics with each other.

The deputy principal should maintain a continuing awareness of the whole person as he or she deals with the principal, educators, learners, parents and the community or anyone else around the school. But because of the plurality of tasks that the deputy principal performs, maintaining harmonious actions requires valued basis for decisions.
2.11 CONCLUSION

The role of deputy principal in managing interpersonal relationship to enhance school performance was outlined in this chapter. Feelings about relationships are revealed in behaviours employed in managing conflict by the deputy principal. The building of good relationships through an open or supportive communication climate is the tool to use if the deputy principal is to be effective in the school. If the deputy principal understands his or her role and is effective enough to make his or her mark, the school will improve in atmosphere and the examination results could improve as a result of this positive atmosphere. The deputy principal needs to be conscious of his or her role and know that his or her responsibilities within a consultative participative framework are of vital importance in the management of interpersonal relationship to enhance school performance.

The next chapter looks at the research instrument and empirical investigation.
CHAPTER 3
DESIGN OF THE RESEARCH INSTRUMENT AND EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

The exposition of available literature in Chapter Two formed the framework for empirical study. The literature also formed the foundation of the questionnaire designed for collecting data on the perceptions of educators regarding the management of interpersonal relationships by the deputy principal and the enhancement of school performance. The specific aim of this study was highlighted in Chapter One, which was to investigate the role of the deputy principal in managing interpersonal relationships to enhance school performance.

The present chapter outlines the design of the research instrument and the empirical investigation of the study. The research design provides clarity on the following aspects of the research:

- The design of the questionnaire distributed;
- A discussion of the questions in the questionnaire; and
- The empirical investigation.

The merits of quantitative research were clarified by the research design with regards to the data collection, recording procedures, and the instrument of research.

The design of the research is now briefly discussed.
3.2 THE RESEARCH DESIGN

In this section the researcher discusses, the purpose of quantitative research, the instrument of research, and the empirical investigation.

3.2.1 The purpose of quantitative research

For an investigation to pass as scientific it must be empirically grounded, be scientifically organised and produce reasoned theories. Babbie (1992:256) explains that one must be specific about what one wants to find out and that one must determine the best way to do that. According to Creswell (1994:21), quantitative research is an investigation into social or human problems that is based on testing theory, composed of variables, measured with numbers, and analysed with statistical procedures. Initial studies of the research problem typically involve a precise description of the phenomena and search for pertinent variables and interrelationships. “A theory is then the ultimate formulated account for the empirical findings (Borg, Gall & Gall, 1993: 195 – 196). In quantitative studies, theory is used deductively and is placed towards the beginning of the research”. The objective of quantitative research is to test or verify theory, rather than to develop it (Creswell, 1994: 87). This investigation will determine if the predictive generalisation of the theory hold true.

The quantitative research method was chosen for this study. Data were obtained in the form of scores, which were tabulated and analysed (Charles, 1998:69). In this regard the researcher must be able to move from general statements to specific statements. These statements should be objective and not clouded by human experience. For this reason, deductive reasoning is fundamental to quantitative research. It means that the result of the research must be applicable to a large number of cases. It is important for the researcher to be as objective as possible when collecting and analysing data (Reddy, 1999: 205).

Now that the process of the quantitative research has been discussed, the
focus will now be moved to the relationship of quantitative research to the subject.

3.2.2 The relationship of quantitative research to the subjects

Best and Khan (1999: 25) write that a population is any group of individuals that has one or more characteristics in which the researcher is interested. These authors show that the population (subjects) may be all the individuals of a particular type or a more restricted part of the group. With this explanation of the concept ‘subjects’ or ‘population’ in mind, it will be helpful to investigate further the importance of these concepts for the present research. The researcher’s subjects for this study will be the randomly selected schools.

The researcher used the quantitative research method for this study. Quantitative research is a popular method, which involves the administration of questionnaires to a sample of respondents selected from some population. Since the focus of this study is on the management of interpersonal relations by the deputy principal, the respondents were chosen from the various post levels of the teaching profession. Questionnaires were distributed to educators in the Bojanala East region in the Brits district of the North West province and in the Midrand circuit of Gauteng province. The total population of the schools was 193 of which 14 were selected as a sample for this study. Of the 14 schools, 3 principals, 4 deputy principals, 21 HODs and 119 educators were randomly selected in both districts to respond to the questionnaire.

In quantitative research, the investigator’s goal is objective. The investigator seeks to keep her personal values, beliefs and biases from influencing the data collection and process of analysis. Therefore, the researchers typically administer tests that minimise personal interaction between them and the research sample (Reddy, 1992:205).

Conversely, the role of the respondents is relatively passive. The respondents react to the researcher's questions and interventions. According to Borg et al.
(1993:195), the respondents are not asked to interpret the research data, or to offer any opinions other than those requested by the measuring instruments.

The instrument of the research is now discussed.

3.3 THE INSTRUMENT OF RESEARCH

The research instrument used was a structured questionnaire designed by the researcher based on how the deputy principal can manage interpersonal relationships to enhance school performance. Data analysis resulted in two factors namely:

- The management of interpersonal relationships; and
- Aspects influencing school performance.

3.3.1 The design of the questionnaire

The design of the empirical investigation tool was a structured questionnaire consisting of 26 closed-ended items (in section B) and 10 closed-ended items (in section C) in total 36 items (see Annexure A). The questions were designed to obtain the perceptions of the educators at various post levels as to the effective management interpersonal relationships of the deputy principal as listed in the questionnaire.

The responses to the 36 questions formulated around the constructs of the management of interpersonal relationships and the enhancement of school performance by the deputy principal were analysed and grouped into two factors with Cronbach Alpha reliability coefficients of 0.987 and 0.926, using the SPSS12.0 program.

This specific research project was involved with the management of interpersonal relationships and the enhancement of school performance and the questions formulated around these constructs are discussed below.
The distribution of responses in respect of the research topic is represented in Table 3.1 and Table 3.2 respectively. The respondents were asked to reflect their perception on a five point scale for each item. The scale is explained below. For example, the respondents were requested to react to the following question:

**To what extent does the deputy principal/s of your school:**
**Demonstrate conflict resolving skills?**
If he/she demonstrates conflict resolving skills to a small extent then mark 2 as indicated.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>To a very large extent</td>
</tr>
<tr>
<td>4</td>
<td>Large</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
</tr>
<tr>
<td>2</td>
<td>Small</td>
</tr>
<tr>
<td>1</td>
<td>To no extent</td>
</tr>
</tbody>
</table>

More attention will now be given to the empirical investigation of this study.

### 3.4 THE EMPIRICAL INVESTIGATION

The respondents were chosen from the various post levels of the teaching profession and how this enhances school performance. It was assumed that the perceptions of the educators at the various post levels relative to the management of interpersonal relations could vary and therefore, it was important to sample as varied a range of post levels as possible. The respondents were further asked to complete the biographical details specified in the questionnaire.

#### 3.4.1 Biographical details

The following biographical details were requested and they served as the
independent variables in the study (see Section A of Appendix A):

- Gender;
- Age;
- Teaching experience;
- Religion;
- Mother tongue;
- Post level;
- Educator organization;
- Primary, secondary, combined or special school;
- Language of learning and teaching;
- Educator attendance;
- Learner attendance;
- Level of discipline; and
- Number of Deputy Principals at your school.

The researcher assumed that the biographical details specified above could be related to the management of interpersonal relationships by the deputy principal, and could influence the perceptions of educators as to how often deputy principals exhibit or demonstrate the competences that are necessary for effective management of interpersonal relationships and the enhancement of school performance.

3.4.2 The research group

Schools were selected from the Midrand region in Gauteng and the Bojanala East region in the North West province. The total population of the schools was 193 of which 14 were randomly selected as a sample for this study. Of the 14 schools, 3 principals, 4 deputy principals, 21 HODs and 119 educators were randomly selected in both districts to respond to the questionnaire. These questionnaires were handed to principals by the researcher and personally collected after completion.
The co-operation of schools was good and contributed to a high percentage return of questionnaires. The return of questionnaires is now be summarised.

3.4.3 Return of questionnaires

The following figures provide a summary of the information relevant to the questionnaire on management of interpersonal relationships and the enhancement of school performance by the deputy principal.

<table>
<thead>
<tr>
<th>HANDED OUT</th>
<th>RETURNED</th>
<th>USABLE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>200</td>
<td>180</td>
<td>147</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>73,5</td>
</tr>
</tbody>
</table>

3.5 ETHICAL CONSIDERATIONS

Research ethics is concerned with the protection of the rights and interests of research participants, including their right to privacy, the right to informed consent, the right to withdraw from the testing without penalty and the right to confidentiality (Mouton, 1996:10). The researcher abided by this standard in conducting this research and applied the ethical measures as set out below.

- The participant as a person

Respect for autonomy of the participants demands that the participant must be treated as unique human person within the context of his or her community system. Freedom of choice was safe-guarded by the researcher. In this study the researcher respected the autonomy of the participants by not forcing them to participate because permission was granted by the regional manager (Mouton, 1996:10).

- Human rights

The researcher was obliged to respect the basic human rights of the individual
as a human being as well as the rights of groups and communities. In this case, the rights of schools and the rights of educators in those institutions were respected. The researcher applied for permission from the regional manager to conduct research in the area. Principals in different schools were also asked to allow the researcher prior to the visit of the researcher to the school (Mouton, 1996:10).

- The ethics of justice, fairness and objectivity

Research should always respect the dignity of people involved and should never expose them to intentions and motives not directly attached to the research project, its methodology, and its objectives. The researcher respected the dignity of the respondents. A letter requesting the respondents to participate was issued by the researcher. The respondents were given ample time to fill in the questionnaire by the researcher (Mouton, 1996:10).

- Competence

Researchers must be professionally and personally qualified. In all circumstances they must be accountable and act in a responsible manner. Professional standards should be upheld in accordance with academic training. For this research, the researcher went through a one year course work study on how to research and write a research project and was fully trained before embarking on a research project (Mouton, 1996:10).

- Integrity

Integrity should be promoted by being honest and fair. The researcher was honest about the respondents' limitations, competence, belief systems, values and needs.

- Sensitivity

36
Sensitivity in research implies balancing scientific interest (the research) with general values and norms affecting the human dignity of the people involved. The researcher made sure that everything was treated with sensitivity. The researcher did not allow the respondents to ask questions that were related to the questionnaire (Mouton, 1996:10).

- Confidentiality

A research project guarantees confidentiality. Confidentiality must be respected under all circumstances. Documentation should be safe-guarded and viewed as strictly private in terms of the limits set by the research project. The researcher in this study did not ask the participants to identify themselves or their schools. Numbers were used to ensure anonymity and so confidentiality (Mouton, 1996:10).

- Demarcation of roles

There should be mutual understanding of the roles and interests of the investigators and participants in the research. In this research, the educators were interested in identifying the role of deputy principals in managing interpersonal relationships to improve the atmosphere of their schools (Mouton, 1996:10).

- Communication

Clear and understandable verbal communication is required in the questionnaire, with factual data. Emotional and cultural values should be considered. The researcher communicated with the selected school principals, taking into account the cultural values of the school (Mouton, 1996:10).

- Possible dangers to be taken into consideration
The danger of objectification and fragmentation could not be forgotten. Special care must be taken not to treat a participant as a mere object. Research objectives are subordinate to the following principle: to treat human beings with respect. The researcher could not forget that the human beings she worked with were to be treated with respect (Mouton, 1996:10).

- The danger of direct or indirect coercion

Direct or indirect coercion of people in the name of research must be avoided under all circumstances. Coercion may include the exploitation of vulnerable people or the misuse of the authority and influence of the research. The researcher did put forward a personal code of ethics for the use during the research process, for the study to be successful and it was followed by the researcher and the respondents (Mouton, 1996:10).

3.6 THE UNIT OF ANALYSIS

Research by Moloi (1999: 155-157) shows that in explaining the unit of analysis, King, Keohane, and Verba (1994:76-77), and Cooper (1989: 77-79) in Babbie (1992:82) assert that in social science research, there is a wide variation in what or whom is studied. These things that are studied are called the units of analysis. Research by Bless and Higson-Smith (2004:64) indicates that the second most important factor in the research design is that of the unit of analysis. The unit of analysis is especially important when the researcher begins to draw a sample with which to work.

The unit of analysis is the person (for example, educator, learner or principal) or the object (for example, the learning organization) from which the researcher collects data (Babbie, 1992:82). In this research the unit of analysis is the educators, HODs, deputy principals, and principals. What is important about the data from such a unit is that it can only describe the particular unit (educators, learners and principals in the sample) (Bless and Higson-Smith, 2004:64). However, when this data is combined with similar data collected from a group of similar units (other educators, learners and...
principals not in the sample), it provides an accurate picture of the group to which that unit belongs (Babbie, 1992:82).

According to Babbie (1992:82), units of analysis are those units or things researchers observe and describe in order to create summary descriptions of all such units and to explain the differences among them. Research by Bless and Higson-Smith (2004:65), indicates that there are several different possible units of analysis which fall into the following categories of individuals, groups and organizations. These categories are discussed next.

3.6.1 Individuals

Individuals are the most common unit of analysis (Bless and Higson-Smith, 2004:65; Babbie, 1992:83). These individuals may form the research population in the investigation. The researcher in this study investigated the conditions and actions of principals, educators and learners in a learning organization in the schools that were visited. However, the group being studied is clearly differentiated from any other similar group. For the purpose of this study, the research population consists of principals, deputy principals, heads of department and educators in the Bojanala region of Brits district in the North West Province and in the Midrand Circuit in the Gauteng Province. According to Babbie (1992: 83), descriptive studies having individuals as their unit of analysis typically aim to describe the population that those individuals comprise, whereas explanatory studies aim to discover the social dynamics operating within that population.

3.6.2 Groups

Groups of people are also units of analysis (Bless and Higson-Smith, 2004: 65; Babbie, 1992:83). However, Babbie (1992:83) purports that groups as units of analysis are not the same as individuals within a group. Other units of analysis at the group level could be friendship cliques, married couples, cities, or geographical regions (Babbie, 1992:83). The school inhabitants - educators, HODs, deputy principals, and principals are units of analysis in this
investigation.

**3.6.3 Organisations**

Organisations with formal structures, such as schools, are a particular kind of group that is often used as the unit of analysis in social science research (Bless and Higson-Smith, 2004:65; Babbie, 1992:84). The contexts of different organizations will influence the nature and content of data collected. In other words, data collected from different schools may differ as a result of the unique features of the individual schools.

Occasionally, the unit of analysis is restricted by a period of time. A researcher may, for example, wish to determine whether there is a systematic change in the learning capacity of learners over a period of 12 months (each unit in this instance will be one month). According to Babbie (1992: 84), another large group of possible units of analysis may be referred to as social artefacts, or products of social beings, or their behaviour. One class of artefacts would include social objects such as books, poems, paintings and scientific discoveries (Babbie, 1992: 84).

**3.7 A DISCUSSION OF THE QUESTIONNAIRE USED BY THE RESEARCHER**

In section B of the questionnaire the respondents were asked to give their views on the role of deputy principals in managing interpersonal relationships to improve the results and the atmosphere of the school. The items, their mean score and rank order of section B are represented in Table 3.1, the frequency of responses from 1 - 5 and the percentage of 4’s and 5’s will follow.
<table>
<thead>
<tr>
<th>Item</th>
<th>Description: to what extent does the deputy principal of your school:</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>*B6</td>
<td>Lead by example</td>
<td>3.50</td>
<td>1</td>
</tr>
<tr>
<td>B4</td>
<td>Communicate with you in a warm manner</td>
<td>3.47</td>
<td>2</td>
</tr>
<tr>
<td>B12</td>
<td>Show empathy towards you regarding personal problems</td>
<td>3.47</td>
<td>2</td>
</tr>
<tr>
<td>B5</td>
<td>Encourage you to co-operate with your colleagues</td>
<td>3.46</td>
<td>4</td>
</tr>
<tr>
<td>B23</td>
<td>Make you feel that you have a valuable contribution to make towards teaching and learning</td>
<td>3.44</td>
<td>5</td>
</tr>
<tr>
<td>B13</td>
<td>Acknowledge your achievements</td>
<td>3.40</td>
<td>6</td>
</tr>
<tr>
<td>B24</td>
<td>Help to build the morale of the school</td>
<td>3.37</td>
<td>7</td>
</tr>
<tr>
<td>B2</td>
<td>Praise your efforts</td>
<td>3.36</td>
<td>8</td>
</tr>
<tr>
<td>B11</td>
<td>Communicate effectively with educators</td>
<td>3.34</td>
<td>9</td>
</tr>
<tr>
<td>B22</td>
<td>Maintain a neutral stance when dealing with interpersonal conflict between staff members</td>
<td>3.31</td>
<td>10</td>
</tr>
<tr>
<td>B20</td>
<td>Support your teaching efforts</td>
<td>3.27</td>
<td>11</td>
</tr>
<tr>
<td>B8</td>
<td>Delegate responsibility to you</td>
<td>3.25</td>
<td>12</td>
</tr>
<tr>
<td>B18</td>
<td>Develop realistic action plans for educators to facilitate the completion of tasks</td>
<td>3.24</td>
<td>13</td>
</tr>
<tr>
<td>B19</td>
<td>Address your teacher’s problems fairly</td>
<td>3.24</td>
<td>13</td>
</tr>
<tr>
<td>B21</td>
<td>Effectively manage conflict between staff members</td>
<td>3.24</td>
<td>13</td>
</tr>
<tr>
<td>B17</td>
<td>Make a quick decision when required</td>
<td>3.23</td>
<td>16</td>
</tr>
<tr>
<td>*B1</td>
<td>Support you emotionally</td>
<td>3.20</td>
<td>17</td>
</tr>
<tr>
<td>B25</td>
<td>Assist you in your professional</td>
<td>3.20</td>
<td>17</td>
</tr>
</tbody>
</table>
development

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Frequency of respondents scoring from 1 to 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B4</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>B12</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>B6</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>B24</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>B13</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>B5</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>B23</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

Table 3.2 represents the distribution of responses on the role of deputy principals in managing interpersonal relationships.

**TABLE 3.2: DISTRIBUTION OF RESPONSES ON THE ROLE OF DEPUTY PRINCIPALS IN MANAGING INTERPERSONAL RELATIONSHIPS TO ENHANCE SCHOOL PERFORMANCE**
The table above explains the frequency of respondents scoring from 1 to 5 and the percentage selecting 4 & 5 of section B.

### 3.8 DISCUSSION OF QUESTIONS ASSOCIATED WITH THE ROLE OF DEPUTY PRINCIPAL IN MANAGING INTERPERSONAL RELATIONSHIPS

Questions were formulated in such a way that the respondents could indicate their honest opinion regarding the extent to which the deputy principals at their schools play their roles in managing interpersonal relationships to enhance school performance. Although all the questions asked were important, the researcher would like to focus specifically on B6, B1, and B15 of those that highlight how the respondents view the deputy principal’s management of interpersonal relationships.
To what extent does the deputy principal of your school:

**Question B6: Lead by example**

- Mean score: 3,50
- Rank order: 1
- % Response selecting 4 or 5: 52,4

The researcher concludes that only 52,4% of the educators sampled are to a large and very large extent of the opinion that the deputy principal of their school leads by example. This is a matter of concern as this means that close to half of educators are of the perception that deputy principals are not showing the leadership qualities expected of them. The mean score of 3,50 means educators agree from moderate tending to a large with the statement. This question was ranked number 1. This could be due to the fact that the principals do not allow deputy principals the opportunity to show their leadership capabilities, as the principal feels that he or she is the accountable person.

**Question B1: Support you emotionally**

- Mean score: 3,20
- Rank order: 17
- % Response selecting 4 or 5: 34,7

The researcher concludes that only 34,7% of educators sampled are of the opinion that the deputy principal moderately supports them emotionally. The question was ranked number 17. The mean score of 3,20 shows that there is cause for concern as this means that two thirds of the respondents are not able to get sufficient emotional support that they so much need in today’s demanding school environment. It could mean that the job description of the deputy principal needs to be clarified as it appears to be a need for deputy
principals to be trained in skills for supporting their colleagues emotionally.

**Question B15: Express himself/herself in an unambiguous way**

- Mean score: 2.97
- Rank order: 26
- % Response selecting: 4 or 5: 33.4

Referring to the statistics above, the researcher concludes that only 33.4% of the educators sampled believe to a very large extent that the deputy principal of their school expresses himself or herself in an unambiguous manner. The question was ranked number 26. This is of great concern as this means that only a third of deputy principals do not demonstrate the leadership capabilities expected of them. The perception could be that the deputy principal does not have enough space to show his or her ability to communicate with the educators, because the principal does not give him or her the chance to address or talk to the educators. Communication skills should be part of the deputy principal’s training.

The table of items from Section C associated with the role of deputy principals in managing aspects that improve school performance.

**TABLE 3.3 ITEMS, MEAN AND RANKING ASSOCIATED WITH THE ROLE OF DEPUTY PRINCIPALS IN MANAGING INTERPERSONAL RELATIONSHIPS TO ENHANCE SCHOOL PERFORMANCE**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description: to what extent does the deputy principal at your school help to improve:</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>C5</td>
<td>The discipline of learners at your school</td>
<td>3.44</td>
<td>1</td>
</tr>
<tr>
<td>C4</td>
<td>Participation of the learners in sporting activities</td>
<td>3.40</td>
<td>2</td>
</tr>
<tr>
<td>CI</td>
<td>The morale of the learners at your school</td>
<td>3.31</td>
<td>3</td>
</tr>
</tbody>
</table>
The academic achievement of educators | 3,31 | 3
---|---|---
Discipline of educators at your school | 3,23 | 5
Academic performance of the learners at your school | 3,21 | 6
Relationships between parents and educators | 3,19 | 7
The morale of educators at your school | 3,09 | 8
Participation of learners in cultural activities at your school | 3,09 | 8
Relationships between learners of different cultures | 3,08 | 10

The table showing the distribution of the responses on the role of deputy principals in managing interpersonal relationships and the enhancement of school performance of Section C follows.

**TABLE 3.4: DISTRIBUTION OF RESPONSES ON THE ROLE OF DEPUTY PRINCIPALS IN MANAGING INTERPERSONAL RELATIONSHIPS TO ENHANCE SCHOOL PERFORMANCE**

<table>
<thead>
<tr>
<th>Item no.</th>
<th>Frequency of respondents scoring from 1 to 5</th>
<th>Total</th>
<th>% Selecting 4&amp;5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>*C5</td>
<td>5</td>
<td>24</td>
<td>47</td>
</tr>
<tr>
<td>C4</td>
<td>9</td>
<td>17</td>
<td>55</td>
</tr>
<tr>
<td>C10</td>
<td>15</td>
<td>25</td>
<td>41</td>
</tr>
<tr>
<td>C1</td>
<td>7</td>
<td>21</td>
<td>57</td>
</tr>
<tr>
<td>*C7</td>
<td>9</td>
<td>24</td>
<td>52</td>
</tr>
<tr>
<td>*C9</td>
<td>18</td>
<td>27</td>
<td>40</td>
</tr>
<tr>
<td>C6</td>
<td>9</td>
<td>23</td>
<td>55</td>
</tr>
<tr>
<td>C3</td>
<td>6</td>
<td>30</td>
<td>54</td>
</tr>
<tr>
<td>C8</td>
<td>11</td>
<td>35</td>
<td>48</td>
</tr>
<tr>
<td>C2</td>
<td>7</td>
<td>34</td>
<td>81</td>
</tr>
</tbody>
</table>
This table shows the frequency of respondents scoring from 1 to 5 and the percentage of respondents selecting 4 & 5 of section C. The questions to be discussed in section C are marked with an asterisk.

To what extent does the deputy principal at your school help to improve:

**Question C5 : the discipline of learners at your school.**

- Mean score : 3,44
- Rank order : 01
- % Response selecting 4 or 5 : 41,8

From the information above the researcher concludes that only 42.8% of educators sampled believe to a large extent that the deputy principal of their school improves the discipline of learners at their school, which could help in enhancing the performance of the school. This is of great concern because it means that the respondents have the perception that the deputy principals are not as effective as they should be in disciplining the learners. The perception could be that the deputy principal does not have the means of disciplining the learners. It is perceived that most of the older educators’ hands were bound after the abolition of corporal punishment because they seemed lost not knowing how to discipline learners except spanking them.

**Question C7 : the academic achievement of educators**

- Mean score : 3,31
- Rank order : 07
- % Response selecting 4 or 5 : 41,8

Referring to the information above, the researcher concludes that 41,8% of educators sampled believe that the deputy principal of their school helps them to a large and a very large extent to improve their academic achievement. The mean score of 3,31 shows that there is a need for deputy principals to show
interest and motivate their colleagues in order to create a climate to enhance school performance.

**Question C9 : relationships between learners of different cultures**

- Mean score : 3,08
- Rank order : 10
- % Response selecting 4 or 5 ; 41,8

The above information leads the researcher to conclude that only 41,8% of the educators sampled believe to a large and very large extent that the deputy principal of their schools help in improving the relationships between learners of different cultures. This result is of some concern as this means that deputy principals appear not to show sufficient expertise regarding the cultivation of relationships between learners of different cultures.

**BIOGRAPHICAL DETAILS**

**A discussion of the respondents used**

The biographical details of respondents are set out in the form of tables that provide a good example of how representative the sample was of the schools in the Bojanala East region and the Midrand region. Discussion of the various biographical details will be dealt with in Chapter Four.

**TABLE 3.9.1.1 GENDER**

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53</td>
<td>36,1</td>
</tr>
<tr>
<td>Female</td>
<td>91</td>
<td>61,9</td>
</tr>
<tr>
<td>Missing System</td>
<td>3</td>
<td>2,0</td>
</tr>
</tbody>
</table>

The percentage of woman is higher because women are represented more
than men in most of the institutions and they were perhaps more willing to respond when they more requested to fill in the questionnaire. The sample is reasonably representative of gender when compared to the population of educators in South Africa.

**TABLE 3.9.1.2 AGE OF THE RESPONDENTS**

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 - 34</td>
<td>41</td>
<td>28</td>
</tr>
<tr>
<td>35. – 44</td>
<td>68</td>
<td>46,3</td>
</tr>
<tr>
<td>45 - 60</td>
<td>28</td>
<td>19,3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>137</strong></td>
<td><strong>93,2</strong></td>
</tr>
<tr>
<td>Missing System</td>
<td>10</td>
<td>6,8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>147</strong></td>
<td><strong>100,0</strong></td>
</tr>
</tbody>
</table>

Most of the respondents are from age 35 – 44

**TABLE 3.9.1.3 TEACHING EXPERIENCE**

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 9</td>
<td>45</td>
<td>30,3</td>
</tr>
<tr>
<td>10 -19</td>
<td>71</td>
<td>48,4</td>
</tr>
<tr>
<td>20 - 47</td>
<td>27</td>
<td>18,6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>143</strong></td>
<td><strong>97,3</strong></td>
</tr>
<tr>
<td>Missing System</td>
<td>4</td>
<td>2,7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>147</strong></td>
<td><strong>100,0</strong></td>
</tr>
</tbody>
</table>

Table 3.9.1.3 shows most of the respondents’ teaching experience is concentrated around 10-19 years, followed by 1-9 years and lastly 20-47 years.
### TABLE 3.9.1.4 RELIGION

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td>130</td>
<td>88,4</td>
</tr>
<tr>
<td>Hinduism</td>
<td>2</td>
<td>1,4</td>
</tr>
<tr>
<td>African traditional</td>
<td>6</td>
<td>4,1</td>
</tr>
<tr>
<td>No religious affiliation</td>
<td>8</td>
<td>6,1</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>0,7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>147.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Most of the educators are Christians as it is a religion that was commonly practised taught in schools.

### TABLE 3.9.1.5 MOTHER TONGUE

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English and Afrikaans</td>
<td>55</td>
<td>37,5</td>
</tr>
<tr>
<td>Traditional African Languages</td>
<td>91</td>
<td>61,8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
<td><strong>99,3</strong></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>0,7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>147</strong></td>
<td><strong>100,0</strong></td>
</tr>
</tbody>
</table>

The population of African languages is higher because statistically African languages are in the majority.

### TABLE 3.9.1.6 PRESENT POST LEVEL

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator</td>
<td>117</td>
<td>79,6</td>
</tr>
<tr>
<td>Head of department</td>
<td>21</td>
<td>14,3</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>4</td>
<td>2,7</td>
</tr>
</tbody>
</table>
Managerial positions are limited, a school can only be managed by one principal and one or two deputies and rarely three deputies if it is a very big school.

3.10 CONCLUSION

In this chapter, the research design and methodology were described. An anonymous structured questionnaire was the major instrument used in the collection of data in this study. The methodology of this research was explained to give an understanding of the procedures that were followed in the collection of data. The format and the design of the questionnaire were explained. A brief discussion of the reliability and validity of the questionnaire will be given in the next chapter. This chapter provided step-by-step procedures that were followed in conducting the research.

In the next chapter, the collected data will be analysed and interpreted. The data will be broken down into units that are able to be interpreted.
CHAPTER 4

THE ANALYSIS AND INTERPRETATION OF SELECTED SAMPLES FROM THE EMPIRICAL DATA

4.1 INTRODUCTION

In Chapter Three, the research design was explained and discussed, and some of the mean scores were interpreted. In this chapter, the collected data will be analysed and interpreted. The data is categorised and summarised in order that answers to the research questions can be obtained: that is, the data is broken down so that its meaning can be interpreted. The main objective of this chapter is to report on the empirical investigation in determining the perceptions of educators at all levels about the role of deputy principals in managing interpersonal relationships and the enhancement of school performance.

When one attempts to determine the perceptions of educators using a structured questionnaire, it is important that the questionnaire is valid and reliable. Validity is concerned with whether what one is measuring is what one really intends to measure. “Reliability” refers to the consistency and dependability of measures (Sullivan, 1996:19).

It is necessary to establish the validity and reliability of the instrument used. A detailed discussion follows.

4.2 RELIABILITY

Reliability is the consistency and accuracy of the measuring instrument in measuring something (Booyse, Schuleze, Bester, Mellet, Lemmer, Roelfse, & Landman, 1993:54). Mason (1996:24 & 145) states that reliability involves the accuracy of research methods and techniques and poses the question of how reliably and accurately they produce data. The analysis should be
systematically and transparently constructed. In this research, ensuring and assuring anonymity of the respondents enhanced reliability, so that they would not be reluctant to provide information on sensitive matters (Mouton, 1996:157). The researcher’s goal was objectivity. That is, the researcher sought to keep her personal values, beliefs and biases from influencing the process of data collection and analysis.

4.3 VALIDITY

Validity, according to Jaeger (1990:384), is a measurement concept concern with the degree to which a measurement instrument actually measures what it purports to measure. He further states that validity is not absolute but depends on the context in which a measurement instrument is used and the inferences that are based on the results of measurement.

Furthermore, Booyse et al. (1993:55) writes that validity refers to the degree to which a test measures that which it is supposed to measur. In this research, a structured questionnaire was used, allowing the respondents to remain anonymous for enhanced validity. The questionnaire items were clear so that they could easily be understood and interpreted by the respondents (Mahlangu, 1987: 84). The questionnaire was completed without any influence from the researcher; hence the responses were valid. According to Burns and Grove (1993:373), in Mahlangu, 1987:85), consistency in the way that the questionnaire is administered is important for validity.

The various types of validity are: content validity, predictive validity, concurrent validity, construct validity and face validity. For the purpose of this study, content validity and construct validity will be discussed.

Content validity: A test has content validity to the extent that its items represent the content that it is designed to measure (Borg et al. 1993:120). In the context of this research, the items are designed to measure the perception of educators about the role of deputy principals in managing interpersonal relationships and its possible relationship to enhanced school performance.
Construct validity: A test has construct validity to the extent that it can be shown to measure a particular hypothetical construct. Psychological concepts such as intelligence, anxiety and creativity are considered hypothetical constructs because they are not directly observable but are rather inferred on the basis of their observable effects (Borg et al. 1993: 12).

In this research, 36 items were designed to secure information on the perception of educators on the role of deputy principals in managing interpersonal relationships to enhance school performance (see Appendix A). The construct validity of the structured questionnaire was investigated by means of factor analytic procedures.

4.4 DATA ANALYSIS, INTERPRETATION AND DISCUSSION

Factor analysis is a statistical technique for synthesising a large amount of data (Bailey, 1982: 373). Factor analysis uses a table containing correlation coefficient (r) allowing the correlation among all pairs of variables to be analysed (Bailey, 1982: 373). It is also indicated by Bailey (1982: 373) that items that are grouped together are highly correlated, with a particular factor having its own underlying dimension. The construct validity of the structured questionnaire was investigated by means of successive factor analytic procedures. The procedures were performed using the Principal axis factoring method to identify factors that may facilitate the processing of the statistics and the Alpha Cronbach Reliability coefficient was 0.966.

These procedures resulted in 36 items being reduced to two factors, namely: the management of interpersonal relationships and the aspects influencing school performance. The following table represents the factor of the enhancement of school performance by deputy principals using interpersonal relationships.
TABLE 4.1: ITEMS ASSOCIATED WITH THE FACTOR THE ENHANCEMENT OF SCHOOL PERFORMANCE BY DEPUTY PRINCIPALS USING INTERPERSONAL RELATIONSHIPS TAKEN FROM SECTION B OF THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Item</th>
<th>Description : To what extent does the deputy principal of your school</th>
<th>Mean score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>B6</td>
<td>Lead by example</td>
<td>3.50</td>
<td>1</td>
</tr>
<tr>
<td>B4</td>
<td>Communicate with you in a warm manner</td>
<td>3.47</td>
<td>2</td>
</tr>
<tr>
<td>B12</td>
<td>Show empathy towards you regarding personal problems</td>
<td>3.47</td>
<td>2</td>
</tr>
<tr>
<td>B5</td>
<td>Encourage you to cooperate with your colleagues</td>
<td>3.46</td>
<td>4</td>
</tr>
<tr>
<td>B23</td>
<td>Make you feel that you have a valuable contribution towards teaching and learning</td>
<td>3.44</td>
<td>5</td>
</tr>
<tr>
<td>B13</td>
<td>Acknowledge your achievements</td>
<td>3.40</td>
<td>6</td>
</tr>
<tr>
<td>B24</td>
<td>Help to build the morale of the school</td>
<td>3.37</td>
<td>7</td>
</tr>
<tr>
<td>B2</td>
<td>Praise your efforts</td>
<td>3.36</td>
<td>8</td>
</tr>
<tr>
<td>B11</td>
<td>Communicate effectively with educators</td>
<td>3.34</td>
<td>9</td>
</tr>
<tr>
<td>B22</td>
<td>Maintain a neutral stance when dealing with interpersonal conflict between staff members</td>
<td>3.31</td>
<td>10</td>
</tr>
<tr>
<td>B20</td>
<td>Support your teaching efforts</td>
<td>3.27</td>
<td>11</td>
</tr>
<tr>
<td>B8</td>
<td>Delegate responsibility to you</td>
<td>3.25</td>
<td>12</td>
</tr>
<tr>
<td>B18</td>
<td>Develop realistic action plans for educators to facilitate the completion of task</td>
<td>3.24</td>
<td>13</td>
</tr>
<tr>
<td>B19</td>
<td>Address your teacher’s problems fairly</td>
<td>3.24</td>
<td>13</td>
</tr>
<tr>
<td>B21</td>
<td>Effectively manage conflict between staff members</td>
<td>3.24</td>
<td>13</td>
</tr>
<tr>
<td>B17</td>
<td>Make a quick decision when required</td>
<td>3.23</td>
<td>16</td>
</tr>
<tr>
<td>B1</td>
<td>Support you emotionally</td>
<td>3.20</td>
<td>17</td>
</tr>
<tr>
<td>B25</td>
<td>Assist you in your professional development</td>
<td>3.20</td>
<td>17</td>
</tr>
<tr>
<td>B7</td>
<td>Build relationships between teachers learners and parents</td>
<td>3.18</td>
<td>19</td>
</tr>
<tr>
<td>B9</td>
<td>Responds to the needs of educators</td>
<td>3.16</td>
<td>20</td>
</tr>
<tr>
<td>B26</td>
<td>Manage relationships between educators</td>
<td>3.12</td>
<td>21</td>
</tr>
</tbody>
</table>
The questions in Section C related to the factor: the enhancement of school performance by deputy principals using interpersonal relationships will now be tabulated.

**TABLE 4.2: ITEMS ASSOCIATED WITH A FACTOR: THE ENHANCEMENT OF SCHOOL PERFORMANCE BY DEPUTY PRINCIPALS USING INTERPERSONAL RELATIONSHIPS FROM SECTION C OF THE QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Mean score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>C5</td>
<td>The discipline of learners at your school</td>
<td>3,44</td>
<td>1</td>
</tr>
<tr>
<td>C4</td>
<td>Participation of the learners in sporting activities</td>
<td>3,40</td>
<td>2</td>
</tr>
<tr>
<td>C1</td>
<td>The morale of the learners at your school</td>
<td>3,32</td>
<td>3</td>
</tr>
<tr>
<td>C7</td>
<td>The academic achievement of educators</td>
<td>3,31</td>
<td>3</td>
</tr>
<tr>
<td>C6</td>
<td>Discipline of educators at your school</td>
<td>3,31</td>
<td>5</td>
</tr>
<tr>
<td>C3</td>
<td>Academic performance of the learners at your school</td>
<td>3,21</td>
<td>6</td>
</tr>
<tr>
<td>C10</td>
<td>Relationships between parents and educators</td>
<td>3,19</td>
<td>7</td>
</tr>
<tr>
<td>C2</td>
<td>The morale of educators at your school</td>
<td>3,09</td>
<td>8</td>
</tr>
<tr>
<td>C8</td>
<td>Participation of learners in cultural activities at your school</td>
<td>3,09</td>
<td>8</td>
</tr>
<tr>
<td>C9</td>
<td>Relationships between learners of different cultures.</td>
<td>3,08</td>
<td>10</td>
</tr>
</tbody>
</table>

The table show the items associated with the factor aspects influencing
school performance. These 10 items were also subjected to successive analytic procedures and resulted in one factor with an Alpha Cronbach Reliability coefficient of 0.926. This factor was named aspects influencing school performance.

4.5 HYPOTHESIS

In this section of the study the researcher discusses a comparison between of two independent groups as well as the comparison of three or more independent groups.

4.5.1 Comparison of two independent groups

Owing to the restrictions placed on the length of a mini-dissertation only one example of the two independent variable groups and one of the three or more independent variable groups will be discussed in detail. One factor associated with both section B and section C were combined in the tabulation.

The Student t-test was used. At the univariate level two independent groups can be compared for possible statistical differences in their mean score using Student t-test. The Student t – test indicates whether a statistically significant difference is present.

The following table illustrates the hypotheses as described by using the Student t-test:
TABLE 4.3: HYPOTHESIS WITH GENDER AS THE INDEPENDENT VARIABLE (Differences between the gender of the respondents as the independent variable, dimensions, and the symbol)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate Level</td>
<td>Gender</td>
<td>Hot</td>
<td>There is no statically significant differences between the mean scores of male and female respondents in respect of the:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Factor management of interpersonal relationships; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Factor aspects influencing school performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Test: Student t-test</td>
</tr>
<tr>
<td>Univariate Level</td>
<td></td>
<td>Hat</td>
<td>There is a statically significant difference between the mean score of the male and female respondents in respect of the:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Factor management of interpersonal relationships; and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Factor aspects influencing school performance</td>
</tr>
</tbody>
</table>

This table explains the dimensions, variable, symbol, and description of the gender of the respondents as the independent variable.

The next table shows the mean scores, Scheffé p-value and Student t–test.
### TABLE 4.4: SIGNIFICANCE OF DIFFERENCES BETWEEN THE MEAN SCORE OF THE GENDER GROUPS WITH RESPECT TO THE TWO DEPENDENT VARIABLES

<table>
<thead>
<tr>
<th>Factor</th>
<th>Group</th>
<th>$\bar{x}$</th>
<th>Student-t-test (p-value)</th>
<th>Eta $\eta$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section B</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The management of interpersonal relationships</td>
<td>Male</td>
<td>3,25</td>
<td>0,682</td>
<td>0,04</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>3,20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section C</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspects influencing school performance</td>
<td>Male</td>
<td>3,29</td>
<td>0,464</td>
<td>0,10</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>3,18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Statistically significant at the 1% level (p< 0,01)

*Statistically significant at the 5% level (p> 0,01 but < 0,05)

N = (Male) = 53

N = (Female) = 90

Table 4.3 indicates that the male and female respondents do not differ statistically significantly on either of the two factors involved. The null hypothesis thus cannot be rejected. The effect size (Eta) is small to negligible. Gender thus has neither statistical nor practical significance with respect to the two factors.

### 4.5.2. Comparison of three or more independent groups

In respect of three or more independent groups, univariate differences are investigated by using ANOVA (analysis of variance). The mean scale scores are compared and should any difference be revealed at this level, then possible statistically significant differences between the groups are analysed pair wise by means of either Scheffé or the Dunnette T3 tests. If the homogeneity of variance in the Levene test (an advanced form of the Student t-test), is more than 0,05 (p>0,05) then the Scheffé test is used to investigate
possible differences between pairs. Should the homogeneity of variance be less than 0.05 (p<0.05) then the Dunnette T3 test is used to investigate differences between various pairs.

**TABLE 4.5: HYPOTHESIS WITH THE YEARS OF TEACHING EXPERIENCE AS THE INDEPENDENT VARIABLE WITH RESPECT TO THE TWO DEPENDENT VARIABLES**

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Variable</th>
<th>Symbol</th>
<th>Description</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univariate</td>
<td>Teaching Experience</td>
<td>HoA</td>
<td>The average mean scale scores of the three groups of teachers in terms of teaching experience groups do not differ in a statistically significant way from one another in respect of the: • Factor management of interpersonal relationships; and • Factor aspects influencing school performance</td>
<td>Anova</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HaA</td>
<td>The average mean scale scores of the three groups of teachers in terms of teaching experience groups do differ in a statistically significant way from one another in respect of the: • Factor management of interpersonal relationships; and • Factor aspects influencing school performance</td>
<td></td>
</tr>
<tr>
<td>Dimensions</td>
<td>Variable</td>
<td>Symbol</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>--------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Pair-wise differences|          | HoS    | There is a statistically significant difference between the average scale scores of the three teaching experience groups compared pair-wise in respect of the:  
  - Factor management of interpersonal relationships; and  
  - Factor aspects influencing school performance                                                                                               |
|                     |          | HaS    | There is a statistically significant difference between the average scale scores of the three teaching experience groups compared pair-wise in respect of the:  
  - Factor management of interpersonal relationships; and  
  - Factor aspects influencing school performance                                                                                               |
TABLE 4.6: SIGNIFICANCE OF THE DIFFERENCES BETWEEN THE TEACHING EXPERIENCE OF THE RESPONDENTS REGARDING THE TWO FACTORS

<table>
<thead>
<tr>
<th>Factor</th>
<th>Group</th>
<th>Mean</th>
<th>Anova (p-value)</th>
<th>Scheffè/Dunette T3</th>
<th>Eta</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Management of interpersonal</td>
<td>A</td>
<td>3,06</td>
<td>0,02 *</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>relationships</td>
<td>B</td>
<td>3,19</td>
<td></td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>3,58</td>
<td></td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Aspects influencing school</td>
<td>A</td>
<td>3,19</td>
<td>0,60 A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance</td>
<td>B</td>
<td>3,17</td>
<td></td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>3,36</td>
<td></td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

** Statistically significant at the 1% level (p<0, 01)
* Statistically significant at the 5% level (p> 0,01 but < 0,05)
Group A = Fewer than 10 years (N = 45)
Group B = 10 – 19 Years (N = 64)
Group C = 20 years or more (N = 27)

The data in Table 4.6 indicates that the respondents differ statistically significantly in their perceptions only with respect to the management of interpersonal relationships. Thus the null hypothesis is rejected and the respondents with less that 10 years teaching experience differ statistically significantly from the respondents with more than 20 years teaching experience. Educators with more than 20 years teaching experience agree to a greater extent with the management of interpersonal relationships than do educators with less than 10 years of experience. They thus go with than 10 years of experience. They seem to place a greater emphasis on the
management of interpersonal relationships than the group with less teaching experience. The effect size of 0.3 is medium and indicates that 9% of the variance present in the dependent variable (management of interpersonal relationships) can be explained by teaching experience. The practical significance of this is probably the more teaching experience you have the more important the management of interpersonal relationships becomes.

Having discussed on example of two independent groups and one example of three or more independent groups in detail a table is presented with the appropriate values of the remaining independent groups. Thereafter each factor will be discussed separately.
TABLE: 4.7: MEAN SCORES OF THE INDEPENDENT GROUPS IN RESPECT OF THE TWO FACTORS

<table>
<thead>
<tr>
<th>INDEPENDENT GROUP</th>
<th>CATEGORY NAME</th>
<th>FACTOR MEAN</th>
<th>ETA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Post level</td>
<td>Educator</td>
<td>3.20</td>
<td>3.26</td>
</tr>
<tr>
<td></td>
<td>HOD or higher</td>
<td>3.46</td>
<td>3.23</td>
</tr>
<tr>
<td>Educator</td>
<td>Yes</td>
<td>3.24</td>
<td>3.21</td>
</tr>
<tr>
<td>Organization</td>
<td>No</td>
<td>3.15</td>
<td>3.39</td>
</tr>
<tr>
<td>School type</td>
<td>Primary</td>
<td>3.13</td>
<td>3.14</td>
</tr>
<tr>
<td></td>
<td>Secondary/combined</td>
<td>3.27</td>
<td>3.27</td>
</tr>
<tr>
<td>Language of teaching at school</td>
<td>English</td>
<td>*3.31</td>
<td>3.37**</td>
</tr>
<tr>
<td></td>
<td>Other/Double/parallel</td>
<td>*3.01</td>
<td>2.81**</td>
</tr>
<tr>
<td>Educator</td>
<td>Excellent</td>
<td>3.34</td>
<td>3.40</td>
</tr>
<tr>
<td>attendance</td>
<td>Average/Poor</td>
<td>3.16</td>
<td>3.13</td>
</tr>
<tr>
<td>Learner</td>
<td>Excellent</td>
<td>3.38</td>
<td>3.39</td>
</tr>
<tr>
<td>attendance</td>
<td>Average/Poor</td>
<td>3.17</td>
<td>3.17</td>
</tr>
<tr>
<td>Present level of discipline</td>
<td>Excellent/Good</td>
<td>*3.09</td>
<td>3.11</td>
</tr>
<tr>
<td></td>
<td>Average/Good</td>
<td>*3.35</td>
<td>3.35</td>
</tr>
<tr>
<td>No. of deputy principles</td>
<td>One</td>
<td>3.21</td>
<td>3.20</td>
</tr>
<tr>
<td></td>
<td>Two or three</td>
<td>3.32</td>
<td>3.38</td>
</tr>
<tr>
<td>Age</td>
<td>Younger than 35 yrs</td>
<td>*3.14</td>
<td>3.31</td>
</tr>
<tr>
<td></td>
<td>35-44 yrs</td>
<td>3.21</td>
<td>3.10</td>
</tr>
<tr>
<td></td>
<td>45 or older</td>
<td>*3.32</td>
<td>3.38</td>
</tr>
<tr>
<td>Mother tongue</td>
<td>English/Afrikaans</td>
<td>3.40**</td>
<td>3.56**</td>
</tr>
<tr>
<td></td>
<td>Tswana</td>
<td>*3.31</td>
<td>*3.16</td>
</tr>
<tr>
<td></td>
<td>Other African</td>
<td><em>2.93</em>*</td>
<td>2.92**</td>
</tr>
</tbody>
</table>

* = Statistically significant at the 5% level
** = statistically significant at the 1% level
● = Practically significant

B = THE MANAGEMENT OF INTERPERSONAL RELATIONSHIPS
C = ASPECTS ENHANCING SCHOOL PERFORMANCE
Only those independent groups that were statistically different in their mean scores as well indicating practical significance will be discussed in detail.

**Language of teaching and learning of school**

The English medium schools obtained a statistically higher score at the 5% level than the Setswana and other teaching mediums did with respect to the factor “management of interpersonal relationships”. The respondents from English medium schools thus agree with the factor to a greater extent than the other language mediums do. With respect to the factor “aspects that enhance school performance” the English medium respondents have a statistically higher score at the 1% level that the other medium of instructions have. The medium of instruction also has practical or substantive significance regarding the dependent variable “aspects enhancing school performance”. The practical significance of this finding probably lies therein that English medium schools place a greater emphasis on school performance than the Setswana or other medium schools do.

**Mother tongue**

Regarding the factor “the management of interpersonal relationships” the English/Afrikaans mother tongue groups differ from the Setswana mother tongue groups at the 5% level of statistical significance and at the 1% level from the other African mother tongue groups. The English/Afrikaans group has a statistically significant higher mean score and thus agrees to a greater extent with the management of interpersonal relationships by deputy principals that the other mother tongue group. The mother tongue group also has practical significance with respect to the management of interpersonal relationships as mother tongue can explain a significant amount of the variance present in the independent variable. This finding could be the result of the greater emphasis that the “African mother tongue groups” place on the role of the principal as the leader and custodian of interpersonal relationships in the school rather than the deputy principal.
“Aspects enhancing performance in the school” receive a statistically higher mean score in the English/Afrikaans mother tongue groups that the other mother tongue groups. The factor also has practical significance with respect to mother tongue and the significance probably lies in the greater emphasis that the English/Afrikaans mother tongue groups place on school performance.

Thus both factors show that statistical and practical significance have a common aspect namely, language. Furthermore, one expects to find a positive correlation or a strong association between the two factors. The $r^2$ value also indicate that 63% (0,793) of the variance in the one factor is related to the variation in the other. Manipulation of the management in interpersonal relationships can thus explain 63% of the variance in aspects that enhance school performance.

4.6 CONCLUSION

In this chapter an analysis and interpretation of the empirical data was undertaken. The construct validity of a structured questionnaire as a research instrument was investigated, using factor analysis that reduced the 36 items to two factors discussed in the study. Construct validity was ensured by distinguishing between groups that are known to differ from one another in certain respects (see Table 4.6). Hypotheses were set and univariate statistical tests were used to analyse and interpret the data. The data analysis clearly indicated that there was a statistically significant correlation between the management of interpersonal relationships and the enhancement of school performance.

In Chapter Five a summary of the research will be given and the relevant recommendations will be given. Suggestions for further research are also provided.
CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATION

5.1 INTRODUCTION

The significance of the role of deputy principals in managing interpersonal relationships to improve the atmosphere and the results of the school has been explored. This research was aimed at identifying and discussing the effectiveness of the management of interpersonal relationships to enhance school performance. This chapter will present an overview of the study, with reference to the background, problem and aim, as well as the method of research and results. Important findings, recommendations and topics for further research will also be discussed.

This being the final chapter, it is necessary to recapitulate the salient points of the mini-dissertation under the following headings;

- Summary;
- Important findings;
- Recommendations; and
- Conclusions.

5.2 SUMMARY

This study focuses on researching educators' perceptions on the role of deputy principals in managing interpersonal relationships to enhance school performance. For the deputy principals to be effective in the enhancement of school performance, they need to be able to manage interpersonal relationships. Interpersonal relationships are the driving force behind any successful school. Managing interpersonal relationship in the school combines the ability to communicate effectively with colleagues, parents and learners, about issues that are related to schoolwork, including conflict resolution, negotiation and teamwork with the view to increasing school performance.
According to Johnson (1991: 16), the deputy principal needs to be connected to his or her colleagues, and to know his or her role in managing interpersonal relations. He further states that building good relationships is very important for the deputy principal because he or she is the person in a middle-management position or the person between the principal and educators. The enhancement of school performance depends on the management of interpersonal relationships by the middle manager; that is, the deputy principal.

Chapter One introduced the topic, and dealt with the problem of the topic and the background of the research. It described the problem to be studied and the method that was to be used in this research. It also set out of the problem statement, aims and objectives, ethical aspects, theoretical framework, clarification of concepts and the plan of study of the investigation. In addition, it clarified concepts used and elaborated on the demarcation of the investigation.

Chapter Two dealt with the relevant research literature review which was undertaken to discuss the role of deputy principals in managing interpersonal relationships to enhance school performance and resulted in the creation of a good foundation for further empirical investigation.

Chapter Three dealt with the design of the research instrument and empirical investigation. The purpose of quantitative research, the design of the questionnaire and the unit of analysis were outlined. The empirical investigation dealing with how respondents were chosen was discussed. The ethical considerations and the biographical details were dealt with. Tables of items in Section B and C, associated with the role of deputy principals in managing interpersonal relationships and its enhancement of school performance.

The questionnaire was presented as a research technique for gathering empirical data. The instrument consisted of 36 questions that were used to
elicit the educators’ perceptions of the role of the deputy principal in managing interpersonal relationships to enhance school performance.

Chapter Four focused on in–depth analysis of empirical data. In the final analysis, it was clear that the respondents believe that the deputy principal plays an essential role in mediating between the principal and staff members, as well as between learners and educators as well as the school governing body. The design of the questionnaire survey consists of two main sections. The analysis of responses from the two sections B and C of the questionnaire was done in Chapter Three. The two independent variables and three or more independent variables were exclusively compared against each other, to establish the significance of the difference and the effect of the enhancement of school performance by deputy principals using interpersonal relationships. The validity and reliability of the collected data was also confirmed.

The findings, recommendations and implications of the research will now receive attention.

5.3 EMPIRICAL FINDINGS

The empirical findings are based on data analysis from the questionnaire completed by educators, deputy principals, and principals. The questionnaire consisted of 36 items. The 36 items were reduced to one factor, being the enhancement of school performance by the deputy principal using interpersonal relationships. Certain findings were made on the basis of the data analysis and are set out in the paragraphs that follow.

The researcher found that there is a high correlation of 0.793 between the management of interpersonal relationships and the enhancement of school performance.

The empirical findings and the theoretical background, will serve to affirm Max Weber’s theory of organisations. The researcher found that the deputy principal is confronted with organisational issues that relate to increased
levels of responsibility, co-operation with colleagues, effective communication, making difficult decisions and solving problems, performing under stress effectively, managing conflicts constructively, building a stable identity and building good relationships. It was also found that the professional functions are to be shared between the deputy principal and the principal.

B.6 Lead by example

From 180 responses 147 indicate that it is in the leadership of the deputy principal that builds up good relationships. Because he or she is a leader, the deputy principal has to lead by example. For example the deputy principal will find it difficult to get the co-operation of other colleagues if he or she is uncooperative and takes nobody’s word or advice. The mean score is high at 3.50; the rank order is 1; and the percentage of frequency of respondents is 52.4 which makes it clear that deputy principals leading by example, by the l will enhance school performance.

B.1: Support educators emotionally

Using a five-point scale the respondents generally feel that the deputy principal needs to support them emotionally. The researcher therefore concludes that it is important to treat all individuals as unique. The mean score is 3.20 from 147 respondents showing that the uniqueness of an individual should be treated with respect.

B15: Express himself or herself in an unambiguous way

The statistics clearly indicate that the majority of respondents are not positive with regard to the statement above. The deputy principal’s main tool is communication. Communication experts tell us that effective communication is the result of a common understanding between the communicator and the receiver. The mean-score to this item is only 2.97 which on the questionnaire means that enhancement of school performance might be affected if the tool of communication is lacking. The deputy principal needs to be skilled in
communicating well.

The three questions pertaining to the enhancement of school performance by managing interpersonal relationships were discussed, and it is clear that the literature and empirical findings have implications for the enhancement of school performance in our schools.

5.4 RECOMMENDATIONS

The main aim of this research was an investigation of the role of deputy principal in managing interpersonal relationships to enhance school performance.

5.4.1. RECOMMENDATION 1

The study recommends that in the training of deputy principals the management of interpersonal relationships should be given attention because understanding individual educators’ attitudes towards their work would enable them to manage interpersonal relationships better. This understanding would cultivate a conducive climate for improved school performance.

5.4.2 RECOMMENDATION 2

The deputy principal must first know the school’s policies and, secondly, he or she must operate within the bounds set by them. Some of the institutional functions performed by the deputy principals include planning, co-coordinating and controlling. It is through these complex contacts and tasks that the deputy principals must take care of good interpersonal relationships as they demonstrate institutional commitment

The deputy principal will not be able to allocate tasks to individual educators if he or she does not plan. To some extent the researcher believes that planning requires a prognostication about the future of the school system. The deputy principal will then be able to supervise and guide the educators through
systems thinking to collectively work together.

5.4.3. RECOMMENDATION 3

It is recommended that the deputy principal should strive to develop an atmosphere of trust among his/her colleagues as well as with the parents, because the responsibility of making the people accountable for their tasks is a daunting challenge. Every school will thrive in a healthy atmosphere of collegial relationships.

5.4.4. RECOMMENDATION 4

It is recommended that for the school to grow and develop, the deputy principal must be possess the right knowledge and skills to eliminate dysfunctional conflict because of its harmful effect to the institution.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The researcher saw the gap of lack of training of deputy principals. The deputy principal must be trained as a manager and be equipped with the tools to help him or her to be effective in managing interpersonal relationships to develop the healthy functioning for the whole to be healthy as mentioned by Davidoff and Lazarus (1997: 17). The principal must also be trained as to how to help and share the duties with the deputy principal. It must be said that the researcher needs to do further research to investigate how the deputy principal could be equipped to manage interpersonal relationships to enhance school performance.

5.6 CONCLUSION

The role of deputy principals in managing interpersonal relationships to enhance school performance was generated. The study has shown that skills are needed to equip the deputy principal to manage interpersonal relationships. It has been established that the deputy principal is the middle
manager who is supposed to be equipped and be able to communicate, solve problems or handle conflict, be able to monitor and supervise, and be skilled to build relationships and trust.

Our schools would have a better atmosphere if only deputy principals were trained and equipped and skilled, not simply appointed to their posts because of service or being a hard worker. The recommendations made in this study may be useful in developing deputy principals to be effective in playing their role in the management of interpersonal relationships to enhance school performance.
Bibliography


