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THE MANAGEMENT ASPECTS OF AN EFFECTIVE RURAL SCHOOL

BY

SHIMANE AMANDUS MATABOGE

Mini-Dissertation submitted for the partial fulfilment of the requirements for the degree.

MAGISTER EDUCATIONIS

IN

EDUCATIONAL MANAGEMENT

IN THE

FACULTY OF EDUCATION

AT THE

RAND AFRIKAANS UNIVERSITY

SUPERVISOR: DR B. R. GROBLER

OCTOBER 1994.
"Let education be your weapon in the struggle for liberation"

NELSON MANDELA
(FEBRUARY 1990)
Die probleem wat in hierdie studie onder die loep geneem is, is die huidige onstigtelike situasie in sommige van die plattelandse skole in Bophuthatswana in die Odi-distrik. Sommige van hierdie skole word doeltreffend bestuur terwyl ander ondoeltreffend bestuur word. Hierdie situasie skep 'n klimaat wat ongunstig vir doeltreffende skoolbestuur is en gevolglik, vir opvoedende onderwys.

Effektiewe skoolbestuur van plattelandse skole vereis 'n kombinasie van leierskapvaardighede en kredietwaardigheid van doelintegriteit wat vertroue, lojaliteit en respek van professionele kollegas in die hand sal werk. Dit is die leierskapsgedrag en effektiewe skoolbestuur van die skoolhoof wat die betrokkenheid van personeel, leerlinge en ouers in die skool as organisasie sal aanwakker en bevorder.

Aspekte van effektiewe skoolbestuur en leierskap wat ten nouste met organisatoriese betrokkenheid saamhang, is die skepping van 'n positiewe, oop en professionele skoolklimaat, goeie ouer-, personeel- en leerlingbetrekkinge en 'n besef van die voordele van deelnemende beplanning en deelnemende besluitneming.

Organisatoriese betrokkenheid, effektiewe leierskap en skoolbestuur is sake wat verbandhoudend tot mekaar is en die skoolhoof behoort dit dus so te sien.

Verder is 'n poging aangewend om die huidige toestand in die plattelandse skole te verbeter aan die hand van voorstelle wat betrekking het op die algehele verandering, van onderwysleiers se siening van hul bestuurstaak. Die skripsie behoort 'n belangrike bydrae tot die effektiewe bestuur van plattelandse skole in die Odi-distrik van Bophuthatswana te lever.
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>(ii)</td>
</tr>
<tr>
<td>SYNOPSIS</td>
<td>(iii)</td>
</tr>
<tr>
<td><strong>CHAPTER 1</strong></td>
<td></td>
</tr>
<tr>
<td>STATEMENT OF PROBLEM, AIM AND METHOD</td>
<td>1</td>
</tr>
<tr>
<td>1.1 INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td>1.2 STATEMENT OF THE PROBLEM</td>
<td>3</td>
</tr>
<tr>
<td>1.3 AIMS OF THE RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>1.4 METHOD OF RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>1.5 CLARIFICATION OF CONCEPTS</td>
<td>4</td>
</tr>
<tr>
<td>1.5.1 Educational management</td>
<td>4</td>
</tr>
<tr>
<td>1.5.2 Management aspects</td>
<td>5</td>
</tr>
<tr>
<td>1.5.3 Effectiveness</td>
<td>7</td>
</tr>
<tr>
<td>1.5.4 Schools</td>
<td>7</td>
</tr>
<tr>
<td>1.5.5 Rural Schools</td>
<td>7</td>
</tr>
<tr>
<td>1.6 DEMARCATION OF STUDY</td>
<td>8</td>
</tr>
<tr>
<td>1.7 PLAN OF STUDY</td>
<td>8</td>
</tr>
<tr>
<td><strong>CHAPTER 2</strong></td>
<td></td>
</tr>
<tr>
<td>ESSENTIAL ASPECTS OF EFFECTIVE SCHOOLS</td>
<td>9</td>
</tr>
<tr>
<td>2.1 INTRODUCTION</td>
<td>10</td>
</tr>
<tr>
<td>2.2 MANAGING TIME</td>
<td>10</td>
</tr>
<tr>
<td>2.3 MANAGING RESOURCES</td>
<td>13</td>
</tr>
<tr>
<td>2.4 MANAGING LEARNING</td>
<td>14</td>
</tr>
<tr>
<td>2.4.1 High expectations</td>
<td>14</td>
</tr>
<tr>
<td>2.4.2 Maximum feedback to pupils</td>
<td>14</td>
</tr>
<tr>
<td>2.4.3 Work is carefully planned, delivered and recorded</td>
<td>14</td>
</tr>
<tr>
<td>2.4.4 Learning is managed</td>
<td>15</td>
</tr>
<tr>
<td>2.5 HEADMASTER AS A PUBLIC RELATIONS EXPERT</td>
<td>16</td>
</tr>
<tr>
<td>2.6 CREATING AND MANAGING CLIMATE</td>
<td>17</td>
</tr>
<tr>
<td>2.6 SUMMARY</td>
<td>18</td>
</tr>
</tbody>
</table>
CHAPTER 3

MANAGEMENT ASPECTS RELATIVE TO EFFECTIVENESS..................... 20

3.1 INTRODUCTION ............................................................................ 20

3.2 MANAGEMENT STYLE ................................................................. 22

3.2.1 Democratic management style .............................................. 23

3.2.2 Autocratic management style .............................................. 24

3.2.3 Laissez-faire management style ........................................... 25

3.2.4 Eclectic management style ................................................... 25

3.3 COMMUNICATION ...................................................................... 26

3.3.1 The process of communication ............................................ 26

3.3.2 The effectiveness of communication .................................... 28

3.4 DELEGATION................................................................................ 31

3.4.1 The value of delegation ......................................................... 32

3.4.1.1 It saves time .................................................................. 32

3.4.1.2 It ensures effective use of manpower and financial resources 32

3.4.1.3 Delegation motivates ....................................................... 33

3.4.2 Obstacles to effective delegation .......................................... 35

3.4.2.1 Concern for prestige ..................................................... 35

3.4.2.2 Fear of being superseded .............................................. 35

3.4.2.3 Headmaster's personality .............................................. 36

3.4.2.4 Resistance by subordinates ............................................ 36

3.5 PERSONNEL DEVELOPMENT THROUGH INVOLVEMENT ........ 37

3.5.1 Planning ................................................................................ 37

3.5.2 Decision making ................................................................. 38

3.5.3 Supervision ........................................................................... 39

3.5.3.1 Classroom control ......................................................... 40

3.5.3.2 Organization of informal in-service training .................. 40

3.5.3.3 Supervision of informal in-service training .................. 41

3.5.3.4 Assistance to the beginner teacher ................................ 42

3.6 SUMMARY .................................................................................. 44
CHAPTER 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS .................................................. 46

4.1 SUMMARY ............................................................................................................ 46

4.2 CONCLUSIONS .................................................................................................... 48

4.2 RECOMMENDATIONS ........................................................................................... 49

4.4 CONCLUDING COMMENTS .................................................................................. 50

BIBLIOGRAPHY .......................................................................................................... 51
CHAPTER 1

STATEMENT OF PROBLEM, AIM AND METHOD

1.1 INTRODUCTION

Any organisation, be it political, religious, commercial or educational has to strive towards the accomplishment of certain aims and objectives. Certain organisations realise their aims and objectives while others tend to be unsuccessful. In response to the fact that some schools are not able to achieve goals, Lane & Walberg (1987:37) completed a research study comparing more effective schools to less effective ones.

The community expects the school to achieve the aims it has been established for. Schools often fail to achieve their primary goals. Successful goal achievement depends to a large extent on the strategies and leadership styles of the managers in schools. This managerial position belongs to the headmaster.

The interpersonal relationships between the headmaster and his staff is largely dependent on the management style used. This in turn influences the effective management which could in turn have a negative impact on the quality of teaching in a school. It would appear that the educational system of the Republic of South Africa is about to undergo drastic changes. The various components of the education system are interwoven and hence changing one aspect must necessarily have an impact on all the other components. Amidst all these changes headmasters must still attempt to manage their schools and the various educational programmes in an effective way. These changes are also likely to add to the already complicated management and leadership role which the headmaster has (Naidoo, 1991:1).
The notion that management is often a complex matter is supported by Joseph (1982:31) who states:

"The standards of our schools academic, moral and cultural, are set by the heads and senior staff within them. It is thus essential that they should be fully equipped for the difficult task that faces them."

From the foregoing it should be obvious that the headmaster, in the pivotal position in the school, must be proficient in the various management and leadership skills which this position demands. Rebore (1987: Foreword iii) emphasises the importance of this when coming to the following thought provoking conclusion:

"Managing the educational enterprise is a privilege and a critically important function because of its impact on the learning and instructional process, which in turn will influence the destiny of the local community, the nation and indeed the world."

Furthermore, there is a correlation between the calibre of educational leadership in schools on the one hand and the quality of teaching on the other hand. Without effective educational leadership, schools cannot succeed in such goals as uplifting societies and promoting the advancement of civilization (Naidoo, 1991:2). With effective educational leadership on the other hand, there is no limit to what can be achieved through education. Van Schalkwyk (1981:236) believes that the system of education can "make" or "break" a nation. As key component in the educational system and in order to contribute to the building of a nation, it is imperative that headmasters manage their schools effectively.

In the light of these introductory remarks and the title of this dissertation, a preliminary statement of the problem will now be attempted.
1.2 STATEMENT OF THE PROBLEM

A large number of schools in Bophuthatswana are being managed by people who have not been adequately trained for this task. These headmasters, by virtue of experience and perhaps subject efficiency, have been thrust into a foreign profession for which they may not necessarily be ready (Shamase, 1986:3; Theron & Bothma, 1988:29; Mkhize, 1980: 96). Sarason (Lane & Walberg, 1987:132) argues that, as former teachers, these educational managers have had experience at handling groups of children, but not groups of adults. Yet it is the task of handling groups of adults that is more critical for the educational manager.

The appointment of inadequately trained headmasters may have serious consequences if an effort is not made to equip headmasters properly to manage their schools effectively. A manager cannot hope to manage by luck or chance. He needs proper training (Theron & Bothma, 1988:24). Hersey and Blanchard (1978:25-26) suggest a supervisory transition which begins with directing and supporting a person on a particular task depending on his maturity level. The same type of supervision could benefit headmasters in managing rural schools effectively.

Davis and Nickerson (Gorton, 1984:159), correctly remark that “teachers are the schools’ single most important resource” therefore, headmasters at school level should direct their efforts towards the needs of teachers and not only to the needs of pupils. However, a school also consists of non-teaching staff for example, clerks, cleaners, school councils and so forth whose interests and aspirations must also be served, if there is to be harmony and effective management of the school.

The above problems could be summarised by means of the following questions:

- What are the essential qualities of an effective school?
- How can this knowledge be used to manage Bophuthatswana rural schools more effectively?
Is it possible to design a strategy which will assist headmasters in Bophuthatswana to manage effectively?

From the above questions it is possible to formulate the aims of the study.

1.3 AIMS OF THE RESEARCH

The above problem questions allow the aims of this research to be formulated as follows:

* A description of the essential aspects of effective schools (objective 1)
* To describe those aspects of management which are essential for effectiveness (objective 2)
* The formulation of a strategy which headmasters in Bophuthatswana could implement to ensure effectiveness (objective 3).

Bearing the given statement of the problem in mind and the aims of this research, the next section is devoted to the method of research.

1.4 METHOD OF RESEARCH

In order to realise the above aims, primary and secondary sources of literature on effective school management will be used. Local and overseas journals will also be consulted.

In the light of the introductory remarks, statement of the problem and the title of this dissertation it is necessary to define and explain some key concepts whose meaning might be obscure to the reader.

1.5 CLARIFICATION OF CONCEPTS

1.5.1 Educational Management

Basson (1986:4) describes this concept as "those mutually connected activities through which educational leaders are in command of educational activities in an attempt to realise specific
educational aims by utilising people and other resources as effectively as possible."

This term can also be explained by reference to a definition cited by Kleynhans (1979:13):

"Bestuur handel oor die aktiwiteite waarin die skoolhoof betrokke is, en oor die uitvoering van sy verantwoordelikhede. Om te bestuur is om te voorspel en te beplan, om gesag uit te oefen en om te koördineer en te kontroleer."

From the above definition, it follows that educational management could perhaps be expressed in terms of the following formula:

"management = administration + leadership."

Van der Westhuizen (1986:53) regards educational management as a specific type of work in education. The work consists of planned tasks which a person in a position of authority must execute so that educative teaching can take place. Houlihan (1988:47) on the other hand holds the view that the activities in which the educational managers are involved can be regarded as purely managerial and instructional.

Thus, from the foregoing definitions on educational management, one can synthesise as follows, namely that the concept revolves around the following aspects:

- those activities which a manager has to carry out so that goals can be achieved as effectively as possible;
- it is a specified type of work in education;
- it is a human activity;
- these activities take place in an organisation within the context of a school; and
- the one responsible for management needs to exercise authority.

1.5.2 Management Aspects

Although some authors, for example (Gorton, 1984:46) distinguish between as many as thirteen
different fundamental aspects, most authors seem to be in agreement that four basic management aspects can be identified. These are: planning, organising, directing and controlling (De Wet, 1981:42; Marx; 1981:54; Van der Westhuizen, 1986:45). These four basic aspects do not follow any particular order nor do they have various numerical and hierarchical phases. They may occur or receive attention simultaneously or at any stage during the management process.

Similarly there are various additional sub-tasks which are by no means less important to the headmaster. They may need attention during any one of the basic management aspects. These include human relations, communicating, decision making and, of course, motivating (Cawood, 1976:50-51).

Other aspects on the role of the headmaster which have an important influence on effective school management, and which need attention are among others: personnel development, school climate and leadership style (Du Toit, 1986:73).

Management aspects refer to managerial tasks. These are planning, organising, directing and controlling. The management of time, management of resources, management of learning and public management relations are also to be included as essential aspects for the effective management of rural schools.

1.5.3 Effectiveness

The Oxford Advanced Dictionary of Current English defines effectiveness as being able to bring about the result intended.
Amitai Etzioni defines the concept as the attainment of the observable outcomes of meeting desired goals (Hoy & Miskel, 1978: 387). Thus a school is effective if the observable outcomes of its activities meet or exceed organizational goals.

In determining school effectiveness, various characteristics, factors and criteria need to be considered. In a synthesis from research on effective schools, Purkey & Smith (1982:64-68) identify two generally acceptable characteristics of such school, namely:

* high expectations by teachers of students performance; and
* strong instructional leadership on the part of the principal.

Thus, effectiveness is the positive outcome after evaluating to what extent a school is able to realise set goals. If a school is able to realise set goals efficiently, such a school is effective. On the other hand, a school which does not realise set goals is ineffective.

1.5.4 School

Van der Westhuizen (1991:405) defines the concept of a school as referring to a place of tuition and learning, which is established to meet the educational and training needs of the community at large. The task of the school as an organization, is seen to consist of facilitating literacy and as a preparation for working life. The school also inter alia acts as an agent of social change, encourages divergent thinking for social modification, offers welfare services and job training.

1.5.5 Rural schools

In Bophuthatswana, rural schools are schools situated in rural areas. Such schools are erected by various communities under the leadership of headmen. These schools are not state-aided. Parents contribute building funds for the erection and maintenance of schools. The state only provides furniture, departmental books and pays the salaries of the personnel appointed in such schools.
1.6 DEMARcation of STUDy

The study is restricted to secondary schools in the Odi region of Bophuthatswana. This region is situated approximately 100 kilometres North-West of Pretoria. There are twenty six (26) secondary schools in this region. These schools cater for pupils in standard 5, 6 & 7 from the ages of 15-17. Pupils receive a certificate after completing standard 7, and can then proceed to Std 8, 9 & 10 if they wish.

1.7 PLAN OF STUDY

To obtain a firm grounding for this dissertation, it is necessary to describe what the essence of an effective school is, thus chapter 2 will be devoted to a reflection on essential aspects of effective schools.

Chapter 3 will be devoted to a description of management aspects which are essential for effectiveness. In the opinion of the author and on the basis of the literature, it would appear that these aspects will assist headmasters in these schools to manage rural schools effectively.

The concluding chapter will offer a summary of the research findings as well as recommendations and strategies which, it is hoped, will be of significance to all those whose responsibility is the effective management of rural schools in Bophuthatswana.
CHAPTER 2

ESSENTIAL ASPECTS OF EFFECTIVE SCHOOLS

2.1 INTRODUCTION

What emerges quite clearly in the previous chapter, was that the effective management of rural schools depends entirely on the headmasters role. The fact that headmasters are also agents of change cannot be underestimated.

In the management of effective schools, essential aspects exist which headmasters must be conversant with. It is the duty of headmasters to see to it that their schools are effectively managed.

A correlation between school effectiveness and the role of the headmaster is undeniably present. Without the leadership, support and philosophical acceptance of the hierarchical concept by the headmasters, an effective school is unlikely to be obtained (Houlihan, 1988:45). In terms of the school effectiveness theory, the headmaster is indeed a key participant.

Van der Westhuizen (1991:648) holds the view that the headmaster plays a strategic role in initiating change. Thus the headmasters leadership in a school is critical. It can be reasonably stated that a headmaster is the one single individual who can either make things happen or hinder progress. In terms of school effectiveness, any success originates in the role of the headmasters, (Houlihan, 1988:45).

This chapter is devoted to highlighting the following essential aspects, namely:

* Managing time
* Managing resources
* Managing learning
* The headmaster as a public relations expert

* Creating and managing climate.

The management of time is the first aspect to be discussed.

2.2 MANAGING TIME

The headmaster is an organiser, a director, and a controller of resources. The management of time is vital to the fulfilment of these functions (Everard & Morris, 1990:122).

Effective headmasters of effective schools use their time to the benefit of the participants in the school (Houlihan, 1988: 47). Van der Westhuizen (1991: 22) contends that every activity has its appointed time and that the educational leader has a responsibility with regard to utilisation of time.

Headmasters should be careful not to use their time in an ineffective way. Those who are perpetually racing against time are seldom most effective. It should also be recognized that just “thinking” is one of the most positive uses of time (Everard & Morris, 1990: 122).

Some headmasters feel guilty if they are not seen to be bustling here and there, always doing something “urgent”. Often this “urgency” has arisen because they have failed to think ahead (Everard & Morris, 1990: 123) and find themselves on the treadmill of crisis management. This state of affairs leads to headmasters doing things themselves which they could have delegated if they had given sufficient time to the matter earlier on (compare 3.4.).

In order to manage an effective school, a headmaster must manage the time at his disposal effectively and efficiently. He must also be aware of the fact that work and play are not synonymous, that time should not be wasted and also that work and time have to be planned (Van der Westhuizen, 1991: 22).
That control of time is related to matters such as administrative time, didactic time, the lesson period, school day, assembly and devotion time and school year time must be taken cognisance of and be respected as such by headmasters. Times for consultation and staff-meetings must be set aside and be scheduled in such a way that time for teaching is not tampered with. In managing time effectively, headmasters of effective schools, for example, convene staff-meetings after all school day lessons have been completed.

In determining how time is to be utilized, headmasters must be clear about their priorities and relate their activities to these. A headmaster should recognize that there are different kinds of priorities and the different categories have to be treated differently (Everard & Morris, 1990: 123). A critical distinction should be made between what is urgent and what is important. Headmasters in effective schools are aware that in a given period of time, they have to deal with the urgent before the important. But they must not be lured into the trap of being caught up in the urgent to the exclusion of the important. For instance a headmaster has made an appointment with a subject teacher for a follow-up on a class-visit and also to complete annual returns during the set time. For him not to be caught up in the urgent to the exclusion of the important, he could delegate the completion of the returns, while he attends to the appointed follow-up meeting with the teacher.

Headmasters of effective schools are aware of this important formula for effective time planning and management namely:

Systematic time planning + positive action against time wasting factors = effective time utilization (Calitz & Viljoen; 1992: 25).

Many simple but important ways of systematic time planning exist that every headmaster should try to practice daily. What follows is a list of seven important examples of systematic time planning as followed in effective schools (Calitz & Viljoen; 1992: 26):
* Be at work a few minutes early

This gives you time to prepare yourself for the day ahead and it also sets a good example to your staff.

* Use your diary

First thing every morning you should look at your diary so that you know what lies ahead for the day and for the rest of the week.

* Go through your weekly plan of objectives

This will help you to achieve your objectives. If you prefer to work from a daily plan, briefly list the objectives and task you plan to achieve that day.

* Take time to prepare

A few minutes of preparation saves many minutes of disorganisation. For any informal or formal meetings, discussions, coaching sessions, et cetera take a few minutes beforehand to note down what you intend to cover. This will ensure that you move quickly through key issues without wasting time on unimportant points.

* Keep to time allocation

Decide how long you need to spend on a task, meeting, et cetera and try and keep to your time limit.

* Be punctual

Arriving a few minutes early for meetings and appointments creates a good impression and ensures that you are capable of starting on time. It is a waste of other people's time and is also bad manners to be late for appointments.

* Do not leave matters unfinished

If you have not achieved all your objectives by the end of the day, plan to stay late or finish them at home. Try to start each new day with the objectives for the previous day having been completed.
Another essential aspect related to managing time is the management of resources.

2.3 MANAGING RESOURCES

Educational resources comprise human, financial and material aspects (Everard & Morris, 1990: 213; Hoy & Miskel, 1987: 320). It is the headmaster’s task to see to it that all the available resources at his disposal are effectively integrated and utilised. This will enhance the achievements of set goals and could make the management of the school effective.

The human elements which have a role in education are teachers, students and parents. Houlihan (1988: 47) holds the view that effective headmasters foster good will and commitment among teachers, students and parents. Managerial activities concerned with the maintenance and development of resources are:

* selection of personnel, appraisal, counselling, career planning and job design;
* purchasing, stock control and asset management; and
* budgeting of finance, cost control and fundraising (Everard & Morris, 1990: 8).

In managing an effective school, the headmaster is expected to integrate the above resources so that goals can be realised. The human aspects, that is teachers appointed in the school should be treated equally and be delegated to tasks in accordance with their abilities. Material aspects, such as buildings and equipment must be well utilised and maintained. Kok, et al., (1992: 16) contends that school buildings must have an inviting character, walls must be painted, window panes must be clean, ordered offices and suitable curtains must be present, to mention just a few. Financial aspects, that is funds available, must be well spent and the headmaster is accountable to see that this in fact does occur. These three elements are well integrated and managed in an effective school.
2.4 MANAGING LEARNING

As instructional leaders, headmasters of effective rural schools concern themselves with how teachers teach and how students learn. Such headmasters continuously give advice to teachers on how to present subject matter with a view to developing these teachers.

Here, the headmaster and teachers concern themselves with the curriculum and teaching methods that produce the most desirable results. Many factors lie behind the progress made by students and evidence suggests that an effective headmaster makes an effective school effective for both teachers and students. Shipman (1990: 69-70) identified the following factors related to the management of learning in effective schools.

2.4.1 High expectations

Effective schools tend to have high expectations of students' performance. The teaching in such schools is intellectually challenging. Both headmasters and teachers encourage pupils to use their imaginations and to be creative.

2.4.2 Maximum feedback to pupils

Achievement in effective schools is high in most cases where pupils receive rapid and regular feedback on their work. Teachers and students are in continuous communication about the work in hand. In particular, students know how they are doing and receive praise for good work rather than punishment for bad.

2.4.3 Work is carefully planned, delivered and recorded

In effective schools, headmasters train their teachers to plan the curriculum together and to carefully record the performance of students. A structured pattern of work and a limited range of activities is efficiently
utilised at any time. Homework and assignments are set, well marked and followed up in a systematic way.

2.4.4 Learning is managed

Learning is increased where work is planned and presented by teachers who keep up momentum, interact with pupils and keep them alert by questioning. Classroom management needs to be focused in particular on student progress. This ensures that students are working with a feeling of success on a curriculum that challenges their intellect. Effective teaching which leads to effective learning should receive priority.

2.5 HEADMASTER AS A PUBLIC RELATIONS EXPERT

Although the role of the headmaster is complex and difficult, an effective and successful school invariably boasts an effective headmaster. Successful school management is associated not only with setting a strong administrative example (Coulson, 1986: 47), but also with being supportive of staff (Hall et al., 1986:66) and providing strong instructional leadership by contributing an institutional pattern in which teachers can function effectively (Morgan et al., 1983:37). It is also associated with high levels of public relations which consist of adequate, successful principal-teacher, principal-parent and principal-pupil contact (Cohen, 1970:39).

In managing an effective school, the headmaster is expected to foster good public relations with teachers, pupils and parents, as these constitute interested parties in effective education (compare 2.3) without forfeiting his credibility as a professional manager. The report on "Improving Primary and Secondary Schools", published in London (ILEA, 1985:66) clearly underlines the central role and position of the headmaster as a public relations expert, namely: "Within schools it is the headmaster who has the highest authority to make decisions, his effectiveness as a leader is a crucial
influence upon the life and work of the school. The head of the school is always responsible for the situations in and out of the school."

These remarks are also applicable to rural schools in Bophuthatswana, for in the "Guide for Principals" (Republic of Bophuthatswana, 1990:35) it is stated that a headmasters authority enables him to liaise between community members, officials of the department and external organisations on behalf of the institution.

Coulson (1986: 237-238) and Goldring (1990: 53-59) are in agreement that it is the headmaster as the leader of the organisation who is the “boundary-spanner” between teachers, pupils and parents. They argue strongly in favour of the importance of sustaining healthy public relations. In fact, by acting as a boundary spanning agent and by bridging the gap between the organisation, pupils, teachers and parents, the interdependence which exists between them is placed on a positive and secure footing. To be able to succeed in this, the headmaster has to acquire adequate public relations skills as part and parcel of his leadership behaviour. Good public relations with parents, pupils, teachers and officials from the department will culminate in effective organizational commitment.

Headmasters who succeed in promoting effective organisational commitment through good public relation skills establish people as their number one priority (Hoberg, 1993:76). They are good listeners, understand the social structure of the school and community, are attuned to the needs of teachers, pupils and parents and their actions are congruent with their values.

When the headmaster acts as a good public relations officer, teachers involved will be motivated to teach to the best of their ability while pupils will study hard. Thus effectiveness in the school is enhanced.

Being a good public relations expert alone will not suffice to manage effectively. Another aspect closely related to public relations is the creation of a positive and inviting climate (Sergiovanni & Starratt, 1988: 87). Headmasters should not only create a positive climate, but must manage and maintain the climate throughout.
2.6 CREATING AND MANAGING CLIMATE

Research literature forcefully argues that the headmaster sets the tone in the school, that he/she cultivates the quality of school climate to facilitate organisational commitment (Sergiovanni & Starratt 1988:54-68; Hoy & Miskel, 1987:185; Hoy & Rees, 1974:268-286) which will enhance effectiveness. Basson, Nieman and Van der Westhuizen (1991:629) state that the quality of human action within an organization is determined to a large extent by the spirit underlying these actions. This spirit or climate differs from one school to the other.

This spirit or climate is indeed one of the imperatives for effective school management as viewed from a management perspective. In the first and last instance it relates to the "feel" which pupils and teachers have for their school (Sergiovanni & Starratt, 1988: 56). In effective school management the emphasis is on a positive, open and inviting climate in which both teachers and pupils feel secure.

The prevailing spirit or climate in a school depends to a large extent on the headmaster and is closely linked to his personality. Nel (1983:29) notes in this regard that the headmaster has a unifying influence on the school. This implies that the headmaster should make every effort to create a supportive climate. This can only occur if he is appreciative, supportive and empathetic.

For the establishment of a healthy effective school climate the following variables are proposed (Murphy & Pruyn, 1983:19):

* pupil involvement and the acceptance of responsibility;
* acknowledgement and reward for achievements;
* having high expectations;
* a safe and ordered environment;
* co-operation in the organization process;
* mutual support between staff and pupils; and
* encouraging and supporting participatory decision making.
One can state that the essence of climate creation is to improve job satisfaction and morale, that is the degree to which the teacher can experience satisfaction of his or her own needs in job fulfilment (Gorton, 1984:204; Weller, 1982:32). This is not only true of the teachers' personal needs but also of those of the pupil. If this matter receives the necessary attention it would inevitably lead to the creation of the required supportive climate which will enhance effective school management.

One can agree with Basson, et al., (1991:495) that creating climate is not a single, isolated act, but it implies implicating a variety of other management rules. To create a school climate where effective management is evident the headmaster continually has to make decisions, solve problems, co-ordinate, delegate, motivate, communicate and correct - but in such a way that it reveals an empathetic attitude towards the person and an invitation to participate. Thus this type of invitational climate will enhance effective school management.

2.7 SUMMARY

In this chapter, the essential aspects of effective schools have been outlined. The headmaster has been depicted as the one individual who can make the management of the school effective. Thus any success or failure can be attributed to or blamed upon the headmaster.

The following essential aspects have been discussed: the management of time, resources and learning, the role of the headmaster as a public relations expert and the creation and management of a healthy, positive and inviting climate.

The headmaster has to be exemplary to his teachers and pupils with regard to budgeting and utilising the available time effectively. Resources are to be well integrated and utilised with the aim of realising set goals as effectively as possible.
Learning is an aspect that is also well managed in effective schools. Work and activities need to be planned in advance. The school needs to set high expectations for pupils. Pupils are not underrated in effective schools.

The headmaster of an effective rural school must be a good public relations expert. He has to liaise among teachers, pupils and parents so that a variety of activities and aspirations are attainable and accomplished. Finally, a headmaster has been depicted as the one responsible for both the creation and management of a positive, open and inviting climate. This positive climate will lead teachers and pupils being committed to the organisation and its activities. In this manner, the management of the school becomes effective.

The next chapter will be devoted to a review of literature on management aspects relative to effective schools. A short survey of personnel development through involvement will also be undertaken.
3.1 INTRODUCTION

The educational manager of the school is the headmaster. In order to manage effectively he should know, apply and direct aspects relating to effective schools in his institution. As a leader, he must lead by being exemplary. A leader is the hub around which the school administration and organization revolves. He guides and directs the educational activities, regulates and organises the educational matters, creates the educational infrastructure and plans, implements, manages, supervises and evaluates the education programme (Republic of Bophuthatswana, 1990: 14).

Effective school management requires a combination of management skills and integrity of purpose that will culminate in trust, loyalty and respect on the part of professional colleagues. Moreover, it is the headmaster’s management behaviour and effective school management that will promote and foster professional growth among staff and pupils. Management aspects relating to effective schools which are closely related to the promotion of commitment and effectiveness discussed in this chapter are:

- management styles;
- communication;
- delegation; and
- personnel development through involvement.

A headmaster must be conversant with various management styles. He must be aware of the fact that these management styles can be classified into categories which, strictly speaking cannot be compartmentalized (Hersey & Blanchard, 1979: 92; Musaazi, 1982:63-64). The three different styles of management are: the democratic, the autocratic and laissez faire. In order to manage effectively, the headmaster should also be familiar with and have knowledge about communication. Cawood
(1976:52) remarks that for effective communication, the headmaster must be capable of empathy and concern for the receivers of his communication. Thus communication is seen as a way of sharing ideas, skills talents and information or in the words of Lovell and Wiles (1983:89):

"...Communication is the basis of co-operative effort, interpersonal influence, goal determination, and achievement of human and organizational growth."

The process and effectiveness of communication will receive attention later in this chapter.

In an effective school, the headmaster does not perform all duties and tasks alone. He thus delegates some duties to his staff members. For effective completion of duties, the headmaster must delegate tasks in accordance with the teachers abilities and potentials (compare 2.3). This automatically implies that the headmaster must have a thorough knowledge of his staff's talents, strong points and shortcomings.

High levels of organisational effectiveness are to be found in schools where the staff have "co-ownership" because they are allowed to participate in planning and decision making. Thus the organisational aims and those of the individual become increasingly congruent (Hall, et al., 1986:176).

By involving staff in planning and decision making, the headmaster is developing the professional well-being of his staff, and creating a positive, professional school climate (compare 2.6). Participation satisfies the basic needs that some people have for being in the know, being creative, feeling a degree of freedom and autonomy, and feeling needed (Sterling & Douglas, 1979:61).

To ensure effective management, the headmaster should organize and supervise in-service training to keep his staff informed about technological developments, new teaching sciences and syllabi. This will ensure constant development of personnel in service.
Headmasters should also not neglect the orientation of beginner teachers in the school so as to ensure that they are effective from the outset.

Sight must not be lost of the fact that for the rural school to be managed effectively, all stake-holders involved must strive towards effectiveness. For effective leadership depends not only on the qualities and attitudes of the leader, but the leaders and followers are also involved in a mutually influential relationship. Jordaan & Jordaan (1989:759) emphasise this view by pointing out that leaders influence their followers but they are just as often strongly influenced by the attributes, preferences, perceptions and values of their followers. This stresses the fact that headmasters should take cognizance of the expectations of stake-holders. The same notion is advocated by Shapero (1985:29) who strongly emphasises the importance of the transactional nature of leadership. The various management styles will now be discussed.

3.2 MANAGEMENT STYLES

In his discussion of basic human attributes, Smith (1982: 16) concludes that management style basically boils down to the following:

* a mutual involvement, a co-existence and co-involvement;
* a mutual unfolding of meaning;
* accepting responsibility and authority;
* being reasonable and ethical;
* accepting values and norms as guiding principles; and
* searching for leadership and guidance.

These matters need the entire attention of the headmaster especially if he wants his leadership to be effective. It should be kept in mind that the headmaster can jeopardize this need for leading and guiding through the application of an inappropriate management style at a particular time. In such a context there is no possibility for co-involvement and a mutual unfolding of meaning. In managing a rural school effectively, the headmaster should, in fact, remember that the teacher’s need for
leadership and guidance sets him the task of continually scrutinizing his own leadership style. In the same way the teacher in his or her classroom management ought to bear this in mind. Pupils are in need of guidance. Van der Westhuizen (1991:190-192) identifies fifteen leadership styles a leader should have at his disposal, namely, leadership that is:

* democratic;
* autocratic;
* laissez-faire;
* bureaucratic;
* charismatic;
* expansive;
* expressive;
* formal;
* ideographic;
* informal;
* instrumental;
* nomothetic;
* circumstantial;
* popular; and
* repressive.

For the purpose of this dissertation, the following styles will be briefly discussed, namely, democratic, autocratic; laissez-faire and eclectic.

3.2.1 Democratic management style

This style involves the teachers by means of mutual consultation in matters affecting their activities (Cawood & Gibbon, 1985:59). Kok, et al. (1992:40) regard this style as management for the people by the people, that is, using co-involvement and co-responsibility. This style compels the leader to
inspire and offers opportunities for both creative thinking and for contribution by teachers (Cawood & Gibbon, 1985:59; Van der Westhuizen, 1991:190).

This type of leadership leads to style flexibility. Cawood & Gibbon (1985:59) maintain that flexibility portrays the leader as someone who should adapt the leadership style which corresponds to a large extent with the demands of the situation in which he finds himself. Flexibility, according to Blake and Mouton (1980:8) gives people maximum freedom to deal with each circumstance as they see fit.

The management style of the headmaster towards decision making is strongly influenced by his attitude. A headmaster with a democratic management style views his/her teachers as “able, valuable, capable of self-direction, and should be treated as such” (Purkey & Smith, 1986:2).

If teachers are viewed as such, then they will contribute to the overall effectiveness of the school. The disadvantage of this style is that it is time-consuming and depends upon majority opinion. The advantage is that all teachers participate in the decision making, planning, et cetera.

3.2.2 Autocratic management style

This style is characterised by the fact that the headmaster wants to have his own way and he alone determines school policy (Van der Westhuizen, 1991:190; Getzels et al., 1977:37). This management style is also understood by Cawood & Gibbon (1985: 58) as the one in which everything revolves around the leader. The headmaster does all the thinking and planning for the group, is largely responsible to guide and control the group, acts as co-ordinator and evaluates the group’s behaviour. Van der Westhuizen (1991: 90) points out that the one-way communication between headmaster and teacher is very characteristic of this style of leadership. This is also known as the “top down approach” (Bateman & Zeithaml, 1992:418).
The autocratic headmaster does not regard his teachers and pupils as being able, valuable, capable of self-direction and always wants his instructions to be followed. He remains the ruler, commander and decision-maker. In spite of these negative factors, this management style has certain advantages for the effective management of rural schools. There are times when the headmaster is required to take a firm stand and to act autocratically when situations so demand.

3.2.3 Laissez-faire management style

This style is characterised by the fact that the headmaster’s presence is not felt. Teachers have the freedom to make individual or group decisions (Van der Westhuizen, 1991:190). The leader guides members of the group by appealing to personal integrity (Madigoe, 1993: 44). He usually leaves most of his work to subordinates. The headmaster in this instance does not want to exercise control over his staff.

3.2.4. Eclectic management style

Hersey and Blanchard (1969:71) view the desire to have a single type of management style as unrealistic. The headmaster’s behaviour may at times be democratic, at other times, autocratic, while there may be occasions when he may withdraw and leave it to his subordinates to grapple with the problems and reach solutions themselves. Furthermore, it is unrealistic to expect a headmaster to behave in the same manner in all circumstances and situations in order to manage effectively. What is being advocated here instead is the so called eclectic approach (Kok, et al., 1992:32).

Management style and communication are closely linked in the effective management of rural schools. For this reason an exposition of communication will now be attempted.
3.3 COMMUNICATION

The ability to communicate is probably the most important skill that a headmaster should possess. If the headmaster cannot communicate properly with his personnel, there can be no good relationship between them (Madigoe, 1993:24).

In the execution of leadership actions the headmaster of an effective school employs certain techniques and skills to ensure that all activities take place harmoniously. When Cawood (1976:50-51) reflects on leadership technique and skills, he refers to, among other things, communication and decision making. The ability to communicate as one of the headmaster’s accomplishment’s is so important, however, especially for the teacher, that Cawood maintains that “leadership is effective communication.” It is therefore necessary that the headmaster should acquire knowledge of effective communication to enable him to manage his school effectively. The headmaster must also be aware of the process of communicating.

3.3.1 The process of communication

Hoy & Miskel (1987:358) hold the view that communication involves at least two people, a sender and a receiver. Thus a headmaster does not communicate in a vacuum, but with teachers, students and parents.

When one person (the sender) communicates with another (the receiver) he uses symbols (Louw & Broekman, 1989:182) to formulate a message which a specific channel conveys to the receiver. In this regard, Gorton (1984:60) contends that in order to communicate, the sender must deliver a message via a medium which reaches a receiver and registers a desired response, for example, action, instruction, understanding.

The receiver receives the message, interprets and gives a meaning to it. Feedback takes place when the receiver’s and sender’s roles are interchanged and the receiver contacts the sender to ascertain
the effect of the message.

This whole communication process can be depicted by means of a flow diagram as indicated in figure 3.1:

![Flow diagram of the communication process](image)

**FIGURE 3.1: Flow diagram of the communication process (Herbert, 1981: 70)**

In order to ensure that the communication process progresses, each of the above elements must meet certain requirements.

The sender is an individual who wants to impart an idea. The sender and the receiver each has his/her own reason for interacting with one another. In this connection, Hoy & Miskel (1987: 241) have the following to say:

"A teacher initiates messages in order to instruct the students. The students listen to the teacher only if the message is viewed as being advantageous to them."
This idea also holds for communication between the headmaster, teachers, parents and students. By means of the channel the message is conveyed to the receiver. The role of the receiver is by no means passive in the communication process. When he receives the message, he reacts to it. His reaction may vary from acceptance of the message leading to positive reaction or rejection of the message and a consequent refusal to act. The reaction of the receiver is mainly determined by his interpretation of the message. The interpretation of the message means that it is being processed and decoded by the receiver. By means of this process, the message is given a specific meaning by the receiver. The meaning a receiver attaches to a message hinges amongst other things on his existing knowledge of the subject and sender.

3.3.2 The effectiveness of communication

To determine how effective the communication process was, the result of the communication has to be evaluated. This is done by comparing the reactions of the recipient of the communication with the intention that the sender of the communication had in mind. When the reaction of the recipient agrees with the purpose of the sender, the communication was successful or effective.

This reaction of the recipient follows the communication and takes place after completion of the communication. When the aim of a sender is, for instance to change the behaviour of the receiver the latter may understand the message clearly and interpret it correctly, but still not change his behaviour. In this case the reaction of the receiver is not in accordance with the aim of the sender and the communication has consequently failed.

Although a sender's communication could have a variety of targets, Herbert (1981:179) distinguishes four general aims:

* to change options;
* to change comprehension or insight;
* to change attitudes; and
* to change action.

The headmaster must be aware of the fact that a sender of messages must meet certain requirements in order to enhance effective communication in his school. Botes & Davenport (Collen, 1991:27) distinguish the following factors that would benefit the headmaster and the top management of the school, namely, the sender must be regarded as credible, authoritative and dependable. The motivation to accept advice from an authority figure is enhanced when the receiver (teacher) experiences uncertainties he would like to clear up.

Empathy on the part of the sender (headmaster) is a key to successful communication. If a sender and receiver can communicate in spite of their differences, they move closer to one another in respect of their attitude and conviction (Collen, 1991:27).

Additionally, four issues of communication which enhance effective communication are identified namely, asking questions, listening and hearing, responding to a subordinate’s point of view and handling emotions (Nelson-Jones, 1991:24-31).

Questions as an issue will now briefly receive attention.

3.3.2.1 Questions

Questions are the door which a person can use to pass into others people’s minds to become acquainted with what they are thinking and why they are thinking it.

Questions are used to keep discussions on target. They should be an integral part of any communication attempt (Nelson-Jones, 1991:37).

Questions necessitate that listening and hearing also occur.

3.3.2.2 Listening and hearing

A good discussion is a two-way street, a give-and-take of thoughts and attitudes, of ideas and opinions, of feelings and emotions. In this case, the
headmasters listening and hearing skills are important. In addition, whenever a person listens to what is being said, he or she must read between the lines and piece together, if possible, the totality of the speakers ideas and feelings. The listener is free to ask questions (Nelson-Jones, 1991:17) and respond to a point of view.

3.3.2.3 Responding to a subordinate’s point of view

Headmasters should realise that no two persons have exactly the same patterns of thought and that every person is distinctive in his or her own experience and emotions; a unique person with unique needs (Nelson-Jones, 1991:18). Emotions also need to be catered for.

3.3.2.4 Handling emotions.

When a sound understanding of own emotions has been gained, the headmaster will be in a much better position to be helpful in dealing with others who are being driven by their emotions rather than guiding themselves steadily through reasoning and logic (Nelson-Jones, 1991:22-31).

In order to manage effectively, the headmaster should have a clear idea of what he hopes to achieve with his message. It is necessary that he identifies the specific targets of the communication. As a result he will be able to compose the message better and choose the best channel for its transmission and thus few teachers will experience frustration in the school due to poor communication.

As part of his leadership task the headmaster is also a leader in communication. This fact places him under the obligation to master the art of communication as part of his leadership capabilities.

This is imperative because communication is a necessary requirement for influencing teachers conduct, to reduce stress and to motivate them to act and teach effectively (Cawood, 1976:52).

Communication is closely linked to delegation. Thus an exposition of delegation as a management aspect relative to effective rural schools will now be attempted.
3.4 DELEGATION

Delegation of duty amounts to division of labour, the assigning of certain duties to subordinates (Marx, 1981: 172). It also implies authorising the necessary means for the fulfilment of the duty, and engendering commitment on the part of the subordinates to fulfil their duties satisfactorily and also being accountable for their execution. Briefly, delegation means that a person is given the right to take decisions at a lower management level, is allowed the freedom to act in a way that he deems fit for attaining the goal and has to account to the higher authority for the implementation of the task.

Van der Westhuizen (1991: 178) defines delegation as follows:

"...pligte met gepaardgaande verantwoordelikheid en gesag aan die ander toe te vertrou ten einde 'n sinvolle verdeling van werk te maak en die doeltreffende uitvoering daarvan te verseker deur die persone aanspreeklik te maak vir die resultate of bereiking van doelwitte."

In short, the headmaster acts through his teachers to accomplish objectives. In order to manage effectively, the headmaster must always remember that delegation is unthinkable without communication. Furthermore, they must take cognizance of the view of Koontz and O'Donnell (1964: 56) that delegation is so important in management action that they refer to it as "the cement of organization".

An organization exists to perform certain tasks with responsibility and to achieve certain goals (compare 1.1). It is said that the headmaster as manager, is one who achieves organisational goals through and with other people (compare 2.3). So when a headmaster entrusts his work or some aspect of it to his colleagues while he is busy with something else, he is delegating. He is achieving goals through and with other people (Van Wyk, 1987: 99). Delegation has certain values which are now discussed.
3.4.1 The value of delegation

For the headmaster to manage effectively, he should be aware of the value of delegation and always keep the following three benefits in mind namely:

3.4.1.1 *It saves time*

In each and every organization there are certain tasks that are performed only by the manager. The school is no exception to this rule, as some tasks, because of their complexity, need the skills and expertise of the headmaster. Through delegation the headmaster can multiply himself through others. He can free himself from trivia. He will have time for the work he alone can perform (Jenks & Kelly, 1985:34).

The real function of the headmaster, as has already been cited, is to do work through and with others. The work of the headmaster is to think, direct, organise and to plan ahead (Jenks & Kelly, 1985:34; Marx, 1981:211; Allen, 1964:109).

If the headmaster does not plan ahead, he will have to keep on reacting to events rather than anticipating them. He will be like a fire-fighter. The fire-fighter does not know when the next fire will break out. The scope for initiative and enterprise of such a manager is seriously limited (Adair, 1988:50). This state of affairs does not enable a headmaster to manage effectively. Thus he needs to plan ahead and anticipate certain events in order to manage an effective rural school.

3.4.1.2 *It ensures effective use of manpower and financial resources*

Through delegation the headmaster of an effective rural school ensures better utilization of human resources. The division of tasks among subordinates ensures that everybody does something at all times. The physical assets namely, immovable capital resources, are also effectively employed. When teachers are allowed to participate in decision making, the
thinking skills of everybody are engaged in promoting organisational goals. More work is being done for each Rand paid in wages (Popagano, 1993:7). This enhances the effective management of the school.

Through delegation the decision making function is shifted to the lower and appropriate level. Decisions are taken by the lower-paid employees, rather than by highly paid managers (Jenks & Kelly, 1985:35). Devolving the decision making through delegation to the lower and appropriate level is important. Decisions through delegation should, if possible, be taken at the level where they will be implemented (Jenks & Kelly, 1985:35).

A headmaster should remember that he is involved in the spending of public money, although not in real cash terms. He is “spending” the salaries of teachers and clerks, he is “spending” the time of students and teachers as well as the money used to put up expensive buildings. The effective spending or use of manpower through delegation and other processes will make the headmaster more effective (Mackenzie, 1972:123).

3.4.1.3 Delegation motivates

Abraham Maslow, a distinguished and indispensible authority in the area of motivation, enunciated the theory of a hierarchy of needs (Owens, 1991:107; Hoy & Miskel, 1987:177; Everard & Morris, 1990:25). In order to motivate man, his needs must be satisfied or met.

This idea is relevant to the management of effective rural schools, where headmasters must strive to satisfy both teachers and students needs for effective teaching and learning to take place.

Through delegation the headmaster can meet these needs. Delegation satisfies self-esteem (Popagano, 1993:9). When teachers are given important tasks to perform, they feel important and this is crucial in increasing human performance. Challenging work gives the teacher an opportunity to develop into a person with a positive self-concept (Kok, et al., 1992:35).
In striving for high performance, it is important that the right decision be taken, but it is also important that the decision be carried out with enthusiasm. The decisions which teachers carry out with most enthusiasm are the decisions they have taken themselves. Ash (1984:73) supports this claim when he states that people will support that which they help to create.

Delegation boosts the moral and interpersonal relationships between teachers and headmasters. If headmasters are good delegators, teachers and students are likely to experience more willingness to work up to late hours when there is pressure present (Adair, 1988:50).

Delegation is often the best possible way of training staff-members for greater responsibility. Through delegation, a headmaster is teaching and providing his teachers with in-service training. Thus the skills, expertise and experience the headmaster possesses will remain with the institution when he leaves (Popagano, 1993:17). To delegate and watch teachers develop is perhaps the most satisfying experience a headmaster of an effective rural school can have.

It must, however, be pointed out that delegation cannot work unless there is mutual trust founded on a personal and professional integrity (Jenks & Kelly, 1985: 122). Trust is the oxygen of human relations. When a headmaster delegates, he is taking a risk. That is why trust is central to delegation. Of course trust must be earned. A teacher earns it by his contributions, his reliability and trustworthiness. But trust has still to be given to the headmaster as well (Jenks & Kelly, 1985:122). Therefore delegation is an important leadership initiative towards creating a climate of trust in an effective rural school.

The above exposition has shown that delegation is an indispensable aspect of management if effectiveness is to be attained. It is rather surprising that most headmasters do not delegate sufficiently.
Apart from the value of delegation, there are obstacles in the way of effective delegation, which are now briefly dealt with.

3.4.2 Obstacles to effective delegation

There are a few factors that scholars and researchers in this field have identified as obstacles. Headmasters should be aware of these obstacles if they hope to manage effectively. The first obstacles to be discussed is a concern for prestige.

3.4.2.1 Concern for prestige

Some responsibilities and activities of organisations are particularly important. Doing them bestows a high status on an individual (Popagano, 1993:8). Hence a person will experience high self-esteem and prestige upon successful completion of such activities. Headmasters sometimes do not want their teachers to share these rewarding experiences. Some headmasters and directors of education want this honour and recognition for themselves (Goodworth, 1985:29).

Headmasters may feel that delegating some of their responsibilities will lower their exulted positions. Goodworth (1985:27) puts it succinctly when he says: “To such managers, delegating work is rather like donating blood, frightening to contemplate, messy in the giving and worst of all, entailing a personal and irreplaceable loss.” Headmasters also sometimes fear a take-over of their positions.

3.4.2.2 Fear of being superseded

Headmasters are sometimes secretly afraid that if they give their subordinates a chance, those subordinates might do the work far better than they could (Jenks & Kelly, 1985:96). This happens mostly in cases where headmasters are not confident in themselves. Such
headmasters live under the fear of anxiety - the fear of being thrown on the scrap heap, of being superseded. This nervous and insecure headmaster is always desperately trying to avoid a challenge in his leadership (Goodworth, 1985:30). Personality factors can also play a role in blocking effective delegations.

3.4.2.3 Headmaster's personality

Another factor identified as one of the obstacles to delegation is the headmaster's personality. The headmaster might be unable to guide and direct others, due to a lack of team leadership skills (Watson, 1985:88-89), and hence he does everything himself. Possibly his public relations might be poor and he may therefore restrict his contact with others to the minimum (Goodworth, 1985:41).

3.4.2.4 Resistance by subordinates

In some instances subordinates may resist accepting tasks. This happens mostly when the headmaster delegates tasks without conceding the right to others to also make mistakes. Headmasters reserve the exclusive right of making mistakes. Under such conditions teachers fear criticism. Low self-image on the part of staff members also adds to the resistance (Jenks & Kelly, 1985:104). If the headmasters in Bophuthatswana are to manage schools effectively, they must not lose sight of the above exposition on both the values and obstacles of delegation. Personnel development through involvement as a management aspect relative to effective schools will now be attempted.

3.5 Personnel Development Through Involvement

In order to manage an effective school, the headmaster must succeed in achieving predetermined organizational objectives. Close co-operation with other people and other resources is a prerequisite for success. As a leader, his role is to co-ordinate the activities of others, rather than perform
operations himself (Newman & Summers, 1963:14). Management functions adequately only through people. De Wet (1981:74) contends that personnel involvement helps to stimulate staff to perform instructional as well as administrative tasks efficiently and successfully.

The effectiveness of a rural school is enhanced when the headmaster directly involves teachers in the management of the school. Staff members can be developed by being involved in the following functions:

3.5.1 Planning

The most basic of managerial functions is planning. It originates from managerial innovation, that is, the desire to create something new. Koontz, et al., (1986:101) and Gorton, (1984:55) state that planning includes the objectives that management would like to accomplish, what course of action should be taken to achieve them and who should be responsible for the making of decisions and the implementation of the plans. Hodgetts (1975:583), corroborates this by suggesting that planning is the formulation of objectives and the steps taken to achieve them.

Planning is limitless. The headmaster, assisted by his staff must make short, medium and long-term plans in the interest of the school. To be of any value, plans must be creative and imaginative.

Although planning is the most basic of management functions, it is sadly neglected in many schools because it receives the least attention (Van der Westhuizen, 1991:137). The problem is simply that some headmasters consider it to be a luxury they cannot afford, hence some schools are ineffective. Due to this aversion to planning, some schools are denied acutely needed opportunities to motivate and develop personnel.

Headmasters must be aware that teachers take pride in knowing that they are part of the organization. Once they feel that they have a part in controlling their destiny (Wiles & Lovell, 1967:240), it is easier
for the education leader to arouse them to tackle additional tasks with enthusiasm. Co-operative planning throughout, leads to optimal achievements and quality teaching (Cawood & Gibbon, 1985:178). Joint planning not only develops teachers, it promotes healthy interrelations between staff members and management as well.

In order to manage effectively, staff members need not only be involved in planning alone, but also in decision making.

3.5.2 Decision making

Griffiths (1959:75) declares that decision-making is the heart of management. Gannon (1977:302) considers it to be, “The selection of one alternative from various alternatives ...”. It is also Griffiths’s contention, that most components of management must be seen in terms of decision-making.

Decision making is essentially the prerogative of the headmaster. He, however, cannot operate in a vacuum. Decision making, like many other aspects, must be practised “through people”, but teachers at times are hesitant and reluctant to get involved in decision making (Campbell, 1975:285). Nevertheless, when they agree to be involved, their contribution makes the final decision a great deal more acceptable to the staff. Waters (1983:145) portrays teacher involvement in the decision making process as participatory decision making as a producer of collective opinion and decision to which the group will conform.

Co-operation, conformity and common consent usually enhance the spirit of effectiveness and development among the staff. In fact “the more people that participate in decisions which affect their working life, the more they are motivated to carry them out” (Cawood & Gibbon, 1985:54). This inference is underscored by Wiles & Lovell, (1967:185) who aver that it is easy to maintain the interest of the staff when a decision is made near the level of implementation. However, the headmaster must never give the staff the impression that he takes their time, energy and expertise for
granted. He must always show his gratitude by thanking and praising his colleagues for excellent alternative solutions that they may happen to come up with. Collective decision making makes the implementation of decisions compulsory, thus the headmaster manages effectively. Participatory decision making gives the headmaster ample opportunity to keep in close contact with his staff. In this way he also learns how to develop their feelings, opinions and preferences better. Close cooperation results in self-motivation and generates a healthy staff spirit.

3.5.3 Supervision

Supervision or control is the terminal point of all managerial functions. The object of supervision is to direct and inspect the performance of teachers, to maintain planned standards and to regulate the implementation of decisions taken. Control serves as a yardstick to measure and correct the performance of subordinates (Koontz, et al., 1986:549; Vegter, 1980:267).

Positive control, according to van der Westhuizen (1986:200) guarantees that teachers will do their preparation, that the pupils will be evaluated and that instructions will be carried out. The essence of supervision is to stimulate teachers to develop and to improve the quality of their performance. In this regard, Goodwin (1968:61) argues that for control to be effective, it must be tempered with understanding and a measure of professionalism:

"Proper direction there must be, and proper supervision there must be,
but not an inch further than is necessary must a head go. Teachers resent,
and rightly, the feeling that the head is looking over their shoulder."

In order to manage a school effectively, the headmaster can motivate by controlling if he implements a policy of undeviating impartiality. Any favouritism or unfairness will jeopardize his credibility. The headmaster must be firm but fair. Stern supervision by rumbustiousness and rank-pulling over teachers must be avoided. Gellerman (1963:32) in fact identifies certain types of people who should
not be in responsible positions, namely:

* The intransigent taskmaster who finds pleasure in rebuking one individual in the presence of others.
* The drill sergeant who is quick to criticize but disinclined to praise for good work
* The stubborn one who insists that his word is law and regards compromise as a weakness.

Headmasters who wish to manage effective rural schools in Bophuthatswana should dissociate themselves from the above characteristics. Classroom control is never neglected in effective schools, thus it is briefly discussed.

3.5.3.1 **Classroom control**

In a modern, comprehensive rural school, control is shared between the headmaster and various heads of department. The headmaster always remains supremely in charge but in view of the multifaceted nature of the various syllabi within the school curriculum, subject heads have to be granted a measure of latitude and autonomy in controlling their departments (De Wet, 1981:195). Constructive criticism given in the correct spirit by the top structure will undoubtedly develop and motivate the staff to take on new challenges with vigour and confidence.

If teachers are professionally supervised by both headmaster and top structures, they will develop and do work to the best of their ability. This will lead the school to effectiveness.

3.5.3.2 **Organization of informal in-service training**

A primary function of the educational leader is to co-ordinate and control the various administrative, instructional and cultural activities of the school. Another important
responsibility of the headmaster, however, is to create special "internal" in-service opportunities for his staff (Bondesio & De Witt, 1991:274; Naidoo, 1991:107). In this modern age where knowledge becomes outdated so rapidly, it is imperative that the headmaster continually makes provision for professional growth and development within the organizational structure of the school (Bondesio & De Witt, 1991:258-259). The creation and maintenance of structures that enrich teachers will motivate them to teach effectively and to perform to their maximum ability.

Teachers in these modern times usually know their subject matter well. They know how to teach, and generally understand pupil behaviour. Some of them, in fact, know a great deal more about their kind of work than do some headmasters (Gorton, 1984:208). In spite of their knowledge, however, it still remains the duty of the headmaster to faithfully supervise their activities. Even though the headmaster may delegate a large portion of his supervisory duties to the subject heads, he is required to keep abreast of the latest techniques and trends in education. For effective control, it is advisable that the principal meet with his heads of department on a regular basis. The object of such meetings would be to obtain feedback from them to lay down broad guidelines, to seek solutions to existing problems and to give guidance for action programmes (Bondesio & De Witt, 1991:262)

3.5.3.3 Supervision of informal continuing in-service training

It is expedient that the headmaster take an active interest in the teaching activities of every staff member to ensure that effective teaching takes place. This vigilance is absolutely necessary as the quality of the personnel's teaching will ultimately decide the educational standards of the school. In order to ensure that his teachers do not lag behind but keep abreast of the latest developments in education, the headmaster must undertake the promotion of in-service training programmes at his school. After conducting a needs assessment, that is establishing the deficiencies of his staff within the various departments,
the principal can make recommendations to the authorities for the type of in-service training programme to be undertaken (Bondesio & De Witt, 1991:262-263).

When implementing a particular in-service training programme, the headmaster can utilize the expertise of both senior and junior teachers. A word of caution is that training sessions must not replace the regular subject meetings held in the school by various departments. In-service training is of inestimable value as it provides on-going enrichment and motivation to teach effectively on the part of each staffmember. The most eligible individuals to conduct such seminars are the senior teachers, subjects advisors or even visitors who are experts in their field. In searching for people to run symposia, the headmaster must not disregard talented teachers on the staff, whose expertise remains untapped. When a hitherto unknown teacher is drawn into a programme, it stimulates him to make a more positive contribution to the school in future (De Witt, 1979:72). The effective headmaster also does not discourage the establishment and perpetuation of regional subject-associations. These subject associations are extremely beneficial to the teacher. They usually convene quarterly to discuss, amongst other matters, the interpretation of syllabi, subject objectives, methodological problems and examinations (Bondesio & De Witt, 1991:276).

3.5.3.4 Assistance to the beginner teacher

The headmaster must never lose sight of the fact that the newcomer is a teacher in the making. The foundation laid at college or university must be strengthened and built upon (Cawood & Gibbon, 1985:121). Often a beginner is distressed by the amount of learning and adjusting he still has to contend within a classroom situation. The common practice in rural schools is to throw the newcomer in at the deep end and expect him to swim, that is, he is presented with a time-table, a syllabus, some text-books, a list of extra-mural duties and directed to his classroom. It is when the novice teacher stands alone in the classroom that he finds difficulty in coping with lesson preparation, teaching methods, disciplinary
problems, pupil apathy and unfathomable modern adolescents (Cawood & Gibbon, 1985:121). It is vital that in order to direct and support the effectiveness of the novice teachers from the outset that the headmaster should support and direct them from their inception into the school.

Bradfield and Kraft (1970:222) correctly point out that relatively few professions are quite as demanding on their beginners as the teaching profession. In order to make the adjustment of the novice teacher a little more pleasant and effective, headmasters must make a special effort to direct and support them more directly as they strive to find their feet. Orientation of the novice teacher towards effective performance could take place in the following ways:

* The headmaster or a senior teacher could visit the newly appointed teacher at his residence to welcome him to the school. Such a visit builds up his confidence and immediately makes him feel as though he is part of the team.

* It is also advisable for the headmaster to send the young teacher a letter of thanks for his application. This gesture would immediately make the applicant feel special.

* It would also be a commendable gesture on behalf of the headmaster if he sent the beginner a letter of congratulations after receiving his official appointment to the school. A letter of this nature would immediately make communication between the subordinate and the headmaster less restrictive (Bernard, 1981:107).

* A senior teacher should be assigned as a “guardian” to the novice teacher. The chief function of such a “shepherd” would be to assist him with the initial difficulties related to daily preparation, the application of suitable teaching methods, the use of teaching aids and disciplinary problems inside and outside the classroom. A periodic courtesy visit by the headmaster to the beginner’s class could prove to be of inestimable value. Such a visit is reassuring. It boosts the morale and directs him towards being effective.

* Special time should be set aside by the headmaster or his delegate for interviews with the new
teachers. The discussion, according to (Bondesio & De Witt, 1991:221-234) would have a two-fold purpose, namely:

- to give the headmaster insight into the personalities of his beginners; and
- to give the newcomers a chance "to peep" into the organizational machinery of the school. Open and frank discussions clear the air and stimulate the teachers to rise to their new challenges with positive resolution. The same ground must not be covered in the normal staff-meetings.

3.6 SUMMARY

From the aforegoing exposition of management aspects relative to effective schools, it has become evident that the headmaster is responsible for the school's enormous administrative, organizational and instructional machinery. He is the activating organ of the school that stimulates effectiveness in:

- teacher performance, initiative and responsibility; and
- pupil achievement and creative self-expression.

A knowledge of management styles is required by the headmaster if he desires to inspire his staff to perform their duties to the best of their abilities to ensure effectiveness in the entire school. He also needs the capacity to discern which management style belongs to which particular situation in order to ensure its effective use.

Communication has been reflected upon as a leadership technique and a skill. For the management of an effective rural school, communication is regarded as a vehicle towards attaining set objectives. Headmasters should be aware that the effective management of rural schools depends on effective communication. The headmaster as manager also achieves organizational goals by means of other people.
Thus delegation of duties has been discussed. Both the benefit of and obstacles to effective delegation have been described.

In order to manage a rural school effectively and successfully, the headmaster and staff must plan individually and collectively. This also applies to participatory decision-making. Collective decision-making enhances the implementation of decisions as voluntary. By involving and exposing staff members in aspects related to the management of schools, the headmaster develops their professional well-being. It is also the duty of the headmaster to assist the novice teacher from the outset to strive for effectiveness in the school. Against the background of the foregoing expositions, conclusions as well as recommendations will receive attention in the next chapter.
SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 SUMMARY

In chapter one, in an introductory orientation and statement of the problem, some of the problems that lead to ineffective management of rural schools in Bophuthatswana were highlighted. The headmaster's leadership and management roles were depicted as determining factors for effective management. In addition to this, the study was defined and its demarcation explained. Key concepts like educational management, management aspects, effectiveness, school and rural schools in the Bophuthatswana context were defined and explained in the light of a relevant literature study.

In chapter two essential aspects of effective schools were outlined. Aspects and guidelines on managing time, managing resources and managing learning which could provide for effectiveness were also dealt with.

The headmaster of an effective school was described as a good public relations expert. Thus his public relations should consist of adequate, successful headmaster-teacher, headmaster-parent and headmaster-pupil contact which will promote organizational effectiveness. Good interpersonal relationships and the ability to create and manage an inviting, open and positive climate is another aspect which is closely related to effective school management and also formed part of this chapter.

In chapter three, a literature study on management aspects relative to effective schools was undertaken. The management style as a universal phenomenon was expounded. The following management styles received attention: democratic, autocratic, laissez-faire and eclectic.
The significance of the communication process in an organisation as expressed by Chamberlain (1981:18) as "... the means by which people are linked together in an organisation to achieve a common purpose" was highlighted in an effective school. It was argued, that communication flows upwards, downwards and horizontally. The effectiveness of communication was also clarified.

The delegation of duties in order to ease the burden of headmasters and to develop staff members in the performance of certain tasks was explained. Both the benefits and obstacles were described. The development of personnel through involvement was expounded as it forms part and parcel of this chapter. Staff members can be developed both through participatory planning and participatory decision making. These two aspects affect the entire functioning of the school for any change in strategy should be communicated to the staff directly, in order for them to co-ordinate all activities accordingly.

Headmasters of rural schools must not lose sight of the fact that the newcomer must be well inducted to be able to fit into the team. Thus, through proper induction, the foundation laid at college is strengthened. Newly appointed teachers in the school should be supported and directed by the headmaster or his delegate from the time of their inception into the school.

A review of the three chapters of this study, seems to bring the following points to the fore:

* Headmasters of rural schools in Bophuthatswana must be well trained for their tasks.
* Headmasters must involve all stakeholders, that is, teachers, parents and pupils in matters affecting the institution.
* Headmasters need to have control over their schools to be able to manage effectively.
* Educational managers are initiators of change and must give exemplary leadership.
* Creating and managing a positive professional school climate in daily activities must be a priority for headmasters.
The headmaster is depicted as both leader and manager of a school. Thus the effectiveness of teacher and pupil involvement depend primarily on the headmaster's managerial and leadership skills.

4.2 CONCLUSIONS

From this study, the following conclusions can be drawn:

* Some educational managers in Bophuthatswana rural schools may be generally ill-equipped for their tasks, which in turn leads to the inefficient management of the schools.

* The headmaster as educational manager is a key figure in the total functioning of the institution. His ability to motivate both the teachers and the pupils to perform to the best of their ability is of utmost importance towards effective management.

* The effective functioning of a school requires partnership built on trust between the parent community and the institution. It is the duty and responsibility of headmasters to accomplish parent involvement as effectively as possible in school matters.

* The headmaster should create and manage an open, inviting and positive climate which must be conducive to both teaching and learning.

* The headmasters leadership behaviours and effective school management will promote and foster organisational commitment amongst staff, pupils and parents.

* Aspects of leadership behaviour that are closely related to promoting organizational effectiveness are the fostering of a positive, professional, open and inviting school climate, good public relations, participatory planning and decision making.

* The role of the headmaster has gradually changed from the traditional headmaster to an expert in management, to such an extent that the success of his school at present depends largely on his expertise as manager and leader.
4.3 **RECOMMENDATIONS**

In order to promote effective management of rural schools, the following recommendations are made:

* the role of the headmaster has changed rapidly and radically in the last two decades. The headmaster's responsibilities embrace the entire set of managerial and instructional functions. It is therefore imperative that headmasters keep abreast of developments in their field by extensive study. However, while it is in disputable that textbooks can inspire or provide new understanding or visions, their distance from the everyday life of headmasters and schools increases the possibility that new initiatives will be thwarted or that new visions will never be realized. The authorities must therefore accept the differences that exist between theory and practice, and encourage educational managers to reflect and write about their own work so that their voices may be heard more strongly;

* headmasters should be exposed to the diversity of management skills available, through well-structured, in-service training programmes as a support service, in order to keep them free from stress and to direct them towards effective management of rural schools;

* headmasters need to invest more time in coaching their teachers on the job and counselling them on how to improve future performance. Effective feedback tends to enhance effective management;

* teachers' participation in decision making in schools is most desirable as the school as an organisation is composed of more than just the headmaster. When teachers have an interest and the necessary expertise they should be involved in the decision making process, for their involvement will serve as motivation for their participation;

* headmasters as instructional leaders should ensure regular monitoring of teaching activities, but the system used should not distinguish effective teachers from ineffective ones in a manner that is discriminating and prejudicial to staff motivation. Most newly appointed teachers are in
need of some sort of support system and the headmaster and the top management of the school should guide and control new teachers, and need to be understanding and helpful. Where possible, rules and regulations should be kept to a minimum and freedom within the school organisation be allowed so that a certain amount of experimentation can take place. If this process is carefully monitored, it can lead to the school being more effective.

* headmasters must be encouraged to enrol for a recognised Diploma in Education Management or enrol for a B.Ed. degree and include Educational Management as a course in their curriculum;

* this will expose headmasters to theories of management and management aspects which would assist them in managing rural schools effectively.

4.4 CONCLUDING COMMENTS

The researcher is aware that, owing to constraints of space, the present study cannot undertake an investigation of all aspects relevant to the subject. Be that as it may, it cannot be disputed that there are certain problems of management in Bophuthatswana rural schools, which this study has been able to identify and explore. An attempt to redress these problems must be made by encouraging headmasters to manage effectively. It is therefore hoped that the situation in rural schools will soon be resolved by active intervention by all those whose duty it is to promote effective educative teaching which emanates from the effective management of schools.


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