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STAFF MANAGEMENT IN SECONDARY SCHOOLS IN
THE ZOLA-EMNDENI AREA OF SOWETO

by

SIMEON SHAMASE

SHORT DISSERTATION

Submitted as partial fulfilment of the
requirements for the degree
27258047
MASTER IN EDUCATION

in

EDUCATIONAL MANAGEMENT

in the

Faculty of Education

at the

RAND AFRIKAANS UNIVERSITY

PROMOTOR: DR. J.A.J. SMITH

December 1986
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The researcher's most grateful and appreciative thanks are extended to:

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* The love, support and encouragement displayed by members of my family, during the course of my study.
DECLARATION

I hereby declare that this is my own unaided work and that I have given recognition to all sources I have used. The figures appearing in the text have been duly checked and are accurate.
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LIST OF TABLES AND DIAGRAMS

TABLE 1.1: SUMMARY OF RESEARCH – FINDINGS ON ANNEXURES, A & B

DIAGRAM 2.1: MANAGEMENT LEVELS IN A SCHOOL
SAMEVATTING

’n Kombinasie van interne en eksterne faktore het saamgewerk om persoonelbestuur in die Zola-Emndeni-gebied in Soweto oneffektief en ondoeltreffend te maak.

Die gevolge van hierdie wantoestand sluit in swak eksamenuitslae, die ineenstorting van discipline en ’n algemene swak funksionering deur sommige skoolbestuurders en onderwysers in die uitvoering van hulle pligte.

Verskeie outeurs wat skryf oor personeelbestuur het die weg voorberei vir ’n ondernem na die funksionering van personeelbestuur in die gebied wat onderzoek is. Hulle werk dui daarop dat personeelbestuur in ’n skool onder andere bepaal word deur werkgedrag, verhoudings, die organisatoriese eienskappe van ’n skool, diensvoorwaardes en werkomstandighede. Die ondernem wat in hierdie studie beskryf word is gebaseer op die boenoemde faktore en ander soortgelyke gebied, en het geskied deur middel van gestruktuurde onderhoudskedules.

Die studie wys dat die skynbare wanfunksionering van die sekondêre skole in die Zola-Emndeni-gebied moontlik toegeskryf kan word aan, onder andere, ’n geslote werkklimaat, swak kommunikasie, ’n gebrek aan professionele optrede by sommige skoolbestuurders en onderwysers, en ’n byna volkome gebrek aan eerlike en konstruktiewe terugvoermeganismes in verband met werkverrigting.

In ’n poging om voorstelle te maak wat personeelbestuur sal verbeter, word maatreëls voorgestel wat ’n byna volkome antitesse vorm met die huidige toestande. Daar word ook ingegaan op die moontlike verbeterde produktiviteit van skoolbestuurders, onderwysers en leerlinge wat dit sou kon teweegbring.
CHAPTER 1

STATEMENT OF PROBLEM, JUSTIFICATION FOR,
AND AIMS AND OBJECTIVES OF THE STUDY

1.1 INTRODUCTION

Black Education is presently going through a very difficult time. Principals, deputy principals and heads of department seem to be gradually losing their grip on the educational activities of their subordinates and pupils. This is especially the case in certain secondary schools. As people in key leadership positions in Black Education, the public views these educational managers as people who should be able to make a major impact on the calibre of education and teaching in the schools. Suffice it to say that by and large, this is at present not the case.

To a very large extent, the prevailing chaotic conditions in Black Education can be attributed to Black political demands and aspirations. These demands and aspirations are often coupled with Frank Molteno's (1981: 1.60) arguments that Black Education was designed to:

* control the direction of thought of the black people;
* limit the lines of communication for the blacks;
* curtail contact across language barriers;
* dwarf the minds of the black South Africans;
* condition blacks to servitude.

Some people and a significant number of teachers believe firmly that Molteno's arguments are valid. Consequently they are actively impeding effective instruction at certain post-primary schools. Some pupils collaborate with these elements by:

* arriving at school without text books or writing material;
* deliberately arriving late for classes;
* refusing to enter the classrooms;
* refusing to respond to, or to participate in the actual teaching and learning process;
* grossly undermining school authority.
However, there is most probably ample evidence that poor management plays a significant role in perpetuating the present unrest at some secondary schools. Some teachers blame their own superiors for tamely succumbing to the situation. The senior education managers are further accused of failing to provide their subordinates with effective and efficient technical skills and knowledge to enable them to cope with the situation. In turn, principals, deputy principals and heads of department blame their subordinates for collaborating with outsiders and some radical pupils who make the schools ungovernable.

Under circumstances such as these, very little meaningful education can take place.

This study, however, does not concern itself with the countrywide unrest at black schools. It nevertheless, focuses on, and attempts to illuminate the staff management activities of the educational managers in the Zola-Emmdeni area of Soweto. This is the case because the researcher is firmly committed to the fact that even in circumstances such as described above, the professional activities of the educational managers should be investigated and guidelines provided for more effective management of education and teaching at school level, especially in the area under research.

Bearing in mind the abovementioned introductory remarks, the preliminary statement of problem and justification for the study will now be attempted.

1.2 STATEMENT OF PROBLEM AND JUSTIFICATION FOR THE STUDY

Many parents in the Zola-Emmdeni area of Soweto believe that the education of their children is unsatisfactory. This could be attributed to, among other things:

* The disappointingly low pass rate percentage in the standard ten examinations. Over the last three years, the pass rate percentages in the area under research, were as follows:
  1983: 32% pass;
  1984: 28.4% pass;
1985: a total boycott of the examinations (Department of Education and Training, 1983/1984/1985: Official Examination Results). This disastrous situation causes an enormous loss of money, and waste of manpower. The academic future of hundreds of young South Africans is seriously jeopardised.

* The apparently weak staff management at some of the schools in the area under research. The principals, deputy principals and heads of department seem not to be able to cope with their staff management tasks. This inevitably leads to the collapse of discipline in schools. Outsiders take advantage of this situation and mobilise pupils against the established order. In the process, the academic progress of the pupils is retarded, and the teachers' own professional growth and development is seriously handicapped.

* The Department of Education and Training is rigidly adhering to a bureaucratic practice of promoting teachers to the ranks of the heads of department, and heads of department in turn, to the positions of deputy principals and principals, on grounds of qualifications, seniority, length of service and good performance in previous positions. Such practises often ensure that sooner or later, these educational managers perform incompetently. This is because being good as a teacher does not necessarily mean that one will also be good as a head of department, and that being good as a head of department or deputy principal does not necessarily mean that one will also be good at principalship. In this fashion, many teachers, heads of department and deputy principals are promoted until they reach their level of incompetence (Ritzer, 1981: 16-20).

In the face of these and numerous other management problems in Black Education, an effort should be made to investigate the staff-management operations of principals, deputy principals and heads of department. Problem areas facing these educational managers should be identified. Proposals for possible improvement in the identified management problem areas need to be made. This is necessary because
the ability of the staff to work should lead to their willingness to work as effectively and efficiently as possible (Marx & Van Aswegen, 1984: 87). This can only be done if worthwhile and goal-orientated procedures are adopted and applied by the educational leaders and their management teams.

The extent to which educational managers at school level, direct their operations towards the needs of their subordinates, should be brought under focus in the present critical situation facing Black Education. Every principal, deputy principal and head of department should try to provide his subordinates with the opportunity of satisfying their needs as a means of motivation towards greater effort in the discharge of the assigned and routine duties (Maslow, 1953: 85). Above all, it is absolutely necessary to scrutinise the lifegiving character of the staff as a factor of production in a school. This is the case because the staff has a decisive effect in the use of other factors of production and production resources in a school. Buildings, furniture, equipment, programmes, books, grounds and even pupils are "dead" and inactive until the staff use them in some way or other. Moreover, it is the staff that determine whether these means are put to poor, mediocre or optimum use (Marx & Van Aswegen, 1984: 308).

Bearing the abovementioned statement of problem and justification for the study in mind, the next paragraph will be devoted to an exposition of the specific aims and objectives of this study.

1.3 STATEMENT OF AIMS AND OBJECTIVES

The aims of this study are as follows:

* to investigate staff management as practised by principals, deputy principals and heads of department at secondary schools in the Zola-Emmendeni Area of Soweto;

* to determine the factors influencing the existing management procedures in the schools under research and relate them to the prevailing climate;
the generally poor conditions of service and working conditions for teachers prove to be a demotivating factor and lowers performance;
the unprofessional handling of good and poor performances often causes teachers to resent the authority of their seniors, by either deteriorating from good to mediocre, or striving towards achieving the necessary minimum to avoid getting into trouble with the "authorities";
the authority vested in the positions of principals, deputy principals and heads of department is not adequate to make teachers comply with directives, and the ambiguity of task-structures makes definite action by school management difficult;
the involvement of some political groups in education dilutes the authority of school managers and solely aims at achieving a political platform and recognition for the persons concerned;
the often quoted works of Frank Molteno, (1981) on black schooling in the country, are believed by many to be expressing the basic essence of black education in the land.

5.2 CONCLUSIONS

The results of the study lead to the conclusion that the staff management in the schools covered by the research is both ineffective and inefficient. Internal and external factors contribute largely to this anomaly, for example, bureaucratic promotions of teachers to management positions for which they are ill-prepared, is one of the numerous internal practices weakening the efficiency and effectiveness of educational managers. The interference by politicians in the management of education is one of the most difficult external destabilizing factors for the school managers to handle (Compare, paragraphs, 4.2.2-4.3.9.3).

The findings of the research come out strongly in support of the hypothesis that the staff is the lifegiving factor around which all other resources of production revolve in a school, and that teachers ought to be contented with themselves to be in a position to convert their ability to work into a willingness to perform well (Compare, paragraph, 1.2).

The statement of the above conclusions leads to certain recommendations for possible educational management improvement at the schools.
5.3 RECOMMENDATIONS

For possible staff management improvement, the following recommendations are put forward:

* the hierarchical structures in schools should be re-organised by the Department of Education and Training;

* teachers and their managers should be organised into task-groups each of which should be responsible for the achievement of specific goals and objectives;

* the officials of the Department of Education and Training should encourage the school managers to work in the direction of clearly defined and shared goals and objectives with their staff;

* principals, deputy principals and heads of department should at all times show respect for their staff, and concern for their feelings and needs - this ideal could be achieved through regular management training courses;

* inspectors of education ought to guide all school managers towards knowing the demands of their jobs through in-service-training;

* the task-structures and anticipated goals of school managers and their staff ought to be clearly defined by the Department of Education and Training and they should be realistic;

* regular exposure to, and participation in communication training courses of principals, deputy principals and heads of department ought to be encouraged by all those interested in education so that these educational leaders could be moulded into being inter-personally sound, and consequently becoming skilful in managing teachers;

* for the staff to be productive, loyal and develop in their jobs, educational managers would do well to give them regular and fair feed-back on their performance;

* to enhance higher performance, school managers should endeavour to make teachers feel part of a team with their colleagues, by involving them in mutual objective-setting and decision-making;

* to facilitate effective staff-management, the Department of Education and Training should ensure that school managers are responsible, accountable people, who reach their positions through
hard work, and who are there to help their subordinates, rather than use them as scapegoats;
* the Department of Education and Training should introduce educational management as a compulsory discipline in all levels of teacher-training instead of the wasteful, traditional learning and developing educational management skills on the job;
* educational leaders ought to come out and direct the parent-community towards eliminating the over-emphasis of politics in education, and the unnecessary stressing of some critical writings of certain authors on black schooling.

5.4 CONCLUDING COMMENTS

The researcher is overly aware of the fact that the scope of this short dissertation is not very broad seeing as it covers only three secondary schools in Soweto. Furthermore, to a very critical reader, it might even seem forced. Notwithstanding, however, suffice it to say that the research seems to point out that there are problems on the managerial level at Black schools. These problems must be addressed and attempts must be made to place educational management at Black schools on a professional level. It is those upon whom the future of this country depend that suffer in the end. Such a situation should not be tolerated.

There are also those who might find the empirical research rather flimsy - once again it must be emphasised that both the research project and the research goal were severely hampered by the limitations of a short dissertation.
ANNEXURE A

1.1 Interview-schedule for principals, deputy principals and heads of department.

1.2 Background

As an M.Ed. student at Rand Afrikaans University in the Education Department, I am doing research into staff management in the secondary schools in the Zola-Emndeni Area of Soweto.

It would be an important contribution if we could investigate this serious problem and come up with possible solutions.

I would appreciate your participation in this research.

I promise to observe the confidentiality of this interview. Information which you give will solely be for the purposes of this research. You and your answers will not be identified.

Insert your job title in this space


Please tick the appropriate answer below, thus (✓).

Where you have to supply your own answer, please use the space provided.

2. INVESTIGATION AND PROPOSALS

2.1 Organisational characteristics of the schools at your school leadership processes are:

2.1.1 (i) Authoritarian ....................

(ii) Non-supportive ....................

(iii) Participative ....................

(iv) Supportive ....................
2.1.2 At your school communication processes are:

(i) weak
(ii) distorted
(iii) strong
(iv) accurate

2.1.3 The interaction influence at your school could best be described as:

(i) cold
(ii) distant
(iii) warm
(iv) close

2.1.4 As practised at your school, decision making is:

(i) unilateral
(ii) somewhat unilateral
(iii) shared
(iv) somewhat shared

2.1.5 The best description of goal-setting at your school would be that it is:

(i) unilateral
(ii) somewhat unilateral
(iii) shared
(iv) somewhat shared

2.2 ATTITUDES AND VALUES

2.2.1 Your subordinates at your school could most adequately be seen as:

(i) disciplined
(ii) lazy
(iii) undisciplined
(iv) somewhat disciplined
2.2.2 If left to themselves, your subordinates would:

(i) harm the school ................. ......
(ii) somewhat harm the school ..............
(iii) do their work on their own ..............
(iv) somewhat do their work on their own ......

2.2.3 As far as could be ascertained the general feeling of the majority of your subordinates is that school management:

(i) cares about them .....................
(ii) somewhat cares about them ..............
(iii) does not care about them ................
(iv) exploits them ...........................

2.2.4 Your subordinates' main pre-occupation is:

(i) to keep out of trouble .................
(ii) to pass the buck ......................
(iii) to somewhat pass the buck .............
(iv) to uplift the good name of the school ...

2.2.5 According to your observation, most teachers feel:

(i) that their seniors are running the school well ..................................
(ii) that their seniors are somewhat running the school well ......................
(iii) that they could run the school better than their seniors ....................
(iv) that they could run the school somewhat better than their seniors ................

2.3 WORK BEHAVIOURS

2.3.1 At your school output are being:

(i) achieved ..................................
(ii) somewhat achieved ....................
(iii) not achieved ..........................
(iv) somewhat not achieved ...............
2.3.2 The working conditions at your school could best be described as:

(i) poor ........................................
(ii) fair ........................................
(iii) good ........................................
(iv) satisfactory ..............................

2.3.3 As far as could best be ascertained, most people at your school feel:

(i) warmly intimate together .................
(ii) isolated ....................................
(iii) somewhat isolated ........................
(iv) kept at a distance by their seniors ......

2.3.4 Staff-training at your school is:

(i) Good ........................................
(ii) poor ........................................
(iii) fair ........................................
(iv) nonexistent ..............................

2.3.5 At your school, performance goals are:

(i) clear ........................................
(ii) somewhat clear ...........................
(iii) clearly defined ...........................
(iv) somewhat clearly defined ..............

2.4 RELATIONSHIPS

2.4.1 Between the various management ranks, there are often:

(i) conflicts .................................
(ii) occasional conflicts ....................
(iii) harmonious interaction ...............  
(iv) somewhat harmonious interaction ...
2.4.2 Between people on the same hierarchical level at your school, there is:

(i) a high level of co-operation .....................
(ii) a somewhat high level of co-operation ............
(iii) a low level of co-operation ......................
(iv) a somewhat low level of co-operation ............

2.4.3 Important issues at your school usually:

(i) enjoy little honest and open discussions .......... 
(ii) enjoy honest and open discussions ............... 
(iii) enjoy no honest and open discussions .......... 
(iv) enjoy no attention at all ....................... 

2.5 CONCLUSION

Please make some other comment about the topics we have discussed or any other topic concerning staff management at your particular school.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________


Thank you for your co-operation.

SIMEON SHAMASE

ANNEXURE B

1.1 Interview schedule for teachers

1.2 Background

As an M.Ed. student at Rand Afrikaans University in the Education Department, I am doing research into staff management in the secondary schools in the Zola-Emndeni area of Soweto.

It would be an important contribution if we could investigate this serious problem and come up with possible solutions.

I would appreciate your participation in this research.

I promise to observe the confidentiality of this interview. Information which you give will solely be for the purpose of this research. You and your answers will not be identified.

Insert your job title in this space

Please tick the appropriate answers below, thus ( √ ). Where you have to supply your own answer, please use the space provided.

2. INVESTIGATION AND PROPOSALS

2.1 Teachers' orientation and in-service programmes

2.1.2 When you first arrived at your school, you were:

(i) gradually and systematically assimilated into the school
(ii) somewhat gradually and systematically assimilated into the school
(iii) left to try to cope on your own with the new situation
(iv) somewhat left to try to cope on your own with the new situation
2.1.3 The management of your school provides opportunities for:

(i) responsibilities and teacher duties ............... 
(ii) some measure of responsibility and teacher 
duties ..............................................
(iii) growth and development on the job ............... 
(iv) some measure of growth and development 
on the job ...........................................

2.2 CONDITIONS OF SERVICE AND WORKING CONDITIONS

2.2.1 As a teacher at your school, you are:

(i) fully informed of your benefits and 
privileges ...........................................
(ii) somewhat informed of your benefits 
and privileges ....................................
(iii) have no knowledge of what your benefits and 
privileges are ...................................
(iv) discovering your benefits and privileges 
by accident ....................................... 

2.2.2 According to your observation the school 
management:

(i) neglects staff-facilities, their health 
and safety ...........................................
(ii) somewhat neglects staff-facilities, their 
health and safety ................................
(iii) provides the work-place with all possibly 
esential facilities ............................... 
(iv) provides the work-place with bare minimums ...... 

2.3 HANDLING GOOD AND POOR PERFORMANCE

2.3.1 Good performance by teachers at your school

(i) is usually rewarded and encouraged ............... 
(ii) somewhat rewarded and encouraged ............. 
(iii) is often taken as non-event by seniors ........... 
(iv) is somewhat taken as non-event by seniors ......
2.3.2 Poor performance by teachers at your school is:

(i) directed towards improvement ..................
(ii) somewhat directed towards improvement ...........
(iii) usually accompanied by threats ................
(iv) sometimes accompanied by threats ..............

2.4 POSITION - POWERS AND TASK - STRUCTURE

2.4.1 The positions of principals, deputy principals and heads of department, are, according to your observation:

(i) adequate to make teachers comply with directives ................................
(ii) inadequate to make teachers comply with directives ..............................
(iii) somewhat adequate to make teachers comply with directives ....................
(iv) somewhat inadequate to make teachers comply with directives ..................

2.4.2 At your school tasks are:

(i) clearly specified and verified ......................
(ii) somewhat specified and verified .................
(iii) unstructured, ambiguous with no clear-cut solutions ................................
(iv) structured and clear, with clear-cut solutions ....................................

2.5 CONCLUSION

Please make some other comment about the topics we have discussed or any other topic concerning staff management at your particular school.

Thank you for your co-operation.

SIMEON SHAMASE
(See Annexure A).
ANNEXURE C

1.1 SUMMARY OF RESEARCH - FINDINGS ON ANNEXURES A & B

TABLE 1.1: RESPONSES OF PRINCIPALS, DEPUTY PRINCIPALS, HEADS OF DEPARTMENT AND CHOSEN TEACHERS

RESPONSES ON ANNEXURE A

2.1 ORGANISATIONAL CHARACTERISTICS

<table>
<thead>
<tr>
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<th>(i)</th>
<th>(ii)</th>
<th>(iii)</th>
<th>(iv)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Leadership processes</td>
<td>10) 55.6%</td>
<td>8) 44.4%</td>
<td>0) 0%</td>
<td>0) 0%</td>
</tr>
<tr>
<td>2.1.2 Communication processes</td>
<td>7) 38.9%</td>
<td>8) 44.4%</td>
<td>1) 5.6%</td>
<td>2) 11.1%</td>
</tr>
<tr>
<td>2.1.3 Interaction influences</td>
<td>9) 50%</td>
<td>8) 44.4%</td>
<td>1) 5.6%</td>
<td>0) 0%</td>
</tr>
<tr>
<td>2.1.4 Decision-making</td>
<td>14) 77.8%</td>
<td>0) 0%</td>
<td>1) 5.6%</td>
<td>3) 16.6%</td>
</tr>
<tr>
<td>2.1.5 Goal-setting</td>
<td>15) 83.3%</td>
<td>0) 0%</td>
<td>2) 11.1%</td>
<td>1) 5.6%</td>
</tr>
</tbody>
</table>

2.2 ATTITUDES AND VALUES

<table>
<thead>
<tr>
<th></th>
<th>(i)</th>
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<th>(iii)</th>
<th>(iv)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 Description of subordinates by seniors</td>
<td>1) 5.6%</td>
<td>10) 55.6%</td>
<td>6) 33.2%</td>
<td>1) 5.6%</td>
</tr>
<tr>
<td>2.2.2 Trust placed on subordinates</td>
<td>10) 55.6%</td>
<td>8) 44.4%</td>
<td>0) 0%</td>
<td>0) 0%</td>
</tr>
<tr>
<td>2.2.3 Care about subordinates' welfare</td>
<td>1) 5.6%</td>
<td>1) 5.6%</td>
<td>8) 44.4%</td>
<td>8) 44.4%</td>
</tr>
<tr>
<td>2.2.4 Subordinates' main preoccupation</td>
<td>11) 68.1%</td>
<td>7) 38.9%</td>
<td>0) 0%</td>
<td>0) 0%</td>
</tr>
<tr>
<td>2.2.5 Teachers' opinion on running of schools efficiently</td>
<td>1) 5.6%</td>
<td>1) 5.6%</td>
<td>8) 44.4%</td>
<td>8) 44.4%</td>
</tr>
</tbody>
</table>
### 2.3 WORK BEHAVIOURS

<table>
<thead>
<tr>
<th>(i)</th>
<th>(ii)</th>
<th>(iii)</th>
<th>(iv)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.3.1 Achievement of outputs</strong></td>
<td>(4)22,2%</td>
<td>(0)0%</td>
<td>(14)77,8%</td>
</tr>
<tr>
<td><strong>2.3.2 Description of working conditions</strong></td>
<td>(13)72,2%</td>
<td>(1)5,6%</td>
<td>(0)0%</td>
</tr>
<tr>
<td><strong>2.3.3 Working climate</strong></td>
<td>(3)16,6%</td>
<td>(7)38,9%</td>
<td>(1)5,6%</td>
</tr>
<tr>
<td><strong>2.3.4 Staff-training</strong></td>
<td>(0)0%</td>
<td>(13)72,2%</td>
<td>(1)5,6%</td>
</tr>
<tr>
<td><strong>2.3.5 Performance goals</strong></td>
<td>(1)5,6%</td>
<td>(1)5,6%</td>
<td>(11)61,1%</td>
</tr>
</tbody>
</table>

### 2.4 RELATIONSHIPS

<table>
<thead>
<tr>
<th>(i)</th>
<th>(ii)</th>
<th>(iii)</th>
<th>(iv)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.4.1 Relationship between various management ranks</strong></td>
<td>(10)55,6%</td>
<td>(6)33,2%</td>
<td>(1)5,6%</td>
</tr>
<tr>
<td><strong>2.4.2 Relationship between people on same hierarchical level</strong></td>
<td>(1)5,6%</td>
<td>(1)5,6%</td>
<td>(11)61,1%</td>
</tr>
<tr>
<td><strong>2.4.3 Treatment of important issues</strong></td>
<td>(3)16,6%</td>
<td>(1)5,6%</td>
<td>(7)38,9%</td>
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</table>

### RESPONSES ON ANNEXURE B

### 2.1 TEACHERS' ORIENTATION AND IN-SERVICE PROGRAMMES

<table>
<thead>
<tr>
<th>(i)</th>
<th>(ii)</th>
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<th>(iv)</th>
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<tbody>
<tr>
<td><strong>2.1.2 Induction programmes</strong></td>
<td>(2)8,3%</td>
<td>(2)8,3%</td>
<td>(14)58,4%</td>
</tr>
<tr>
<td><strong>2.1.3 Opportunities for development</strong></td>
<td>(20)83,3%</td>
<td>(2)8,3%</td>
<td>(1)4,2%</td>
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2.2 CONDITIONS OF SERVICE AND WORKING CONDITIONS

<table>
<thead>
<tr>
<th>(i)</th>
<th>(ii)</th>
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<tbody>
<tr>
<td>(0)0%</td>
<td>(0)0%</td>
<td>(16)66,6%</td>
<td>(8)33,4%</td>
</tr>
<tr>
<td>(14)58,4%</td>
<td>(0)0%</td>
<td>(0)0%</td>
<td>(10)41,6%</td>
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2.3 HANDLING GOOD AND POOR PERFORMANCE

<table>
<thead>
<tr>
<th>(i)</th>
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<th>(iii)</th>
<th>(iv)</th>
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<tbody>
<tr>
<td>(1)4,2%</td>
<td>(2)8,3%</td>
<td>(20)83,3%</td>
<td>(1)4,2%</td>
</tr>
<tr>
<td>(0)0%</td>
<td>(0)0%</td>
<td>(24)100%</td>
<td>(0)0%</td>
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</table>

2.4 POSITION – POWERS AND TASK-STRUCTURE

<table>
<thead>
<tr>
<th>(i)</th>
<th>(ii)</th>
<th>(iii)</th>
<th>(iv)</th>
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<tbody>
<tr>
<td>(1)4,2%</td>
<td>(17)70,8%</td>
<td>(1)4,2%</td>
<td>(5)20,8%</td>
</tr>
<tr>
<td>(1)4,2%</td>
<td>(4)16,6%</td>
<td>(19)79,2%</td>
<td>(0)0%</td>
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2.5 OWN OPINION OF SCHOOL MANAGERS AND TEACHERS (ANNEXURES, A & B)

<table>
<thead>
<tr>
<th>No comment</th>
<th>Political interference</th>
<th>Influence of harmful literature</th>
<th>Bureaucratic promotions</th>
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</thead>
<tbody>
<tr>
<td>(2)4,7%</td>
<td>(16)39,1%</td>
<td>(10)23,1%</td>
<td>(14)33,1%</td>
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