

PLANNING IN CISKEI SECONDARY SCHOOLS
WITH SPECIAL REFERENCE
TO MANAGERIAL TEAMS

THESIS

Submitted in fulfilment of the requirements
for the Degree of
MASTER OF EDUCATION
of Rhodes University

by

OCEAN BUNGANI MAGQAZA

November 1993

Educational leadership and management is a very wide field of study with interdependent components that should form a chain reaction in order to bring about effective management.

This study attempts to investigate planning in schools which is one of the educational leadership and management components or functions. Very little research work has been done on educational planning in the Ciskei schools. This is a short-coming since the number of secondary schools has mushroomed in the late twentieth century.

The Ciskei educational managers and parents need to know and take note of the possible situations in the various schools. This is opportune time, particularly that recent events, i.e. students' demands and strikes, are drawing parents closer to the education of their children.

The researcher's experience of inspecting school administration since 1990 has reinforced his conviction that the managerial teams in the Ciskei secondary schools have little knowledge of management, and of planning in particular. Although the investigation is into secondary school administration, it is also pertinent to primary school planning.

Management, i.e. school year-planning, control of work, staff development, appointment of teachers, policy governing students and teachers are discussed at length. Joint planning, i.e. a participative or consultative approach, and advance planning, are investigated in relation to the school year-programme. The existence of statutory bodies in the various schools is assessed in order to test parents' involvement in the education of their children. School tours are discussed in relation to students' involvement in the school activities.

The analysis of the results highlights areas that require attention, and the recommendations given address the controversial issues in planning in the various schools.

Acknowledgements

I wish to record my sincere thanks to the Ciskei Department of Education and Culture for granting me study leave and allowing me to conduct this research at the secondary schools of my choice in all the circuits.

I wish to record also my heartfelt thanks to my supervisor, Mr H. van der Mescht for his professional, constructive and diligent guidance.

My gratitude is also expressed to:

All colleagues who made contributions towards the success of this research; particularly the inspectors of schools and the managerial teams of the various schools.

Tina Cookson for her neat and efficient typing of this thesis;

my friend, Mr E.M. Malolo for his inspiration during the arduous period of study;

my mother, who passed away on 31 August, 1993 while I was preparing to present this work and my father who both played important parts in my life;

my wife, Orienda, my only son, Sivuyile and three daughters, Vuyokazi, Sibongile and Zandile who managed without me during my full-time study;

lastly, the Almighty for granting me health and strength to complete this research.

In order to avoid clumsiness of expression and needless repetition, the writer has chosen to use the pronoun "he" generically throughout this thesis. He obviously intends the grammatically masculine form to include both males and females.

TABLE OF CONTENTS

| | | <u>Page</u> |
|---------------|--|-------------|
| Chapter One | - Introduction | 1 |
| Chapter Two | - Literature Survey on Educational Planning | 13 |
| Chapter Three | - Methodology | 35 |
| Chapter Four | - Research Findings from the Interviews | 56 |
| Chapter Five | - Recommendations for Educational Planning in the Secondary Schools which Follow the Conclusions of this Research | 92 |
| References | - | 123 |
| Appendices | - | 130 |

CHAPTER I

INTRODUCTION

- 1.1 Importance of planning
- 1.2 Brief literature review
- 1.3 Statement of the problem
- 1.4 Aims of the research
- 1.5 Research methods used
 - 1.5.1 Literature survey
 - 1.5.2 Questionnaire and interview
- 1.6 Areas of research
- 1.7 Composition of chapters

1.1 Importance of Planning

Planning is one of the basic functions of management because all other steps or functions proceed from it, namely, controlling, organising, directing and motivating. A manager should plan his projects in advance if he wants good results. The purpose of planning is to enable people to predetermine courses of action, usually to be carried out by everybody in the establishment (Allen, 1982:15).

Effective school leadership is based on good planning. Because planning is a line management function that can and should involve others but cannot be fully delegated to subordinates, it follows that managers and planners should possess the necessary skills and understanding to plan effectively. Unplanned projects:

- Do not run smoothly
- Delay progress
- Are easily forgotten
- Promote lack of co-operation among staff members
- Are time-consuming

Killen (1977:29) suggests seven important kinds of plans with which the principals should be familiar:

- Objectives - goals set by management to give direction
- Programmes - planning for future events
- Standards - to measure either quality or quantity
- Policies - guidelines or general limits
- Procedures - systematic ways of handling regular events
- Methods - breaking down of operational procedures
- Budget - expense or operating budget

Setting objectives is extremely important because it gives a school or school manager a sense of direction in the implementation of the planned activities. These objectives or goals form part of the school policy which is the backbone of the school. The school policy which forms the basis for school planning may also lead to a programme of development for all staff members through inclusion of in-service training of staff.

Dean (1987:170) suggests that:

A school needs to have a policy for professional development. This might be expected to contain statements about overall philosophy, possible staff development opportunities, and the contributions that different people may make.

This policy statement should lead to a professional development programme which both covers all aspects of the life and work of the school and the needs of individual teachers.

The involvement of parents in the education of their children should also be planned and this may lead to improved co-operation between the parents and the school. Such involvement may include:

- A regular system for the head and class teacher to meet parents before the child enters the school
- Arrangements for more formal private talks at regular intervals
- Open days to be held at times when parents can attend
- Parents to be given booklets prepared by the school to inform them in their choice of schools
- Written reports on children to be made at least once a year; the child's work should be seen by parents

- Parents to be invited to help in schools with a variety of activities
- Special efforts to be made to contact parents who do not visit schools (Ibid).

1.2 Brief Literature Review

Management, according to Killen (1977:1) is the process of planning, organizing, directing, motivating and controlling the work and workers of an organization so as to achieve the organization's goals. Simpson (1978:1) contends that management does not take place in a vacuum. It is practised in complex, interacting organizations that require managers to respond to various and diverse social forces. Strydom (1991:1) argues that the job of a manager can be defined as deciding what to do and getting other people to do it. She says that the most important factor in gaining high performance from people is to master the art of leadership.

From the above views it can be deduced that the principal in his management styles should bear in mind that he is leading a team whose support or need is paramount if effective management is to be attained. It is therefore possible to improve one's performance as a leader by:

- Ensuring that required tasks are continually achieved
- Building and reinforcing the needs of one's group for team-work and team-spirit
- Meeting the needs of each individual member of the group for self-expression

The successful manager functions in all three areas often simultaneously. For example, lack of attention to the task causes disruption in the group and dissatisfaction to the individual. Achievement of objectives is essential if group and individual morale is to be high.

Theron and Bothma (1990:13) argue that:

Leadership is a process in which an individual takes initiative to assist a group to move towards production goals that are acceptable, and to dispose of those needs of individuals within the group that impelled them to join it.

Planning as a function of management is the activity of bridging the gap mentally from where the leader or manager and the group are now to where the leader wants to be at some future moment in terms of accomplishing a task (Adair, 1984:83). Emery (1969:108) points out that:

Planning necessarily precedes all actions, if only in the mind of the person performing the action. Any attempt to make significant improvements in the process must deal primarily with relatively formal planning that involves the explicit evaluation of alternative courses of action, selection of one of the alternatives for execution, and formal communication of the decision to interested persons throughout the organization.

The implications of the above argument is that planning refers to the future and that it is the first function of management. If the principal wants effective management in his school he should never lose sight of advance planning.

Cawood and Gibbon (1985:62) argue that leadership is effective communication. They say that communication is the sharing of thoughts, feelings and experiences. The implication of the above is that the principal shares the planning responsibilities with his staff, particularly the

managerial team. It should be pointed out that although he shares responsibilities, he remains accountable for everything in his school. He may involve his subordinates but he should take the decisions himself in determining:

- School policies
- School departmental objectives
- What each individual is expected to achieve

Delegation implies communication if it is effectively planned for the smooth running of the school. Everard and Morris (1986:49) argue that effective delegation depends on:

- Clearly defined objectives with a timetable
- Clearly defined criteria which should be borne in mind in achieving the objectives
- Review procedures or check-points

According to the above view delegation is more than just assigning work to someone else. It always means making the subordinate accountable for the results. It usually means giving that person the latitude to make decisions about the ways to reach those results. That is not to say that to delegate is to abdicate (Strydom, 1991:35).

Delegation suggests involvement in the planning of projects. Involvement should result in commitment to the goals on which a sense of achievement depends. Involving subordinates indicates recognition and increases their sense of responsibility. They must be provided with a broader view that will result in both a learning opportunity and experience which may be of use in seeking advancement. Professional involvement is not encouraged merely because a teacher accumulates many years of teaching

experience. It should involve the whole staff irrespective of experience.

1.3 Statement of the Problem

After being involved in a number of panel inspections in the secondary schools from 1990 to 1992, the researcher observed maladministration in many schools. It was revealed that senior staff in some Ciskei schools have little experience in management, particularly in planning. For example, there were:

- No functional year-programmes
- No time-tables for class visits
- No evidence of control of work, i.e. students' written work
- No homework time-tables for students
- No clear statements of school policy

The children were given the work to do, but it was not controlled by the teacher. Fifty children in one class had written five history essays, but only one had been marked by the teacher (see, for example, Ciskei Department of Education Inspection Reports, 1991; 1992).

Thus, it became clear that many teachers needed training in management, particularly in planning. This was also highlighted in inspectors' conferences, inspection reports and in regular reports from the various circuits (Ciskei Department of Education Inspectors' Conference Minutes, Katberg, 1990).

Senior officials in the Department of Education and Culture have noted that educational planning needs attention (refer

to Ciskei Department of Education and Culture: Management Section Circular Letter No. 1). A programme for conducting workshops and seminars in educational management, as from 1993, has already been approved by the Department of Education and Culture (Mdantsane Central Directoral School Calendar, 1993).

The publications in the various newspapers highlight the need for an awareness of the importance of educational management in schools.

Educationists, parishioners and community-based organizations are also concerned about what is taking place in the schools. Some suggest that the whole system needs to be overhauled and others blame school authorities for bad management.

The Daily Dispatch (8.9.91) reports that:

Principals of Mdantsane high schools claim they have been held at ransom by pupils who have demanded a portion of school funds. They said pupils had "robbed" schools of amounts ranging from R3,000 to R8,000. Teachers said pupils had held a party at the school last Friday at which several sheep were slaughtered and "rivers of booze" flowed.

It was reported that the pupils had claimed that they wanted the money for a tour but they spent it on a party. When the parents were approached about the crisis in the schools they said that it was the duty of the principals to sort the matter out as they are the heads of the schools. This revealed uninvolvedness of the parents in the education of their children.

Meetings were held by community-based organizations and educationists trying to find a solution to the problem:

A N.E.C.C. spokesman, ..., cited the numerous disruptions at schools, which he attributed to both teachers and pupils (Ibid, 9.10.91).

The possible causes behind educational crises were discussed in a community meeting held on 11 June, 1992 and the following objectives were highlighted:

- Establishment of the proper grievance procedures
- Establishing a broad forum of discussion
- Strengthening the involvement of teachers and parents

Some of the pupils' grievances need the attention of the school management:

- Shortage of textbooks and stationery
- Overcrowded classes
- Ill-equipped schools
- Broken window panes and big holes in the floor (Daily Dispatch, 8.5.92)

The Daily Dispatch Editorial (10.10.91) entitled "Chaos in the Classroom" suggests that claims by some Mdantsane school principals that they have been held to ransom by undisciplined pupils need the fullest investigation and firm steps to correct the situation.

It was on the strength of the above arguments that the writer decided to undertake research in educational leadership and management to investigate planning in Ciskei secondary schools. It is not possible to suggest a solution to the crisis in the schools until the research has been completed. Many positive and negative feelings

have already been expressed and the aim is to test the reliability of these feelings so that a balanced view may be attained.

One principal said, "The future looks bleak, there is no sign of a solution to the problem". He feared that pupils might repeat the actions early the following year when schools still had "plenty of money" soon after opening. This revealed suspicion which could not be ruled out. A possible question may be, what is the school manager doing about this?

Similarly, the suggestions that were highlighted by some educationists in their attempt to solve the crisis in the schools cannot be overlooked:

- Principals, who play a pivotal role in the smooth and effective running of the schools should be equipped for this responsibility
- The community, pupils and teaching staff should accord principals the authority to make the final decision on certain matters, such as a school's academic policy and programme
- There should be a greater degree of parental involvement in their children's progress at school
- Professionalism, qualifications of teachers, extra classes and pupil self-discipline should be encouraged
- Dedication and teamwork should be promoted

1.4 Aims of the Research

In this research an attempt is made to:

- 1.4.1 Critically analyze the present educational planning structure in Ciskei schools
- 1.4.2 Suggest guidelines for a model for management training in Ciskei schools.

1.5 Research Methods Used

In order to achieve the aims stated above, the following methods of research were used:

1.5.1 Literature Survey

Both primary and secondary sources were used. From the literature survey an attempt was made to describe the types of educational planning in the schools and to present educational planning as a task of the managerial teams in the schools.

1.5.2 Questionnaire and Interview

Both were used and eighty senior teachers, i.e. principals, deputy-principals and heads of department were investigated.

From the responses to the questionnaire and interview, opinions of the senior teachers concerning the structure and their approach in educational planning were determined.

1.6 Areas of Research

The research focuses on educational planning in secondary schools in nine Ciskei educational directorates.

1.7 Composition of Chapters

- Chapter 1 - Introduction
- Chapter 2 - Literature Survey
- Chapter 3 - Methodology
- Chapter 4 - Analysis of the findings and
conclusions
- Chapter 5 - Recommendations

CHAPTER 2

LITERATURE SURVEY ON EDUCATIONAL PLANNING

- 2.1 Introduction
- 2.2 Centralised planning
- 2.3 Decentralised planning
 - 2.3.1 Community involvement
 - 2.3.2 Students' involvement
- 2.4 Advance planning
- 2.5 Strategic or long-term planning
- 2.6 Tactical or medium-term planning
- 2.7 Operational or short-term planning
- 2.8 Adjustment planning
- 2.9 Partial plan
- 2.10 Overall plan
 - 2.10.1 Barriers of effective planning
- 2.11 Specific planning
- 2.12 Directive planning
- 2.13 School policy
- 2.14 Summary

The previous chapter identified educational problems encountered by the managerial teams in the schools. It also concentrated on the nature of planning as manifested in the schools. This included the examination of various definitions of educational planning with the aim of revealing the ideal nature of planning in schools. The structure of the school was illustrated and the importance of the top hierarchy in school management was highlighted.

The present chapter presents a literature survey on educational planning. The chapter opens with centralised planning in educational leadership and management. This is followed by a discussion of decentralised planning taking into consideration the various objectives, programmes, standards, policies and methods.

Advance planning is the main item for discussion, where strategic or long-term, tactical or medium-term, operational or short-term planning are suggested.

Adjustment, partial, overall, specific and directive planning are also discussed in order to suggest the possibility of:

- adjusting the existing plan
- giving teachers the opportunity to plan for their own departments
- consolidating the various plans of the various departments into one school plan
- getting co-operation of all parties involved in the school
- giving clear direction and goals of the school

School policy is included in this chapter with the aim of linking it with the planning of the various sections of the school. Any school plan which is contradictory to the

school policy could create problems for management. The application of a well planned school policy, on the other hand, can lead to a comprehensive and constructive school plan. Thus, school policy is viewed as the backbone of school management.

The chapter concludes with a summary.

2.2 Centralised Planning

Centralised planning is where guidelines are provided for policy implementation. Such planning usually takes place at national or provincial level (Van der Westhuizen, 1991:141; Calitz L, Viljoen J, Möller T and Van der Bank A, 1992:16). Roe and Drake (1980:111) maintain that the springboard for any educational planning is derived broadly from the State Constitution and more specifically from State legislation, administrative directives of State educational agencies, and policies of the local boards of education.

The Department of Education and Training (D.E.T.) (1990:49) contends that in Government Regulation No. R819 of 16 April, 1981 it is prescribed that a principal:

- is responsible for the functional, administrative, organizational and work processes that are essential for efficient operation of the school;
- must provide guidance in connection with tuition and other activities of the school;
- is responsible for the maintenance of discipline over the staff, pupils or students;
- is responsible for the proper use of and care for government property;

- must supervise the activities of the staff and other personnel connected with the school;
- must punctually submit such returns as are required by the Director General from time to time, and;
- must perform the other duties entrusted by the Director General from time to time to principals.

Van der Westhuizen (1992:141) maintains that education can never be completely free of bureaucratic structure, and the educational leader will have to carry out his professional task within a bureaucracy. A feature of a bureaucracy is the fact that planning is highly centralised. Such planning consists of departmental guidelines which are formulated by the Department of Education. These guidelines help the managerial teams when planning for their schools. The syllabuses, for instance, provide guidelines for evaluation of students, i.e. the number of tests, compositions, letters the students may be given per fortnight or month. A number of factors may lead to deviation from the set guidelines, such as:

- overcrowded classes
- disturbances in the school

Since deviation from the centralised plan is inevitable in any school, the principal and his staff are free to formulate a school plan that will suit the school conditions rather than using guidelines or suggestions that will yield negative results. Thus, Adams (1987:20) suggests that:

Planning involves deciding what needs to be achieved if conditions are ideal: how far it is possible to achieve those aims in the light of conditions that apply: the sequential steps that need to be taken: and possible manoeuvres to deal with changing circumstances as the activity progresses.

2.3 Decentralised Planning

Van der Westhuizen (1991:141) maintains that decentralised planning usually means that various people are involved and that the planning is a product of a group effort. Several writers, such as Everard and Morris (1986:5) and Calitz et al (1992:16) also support the view that decentralised planning is the planning the principal and teachers have to do within the framework of centralised planning. The above view implies involvement of the whole school population, i.e. teachers, parents and students in the planning of school activities. It is also incumbent upon the principal to take into consideration the centralised planning of the Department of Education. Van der Westhuizen (1991:140) contends that the school leader must apprise himself of policy at national and provincial levels, as well as policy previously decided on by the school regarding the planned activities.

The essence of decentralised planning is that the principal, as initiator of activities cannot do everything for which he is responsible. He should delegate some of his responsibilities to his subordinates. Delegation implies involvement and involvement of staff members usually leads to staff development. Staff development has its origin in industrial training where, in its pure form, it was used in relation to the training of middle and senior management (Open University, 1981:82).

Bassett, Crane and Wallace (1963:25) suggest that it should be clearly understood that the headmaster who invites staff participation in decision-making and action taking is not relinquishing his final responsibility for the efficient operation of the school. They further point out that final responsibility of the principal cannot be shared.

The above discussion suggests that decentralisation of duties is initiated by the principal and he is also accountable for the results.

2.3.1 Community Involvement

The term "community" in the school situation suggests parents. Decentralised planning implies distribution of school activities among all sectors of the school population. Roe and Drake (1980:37) suggest that the school is part of a total school community known as the school district, which is the governing unit for all of the schools in the district. Jacobson, Logsdon and Wiegman (1973:451) support the above view. They say that the schools belong to the communities in which they are located, even though they are theoretically State institutions. Van der Westhuizen (1991:406) contends that the school community may be seen in a narrower sense as the form of community life in which the school principal, teachers, parents, children and former pupils work together in the interest of educative teaching and training the child.

Bailard and Strang (1964:103) maintain that teachers should share their philosophy of education with parents. In supporting the above view the D.E.T. (1990:231) says that a principal must do everything in his power to obtain the

goodwill and co-operation of the parents. Everard and Morris (1986:32) contend that involvement of parents should produce the commitment to goals on which a sense of achievement depends. The Open University publication (The Management of Staff 1981:37) notes that research evidence indicates that parental interest in and attitudes towards education are positively correlated with the academic attainment of their children. Parental interest in the education of their children, according to Jacobson, et al (1973:451) can be exploited if the principal acquaints himself with the necessity for carrying on an intelligent programme of school-community relations. Bailard and Strang (1964:1) suggest that parent-teacher conferences are teachers' best means of communicating with parents.

The above views suggest that parents involvement in the running of the school is necessary for the benefit of their children and the school. In a system of decentralised planning, parents become involved in the school planning by means of bodies such as parent-teacher associations (P.T.A.'s), school governing councils, etc. i.e. as representative of the wider community. In supporting the existence of parents' associations in schools the D.E.T. (1990:231) maintains that such associations are both welcomed and strongly recommended because there are countless examples of schools where these associations perform invaluable services. Piek (1986:24) also observes that experience has taught that they make a very important contribution to the general well-being of the schools in the community, in this way rendering community service of the highest order. Hattingh, as quoted by Prinsloo and Beckmann (1988:39) summarises the areas in which parents could, in terms of the relevant laws and regulations, claim a say in education:

- The infrastructure of the school - the maintenance, financing and improvement of buildings
- The financing, maintenance, purchasing and improvement of furniture and teaching and learning aids
- The values and norms with which the child is confronted and the way in which learning content is offered and interpreted in accordance with these values and norms
- The appointment, promotion and dismissal of teaching staff

2.3.2 Students' Involvement

Jacobson et al (1973:341) suggest that students may participate and assist in the planning of the administration of the school and can gain valuable experience in the process. They further advise that the head of the school should be ready to assist the students' council in its operation. Everard and Morris (1986:32) explain that by involving students we show them recognition and increase their sense of responsibility. Van der Westhuizen (1991:348) expressing similar views suggests that the school should make provision for preparing pupils as fully as possible by exposing them to as many aspects of life as possible during their school career. The D.E.T. (1990:179) maintains that pupils' councils may assist with the orderly running of the school in accordance with the educational aims of the school and with the school rules.

Students councils have been in existence for almost a half a century and their participation in school planning is commented on by several writers:

Badenhorst (1987:68) suggests that teachers can involve pupils in the planning of assignments, homework, extra-mural activities and cultural gatherings.

Jacobson et al (1973:343) recommend that since the council is representative of all the students in the school, the social activities should be planned to meet all their needs.

Dean, J and Holm, C (1987:185) maintain that students can plan their own individual learning experiences and they can do it as an integral part of their own regular classroom learning.

The implication of the above views is that students involvement in the running of the school can yield good results if it is properly supervised by the teachers. Involvement can also create self-reliance, good co-operation between students and staff members and love for the school. Badenhorst (1987:68) sums up that action of this nature can also motivate pupils to greater participation in school activities. Recent developments in establishing P.T.A.s in schools give students greater decision-making power (see, for example, N.E.C.C. (1992)).

2.4 Advance Planning

Calitz et al (1992:9) contend that planning is the process whereby the manager of an undertaking looks to the future and makes plans to tackle specific aspirations and execute them successfully. Van der Westhuizen (1991:138) argues that planning is an intellectual activity; it involves thought processes by means of which future activity is pre-enacted to achieve certain objectives. A principal must constantly plan in advance, in the normal course of events during the second semester of a year for the following

year, in the course of a term for the next term, during a week for the next week and daily for the next day (D.E.T. 1990:51). Ledwaba (1985:36) expressing a similar idea suggests that educational planning deals with the future, drawing enlightenment from the past. It is the springboard for future decisions and actions, but it is more than a blueprint. It is a continuous process concerned, not only with where to go but with how to get there and by what route. Killen (1977:23) defines planning as the process of deciding in advance what is to be done, who is to do it, how it is to be done, and when it is to be done. Piek (1986:41) supports the above views when he argues that the essence of planning is to do it in advance.

According to the above discussion, planning is future-oriented, i.e. the managerial team in a school plans in advance if good results are to be attained. Robbins (1980:128) and Van der Westhuizen (1992:138) argue that planning is a way to anticipate and offset change. The implication is that a well-planned programme which is done in advance and executed or controlled properly is expected or anticipated to produce desired results. Wilson (1978:28) maintains that planning is rational in that it helps allocate the use of resources. It is an ongoing managerial task that requires the ability to predict future events.

The management of a school or organisation will necessarily apply planning of predetermined actions and events or projects on a long-term, medium-term and short-term basis. The essential aspect of planning according to Calitz et al (1992:9-10) is to do it in advance.

2.5 Strategic or Long-term Planning

Long-term planning according to Van der Westhuizen (1991:141), Calitz (1992:16), Robbins (1980:131) stretches over a long period, usually longer than three years, and covers a wide field. The manager should ascertain which style will be acceptable to help promote the image his school would like to project (Strydom, 1991:151). The D.E.T. (1990:51) maintains that many long-term objectives are ongoing by nature and must receive continuous attention. The following may be classified as long-term objectives (Ibid, p.53):

- Efficient management of the school
- The provision of quality education and tuition
- The development of the school and the enhancement of the image of the Department of Education
- The promotion of communication.
- The promotion of community involvement.
- Staff development

Writers such as Wilson (1978:29), Killen (1977:29) and Everard and Morris (1986:204) also support the view that long-term objectives provide the basis for planning, for standards of control, and, most importantly, for the value premises upon which an organisation is built. Van der Westhuizen (1992:29) and Robbins (1980:128) contend that objectives should be stated clearly and, as far as possible, in measurable terms; people, resources and time should be considered. This implies that effective long-term planning should be thoroughly planned in advance. Experience has proved that teachers tend to confuse decisions or intentions with plans, as a result specificity is lacking (Everard and Morris, 1986:204).

According to the above views the characteristics of effective long-term planning can be summarised as follows:

- It is purposeful - the activities are clearly linked to the goals and priorities (Everard and Morris, 1986:204).
- It is task-specific - the types of activities involved are clearly identified rather than broadly generalised, and responsibility for carrying them out is unambiguously assigned (Ibid.).
- It is temporal - target dates are specified and achievement is monitored (D.E.T., 1990:65).
- It is integrated - activities are linked to show interdependencies (Calitz et al 1992:14).
- It is cost-effective - in terms of time and people (Van der Westhuizen, 1991:140).

2.6 Tactical or Medium-term Planning

Medium-term planning is for a period of one to three years and is usually done only once (Calitz et al, 1992:16). Nothing happens at the last minute, unless it is a crisis (Open University, 1982:32).

The above view implies that the principal should not wait until it is the last minute before he plans school activities. To delay planning up to the date of compulsory settlement is bad management and results in helter-skelter attempts to settle everything in time, as well as in the neglect of other work which must, of necessity, then be pushed aside.

Van der Westhuizen (1991:142) maintains that "if, for example, a principal involves himself in short-term

planning instead of attending to his medium-term planning, he is "transgressing" his area and will develop a time problem. This implies that various teachers are involved with various types of planning in the school. In supporting the above statement Calitz et al (1992:151) contend that delegating is one of the most significant practices affecting the school principal's ability to get the work done. The implication is that the principal, as a head of the school, is free to allocate duties to the members of staff in order to facilitate administration and to develop his staff. An important task of any manager according to the D.E.T. (1990:51) is planning and, concomitant with it, the determination of priorities, that is, the arranging in order of urgency and/or in accordance with prescribed requirements of all matters that have to be settled sooner or later. Hicks and Gullett (1981:255) in supporting the above view maintain that planning helps a manager to shape the future of the organisation rather than being caught in an endless trap of reacting only to current crises or problems.

Van der Westhuizen (1991:142) suggests that according to the educational hierarchy in the school, various people will be involved with various types of planning. He says that this hierarchy is always in the form of a pyramid. Mosoge (1989:56) maintains that teachers are grouped into a pyramidal hierarchical structure in which authority increases as one moves up the organisational structure. This type of organisational structure is found to be the most efficient (Robbins, 1980:195) for the management of educative activities. Since the principal and the deputy-principal are the top officials in the educational hierarchy in the school, it can be suggested that they should be in charge of drawing up the overall plan, the strategic plan and that they should determine guidelines for other management levels. Tactical or medium-term

planning and the drawing up of functional objectives should be delegated to heads of departments and/or other senior staff.

In supporting the above view Calitz et al (1992:152) maintain that delegation of tasks is an important factor in the training and development of teaching staff. Teachers in promotion posts, in particular, cannot learn to execute certain tasks or make responsible decisions unless they are given the opportunity to do so.

2.7 Operational or Short-term Planning

Operational planning deals with daily activities and is aimed at the short-term. This planning may stretch from one day to one year (Calitz et al 1992:16). Van der Westhuizen (1991:142) suggests that for teachers, operational planning will involve aspects such as school timetables, schemes of work, sporting timetables, examination timetables, test timetables, and so forth. Badenhorst (1987:38) contends that operational planning should always take place within the limits of broad school policy. It should, in fact, contribute towards achieving the objectives of the school policy.

According to Van der Westhuizen (1991:143) this planning could be delegated to subject heads and teachers. The above view reveals staff involvement and development in school management, and the best use of knowledge, experience and capabilities of staff to achieve the desired ends or goals.

Everard and Morris (1986:205) maintain that the people who are assigned responsibility for implementing the various activities in the plan usually have their normal work to

perform as well. An example would be a subject head who, in addition to his normal teaching load, also accepts responsibility for the organisational work and smooth running of a specific section of the curriculum.

As indicated in the first paragraph, planning should always take place within the limits of broad school policy. Van der Westhuizen (1991:143) supports the view when he says that planning is effected in terms of a prescribed policy which may also be embodied in operational planning. The implication is that a school is expected to have a well-planned policy which incorporates all school activities. In the case of operational planning the teachers observe the specified dates for the completion of the specified activities, for example, the completion and submission to the office of sports timetable, class visits timetables, and schemes of work.

2.8 Adjustment Planning

Calitz et al (1992:16) contend that adjustment planning takes a critical look at existing planning and makes the required adjustments. Complementing the above view Van der Westhuizen (1991:142) states that this type of planning is also centred on renewal.

The above view is true when it comes to a school year-plan. Shortcomings that are experienced this year could be considered when planning for the following year. In most cases it is possible that certain adjustments be effected during the course of the year in order to suit the changing conditions in the school. Badenhorst (1987:39) supports the above view. He maintains that things often do not go as they are planned and continual adjustments are therefore necessary.

It should be pointed out that adjustment planning is not done haphazardly and randomly by the principal. He should plan it thoroughly in consultation with the whole staff in order to make it effective. If the staff members are not consulted they may be reluctant to accept the adjustments. Calitz et al (1992:17) point out that most people have some fear of the unknown and want to preserve the status quo because it has proved workable in the past. It is, therefore, the task of the principal to assist in overcoming the uncertainty by creating a school climate which facilitates setting objectives and effective planning (Ibid.).

2.9 Partial Plan

Partial plans are drawn up by the various departments, for example, sport and cultural departments (Van der Westhuizen, 1991:142). The above view implies that school administration is divided into various departments that should be well planned for the smooth running of the school. Roe and Drake (1980:104) maintain that a well-planned co-ordinated operation that has clearly identified goals and standards of performance with procedures encourages maximum achievement.

Badenhorst (1987:38) argues that although it is sometimes necessary to consider one aspect in greater detail, the various plans must be related to one another. This suggests that each manager should consider the school policy when drafting a plan for his department. The D.E.T. (1990:139) maintains that the intelligent use of a school policy promotes uniformity and continuity. Research has also revealed that the application of a school policy promotes consistency and relevancy to the various plans of the various departments in the school.

After the various partial plans have been drawn up, a preferential list of the most important activities and preferences in the school is compiled and these facts are then summed up in an overall plan for the entire school (Van der Westhuizen, 1991:142).

2.10 Overall Plan

An overall plan is drawn up for the entire school and usually consists of various partial plans (Van der Westhuizen, 1991:142; Calitz et al 1992:16). It is, therefore, a programme for the whole school that is usually displayed in the principal's office for access by every staff member. Killen (1977:30) says that it involves planning for future events and establishing a sequence of required actions.

2.10.1 Barriers to Effective Planning

The barriers to effective planning include the following:

Firstly, the principal may resist establishing objectives and making plans to achieve them because of:

- fear of failure
- lack of confidence
- unwillingness to give up alternative objectives.

Secondly, staff may be reluctant to accept planning and plans because of the changes they bring. It is not a rejection of the planning itself, but of new objectives and activities imposed on them (Calitz et al 1992:17).

The above barriers reveal a lack of co-operation among staff members especially between the principal and his managerial team. They also suggest that teachers are not involved in planning school activities. Rutherford and Edgar (1979:22) suggest that this process should be a relatively easy task if clear standards are agreed on when the original goal is established. Teachers, parents and pupils should realise that the central element of planning is that it is geared to change (Badenhorst, 1987:38). An attempt should be made to see ahead and to try to anticipate the problems that may arise.

The overall plan that is drawn up for the entire school after consideration of all partial plans in the school, requires the approval of the staff members and it should be communicated to parents and pupils.

2.11 Specific Planning

Specific planning has clearly delineated aims and strategies and the objectives are set out clearly for the benefit of everyone at the school (Robbins, 1980:136). It focuses on the activities of every person at the school and aims at structuring the work of teachers and others (Van der Westhuizen, 1991:142). The above view is true because a well prepared school year-plan or programme incorporates pupils' activities as well as activities of individual teachers. It is quite apparent that each teacher is a manager in his own right as a leader of a class and therefore has specific duties to perform in order to uplift the standard of education in the school.

Jacobson et al (1973:64) argue that in a well organised school, teachers will be appointed to fill specific positions and will be well equipped for the work involved.

Theron and Bothma (1990:113) also observe that the teacher who wants to inspire, educate or stimulate, must gain, retain and develop the co-operation of everyone involved. In complementing the above statements the D.E.T. (1990:133) suggests that the principal can endeavour to make the best use of every individual teacher and in order to effect this, division of work is of prime importance.

2.12 Directive Planning

Directive planning provides guidelines for the direction in which planning should move but is not rigid in limiting educational leaders or other people at the school to inflexible objectives (Robbins, 1980:136). Van der Westhuizen (1991:142) maintains that directive planning provides a general indication of what is intended. Killen (1977:27) argues that setting objectives is extremely important because it gives you a direction.

The above views imply that objectives are goals set by management to give a school direction. The managerial team should first set goals before embarking on directive planning.

Setting goals or objectives gives direction in which planning should be processed. This reveals that planning is a series of decision-making processes, where setting the objectives, making assumptions, identifying the alternatives, selecting the best alternative, putting the plan into effect and following up are determined (Ibid.).

2.13 School Policy

Adams (1987:21) suggests that activities that need to be planned will fall mainly into one of the three categories, i.e. policies, strategies and tactics, though of course the boundaries between them will be blurred. According to The Open University (1983:10) school policy is the general direction, or directions in which the organisation is intended to proceed, as sanctioned by its relevant local authority, management or members. Policies are guidelines or general limits within which management acts (Killen, 1977:32). Simpson (1978:30) contends that policies provide managers with criteria for implementing both primary and operational objectives.

According to the above views school policies are the backbone of school management. All school planning should be based on school policies in order to promote consistency and relevancy to the various plans of the various departments. They give direction to what is intended in the school.

Badenhorst (1987:12) maintains that the potential for the continued existence and prosperity of the organisation depends on the degree to which each member of the organisation pursues the same objectives. Paisey (1981:27) suggests that any organisation that wishes to grow and to increase its effectiveness must renew its objectives continually. It has been argued that objectives are essential prerequisites for the determination of effective policy, procedures, methods, strategies and rules (Badenhorst, 1987:12).

The D.E.T. (1990:139) contends that a good school policy is undoubtedly one of the best and most useful in-service training instruments at a school's disposal. The

implication is that a school policy offers all teachers especially beginners, newly-appointed teachers and pupils, the opportunity of being acquainted in a very short time with every aspect pertaining to the running of a school.

A school may formulate different policies for the different departments in the school; but they should be consistent and relevant to one another in order to promote interrelationship and interdependency, for example, policies governing:

- Teachers
- Students
- Visitors to the school, etc.

General school policy may incorporate:

- Sport
- Music
- School stocks
- Written work
- Administration
- Finance, etc.

Khandwalla (1988:269) maintains that each policy tends to be superordinate to others but relevant to the organisational goals of the school. The above view is true when we consider the general school policy, for instance, which is "superordinate" to sports policy.

2.14 Summary

This chapter has attempted to give meaning to planning as a central feature of educational leadership and management

by means of a literature survey.

Different types of planning, namely; centralised, decentralised, advance, long-term, medium-term, short-term, adjustment, partial, overall, specific and directive planning are discussed at length to highlight the different approaches that may be applied in educational planning.

Community and student involvement are also discussed to suggest participative approaches in school activities. It is the researcher's firm belief that a school belongs to the community and, therefore, the involvement of parents in the education of their children is paramount.

Barriers to effective planning are highlighted in order to reveal the weaknesses that may contribute to retardation of progress in the school. Lack of co-operation may also yield negative results but the head of the school can easily overcome these barriers if he applies a positive attitude towards his work and his staff.

A school policy is a school plan that gives direction to school activities. It is viewed as the backbone of the school administration. All school plans are based on a well prepared school policy.

CHAPTER 3

METHODOLOGY

- 3.1 Introduction
- 3.2 The goals of research
 - 3.2.1 Assumption
- 3.3 Research Methods
 - 3.3.1 Questionnaires and interviews
 - 3.3.1.1 Advantages of questionnaires
 - 3.3.1.2 Advantages of interviews
 - 3.3.1.3 Disadvantages of interviews
 - 3.3.1.4 Kinds of interviews used as research tools
 - 3.3.2 Distribution of questionnaires
 - 3.3.3 Types of questions for questionnaires and interviews
 - 3.3.4 Factors influencing choice of questionnaire and interview
 - 3.3.5 Situations that may influence the interviewees' reporting of the situation
- 3.4 Sampling
 - 3.4.1 Methods of probability sampling
 - 3.4.2 Methods of non-probability sampling
 - 3.4.3 Factors influencing choice of sample
 - 3.4.4 Sample involved
- 3.5 Validity and reliability
 - 3.5.1 Validity
 - 3.5.2 Reliability

3.1 Introduction

This chapter focuses on the methods of research used in this investigation. The chapter opens with the goals of the research. This is followed by the basic assumptions and a discussion of the research methods used, taking into consideration the advantages and disadvantages that affect the various approaches in research. A map of the Ciskei inspectorate circuits is also included in order to show the size and proximity of the circuits or directorates from one another. Two flow charts clearly illustrate the procedures followed in the research from the preparatory stages to the writing of the report. The chapter closes with comments on the validity and reliability of the methods used in this research.

3.2 The Goals of Research

The goals of this research are to critically analyze the present educational planning structures in the Ciskei secondary schools and to suggest guidelines for a model for management training in the Ciskei schools.

3.2.1 Assumption

My basic assumption, from experience as principal of secondary schools and now as an inspector of schools, is that the managerial teams in the Ciskei secondary schools need leadership and management training in order to cope with the challenging demands in education.

3.3 Research Methods

Two methods of gathering data were used:

- a) Unstructured or open and structured or closed interviews
- b) Self-completion unstructured and structured questionnaires

A questionnaire probing management structures and procedures was administered to 20 Ciskei schools selected at random. The purpose of the questionnaire was to guide the researcher in his selection of a smaller number of schools for close, critical study. The researcher personally visited five schools, selected on the basis of their response to the questionnaire, and conducted interviews with the managerial teams.

3.3.1 Questionnaires and Interviews

3.3.1.1 Advantages of Questionnaires

According to Mahlangu (1987:84-85) and Cohen and Manion (1986:295) a questionnaire has both advantages and disadvantages:

- The questionnaire permits a wide coverage at a minimum expense of time and money
- It reaches people who are difficult to contact
- It lends itself well to the collection of data which can be obtained in no other way
- It is useful when it is impossible to interview individuals personally
- The questionnaire permits well-considered and more thoughtful answers

- A well-compiled questionnaire can be assessed without much loss of time
- It allows for uniformity and ensures that answers are more comparable

3.3.1.2 Advantages of Interviews

- The interviewer is present to observe non-verbal behaviour as well as to assess the validity of the interviewee's answers
- The interviewer may standardise the interview environment, for example, by making sure that there is privacy and no noise
- The interviewer has full control over the order of questions to be answered
- The interviewee cannot retract an answer once it has been given and thus the interviewer can record answers from the respondent as they arise
- The interviewee cannot ask anybody else to answer on his behalf
- The interviewer can ensure that all questions have been answered
- The interviewer can record the exact time, date and place of the interview. Mahlangu (1987:90-91). Mosoge (1989:87) supports the view that the interview as a research method in survey research is unique in that data is collected through direct verbal interaction between the interviewer and the interviewee.

3.3.1.3 Disadvantages of Interviews

- Very often, interviews are lengthy and may require the interviewer to travel long distances.

- The interviewer may misunderstand the respondent's answer, or make a clerical error
- The interviewee may need to check records, consult on or ponder over the reply. The interview technique does not allow such time
- The interviewee cannot remain anonymous during an interview as may be the case with the questionnaire
- Flexibility in the asking of questions can also be a disadvantage if it makes it difficult for the researcher to compare respondent's answers
- If the interviewee, i.e. the sample drawn for the interview, are from distance places, travel costs may be exorbitant and may prove prohibitive (Mahlangu, 1987:91-92)

3.3.1.4 Kinds of Interviews used as Research Tools

According to Cohen and Manion (1986:293) there are four kinds of interviews that may be used specifically as research tools:

- Structured interview
- Unstructured interview
- Non-directive interview
- Focused interview

Structured Interview

The structured interview is one in which the content and procedures are organised in advance. The sequence and wording of the questions are determined by means of a schedule and the interviewer is left with little freedom to make modifications. It is therefore characterised by being a closed situation. Burroughs (1971:100) maintains that the structured interview is one where the precise questions

are shown in the form of the wording which is to be adopted.

Unstructured Interview

It is an open situation with greater flexibility and freedom. The interviewer is free to modify the sequence of questions and alter the wording (Algie, 1983:78).

Non-directive Interview

The principal features are the minimal direction by the interviewer and the freedom of the respondent to express his subjective feelings as fully and as spontaneously as he chooses or is able. The respondent is encouraged to talk about the subject under investigation and the course of the interview is mainly guided by him. The interviewer confines himself to elucidating doubtful points, to rephrasing the respondent's answers and to probing generally (Cohen and Manion, 1986:293).

Focused Interview

The interviewer can play a more active role in the focused interview. He can introduce more explicit verbal cues. This usually activates "a concrete report of responses" by the respondent (Cohen and Manion, 1986:294).

3.3.2 Distribution of Questionnaires

The questionnaires were distributed to 80 senior teachers in 20 Ciskei secondary schools with the help of the circuit offices. A sample of four senior teachers was decided upon because most of the secondary schools have four senior teachers including the principal. The circuit or directorate offices accepted the responsibility of delivering the questionnaires to the selected schools.

The dates differ because the researcher took five days to distribute the questionnaires to the circuit offices i.e. from 1 to 4 March. The directorate or circuit offices delivered the questionnaires to the schools from 2 to 9 March. The completed questionnaires were returned from the schools to the circuit offices from 9 to 13 March, and the researcher collected them from 14 to 19 March. The questionnaires were processed from 18 to 20 March and the selection of five schools for interview was also completed on the same day.

3.3.3 Types of Questions for Questionnaires and Interviews

Questionnaires and interviews are ways of getting data about people by asking them rather than by observing and sampling their behaviour (Tuckman, 1988:213). In order to obtain the true feelings and perceptions of the interviewee certain precautions should be borne in mind:

- Questions should be specific
- Avoid ambiguity
- Avoid complex questions
- Avoid leading questions
- Avoid personalised questions
- Avoid embarrassing questions
- Questions should be presented one at a time
- Avoid irritating questions or instructions
- Questions must be in simple language
- Arrangement of the contents of the questionnaire should maximise co-operation
- Clarity of wording and simplicity of design are essential (Cohen and Manion, 1986:105-108).

3.3.4 Factors Influencing Choice of Questionnaire and Interview

After observing the lack of co-operation among the managerial teams and maladministration in many schools it became quite apparent that a closer study of educational management in various schools was necessary. A questionnaire for gathering data was decided upon in order to cover a wider area at a minimum expense of time and money. The main objective was to reach as many respondents as possible so that more data may be compared and assessed without much loss of time. Thus structured and unstructured questionnaires were designed for 80 senior teachers in the various schools.

In order to overcome the danger of a poor rate of return of the questionnaires the circuit offices were consulted and they took the responsibility of delivering the questionnaires to the schools and returning them.

Cohen and Manion (1985:295) maintain that falsification for various reasons and the bias of non-response should be considered. Bias may arise from the respondent's lack of understanding of the questions or resentment may be felt at the interference in his personal affairs. The questions may also be misinterpreted and such misinterpretation may be almost impossible to detect.

The above views are possible because unwillingness of the respondents to provide information will affect the validity of the results. In order to test the validity of the results of the questionnaire, an interview probing a smaller number of respondents was undertaken. Mahlangu (1987:87) contends that of all the methods and techniques used in research the personal interview is certainly one of the most important. By this method the researcher in

education establishes a confidential relationship and is able, as by no other method, to obtain information and to help his interviewee. He can also ensure that all questions have been answered.

The proximity of the circuits from one another made it easy to distribute the questionnaires at minimal expense. This also encouraged the researcher to visit the selected schools for interview.

Mahlangu (1987:87) suggests that the researcher should be present during the interview to observe non-verbal behaviour as well as to assess the validity of the interviewee's answers (Ibid: 90). The researcher's experience bore out the truth of this recommendation: it was observed that many teachers in managerial positions were afraid to be interviewed. One principal said that he found it very difficult to persuade the teachers to agree to be interviewed. They were afraid to be interviewed on departmental work because in the past some deputy-principals and heads of departments were demoted after inspection of their work. They had read the letter that was attached to the questionnaire and had accepted the questionnaire as a pure academic research document, but to be interviewed thereafter aroused suspicion. Teachers maintained that, "This research is nothing else but a Departmental attempt to discredit teachers." It was also pointed out that this research coincided with selection for merit awards which were opposed by the United Teachers' Association of South Africa (U.T.A.S.A.).

In order to ease tension, the interview was conducted privately as planned. The purpose of the interview and confidentiality thereof were explained to the individual interviewees. The reliability of the questionnaire and the interview was discussed before the commencement of the

interview. Finally, the University under which the research was conducted was mentioned.

This openness brought mutual understanding which led to better co-operation between the interviewees and the interviewer.

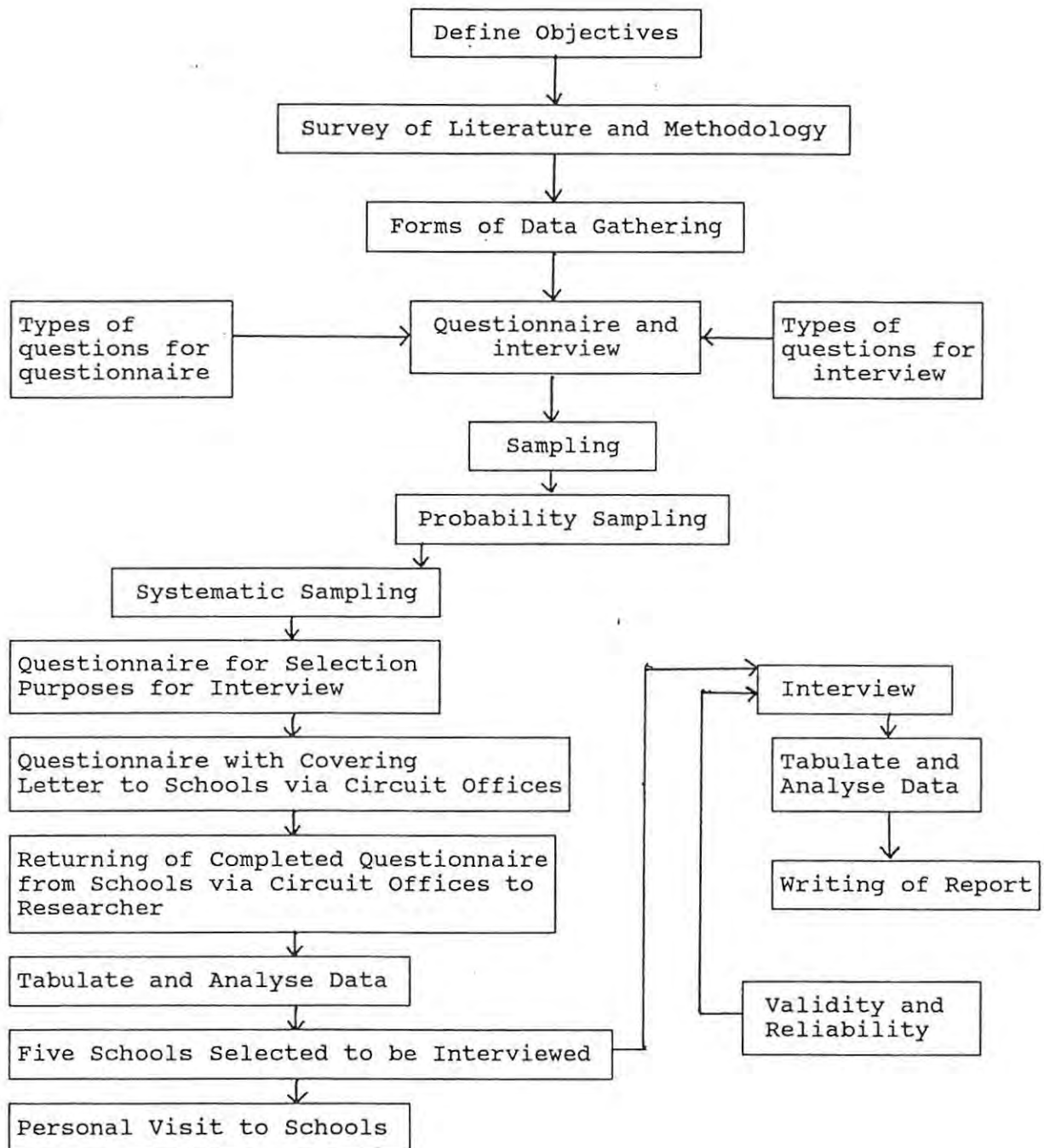
3.3.5 Situations that may Influence the Interviewees' Reporting of the Situation

Cohen and Manion (1986:295) suggest that there are many factors which inevitably differ from one interview to another, such as mutual trust, social distance and interviewer's control.

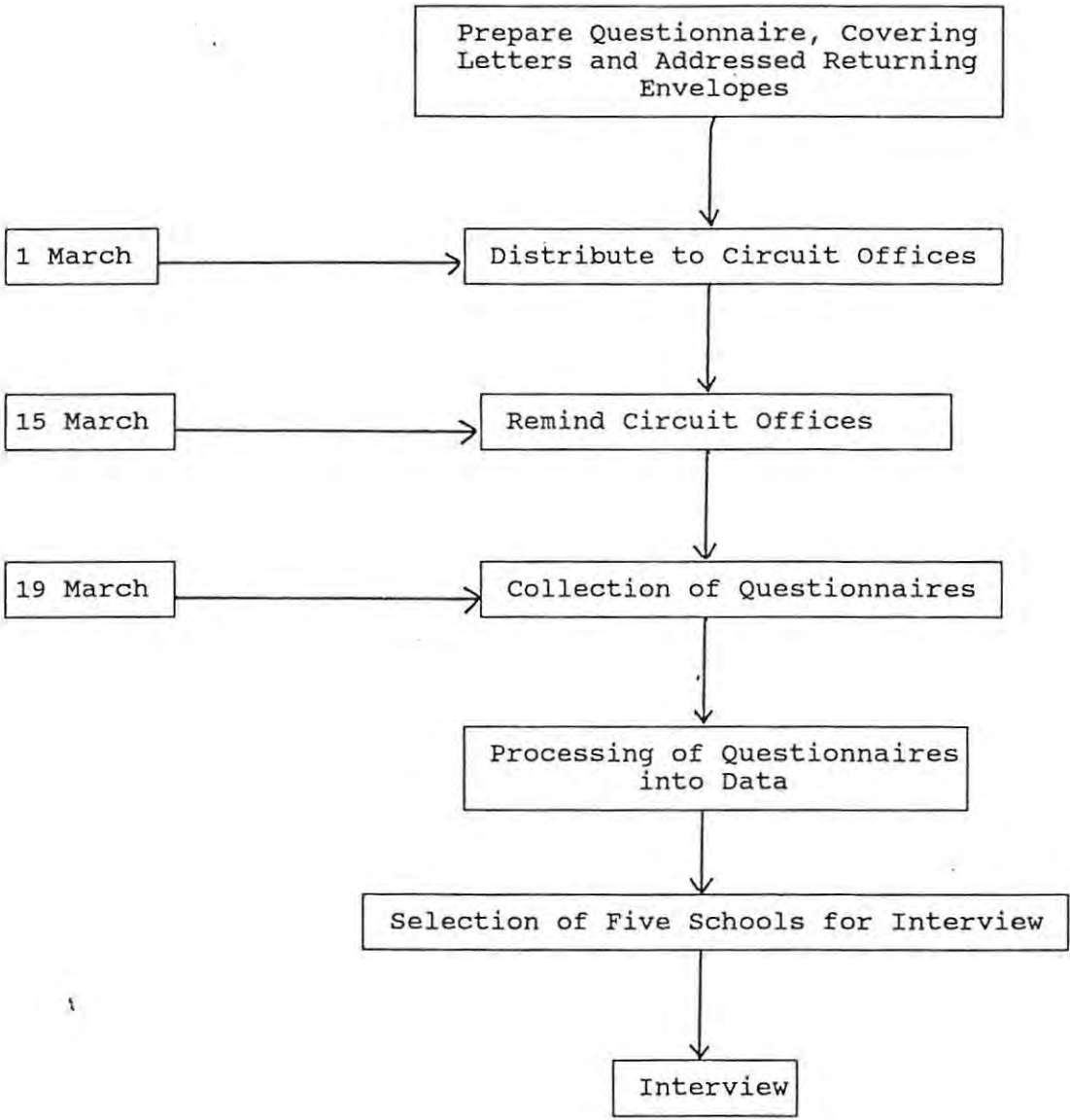
Algie (1983:80) maintains that the informant may have his or her responses modified if he or she feels the interview can affect him or her personally in some way. The informant may feel that by acknowledging some fact it may indicate failure. If the interviewer is someone of standing the informant may modify his responses. Misinterpretation of questions by the respondent is possible.

In the light of these reservations, the interviewee may feel uneasy and adopt avoidance tactics in order to protect himself against "victimization" and to "hide" his ignorance. Many of the meanings which are clear to one may be relatively unclear to the other, even when the intention is genuine communication. The interviewer should bear in mind all these influences and prepare thoroughly in advance in order to obtain genuine responses.

Methodology - Flow Chart I



Flow Chart II



3.4 Sampling

There are two methods of sampling, probability and non-probability sampling (Cohen and Manion, 1986:98).

- Probability sampling implies that the probability of selection of each respondent is known, and
- Non-probability sampling means that the probability of selection is unknown

3.4.1 Methods of Probability Sampling

- Random sampling - each member of the population under study has an equal chance of being selected (Gay, 1987:104; Nisbet and Entwistle, 1970:26)
- Systematic sampling - this method involves selecting subjects from the population list in a systematic rather than a random fashion (Cohen and Manion, 1986:99)
- Stratified sampling - involves dividing the population into homogeneous groups, each group containing subjects with similar characteristics (Ibid)
- Cluster sampling - in this method one can randomly select a specific number of schools and test all the teachers in those schools (Gay, 1987:107).

3.4.2 Methods of Non-Probability Sampling

The methods include the following:

- Convenience sampling, or accidental sampling which involves choosing the nearest individuals

to serve as respondents and continuing that process until the required sample size has been obtained

- Quota sampling, whereby attempts are made to obtain representatives of the various elements of the population in the proportions in which they occur in an area
- Purposive sampling, where the researcher hand picks the cases to be included in his sample on the basis of his judgement of their typicality. He builds up a sample that is satisfactory to his specific needs
- Dimensional sampling is a further refinement of quota sampling. It involves identifying various factors of interest in a population and obtaining at least one respondent for every combination of these factors
- Snowball sampling - the researcher identifies a small number of individuals with the characteristics required. These people are then used as informants to identify others who qualify for inclusion and these, in turn, identify yet others, hence the term snowball sampling (Cohen and Manion, 1986:101).

3.4.3 Factors Influencing the Choice of Sample

The research is on management, i.e. educational planning in the Ciskei secondary schools. The initiators of planning in the schools are the managerial teams; therefore, the concentration is on the approach and planning of the managerial teams in the various schools. The size of the sample was predetermined so that it might be handled efficiently within the limits of time. It was decided to use probability, i.e. simple random sampling for this

research. Each member of the managerial team had an equal chance of being selected because the investigation was into the planning of each member of the team. It is likely that the findings could also apply to the lower, higher primary schools and schools outside Ciskei Department of Education and Culture.

3.4.4 Sample Involved

The sample included 20 Ciskei secondary schools as indicated in paragraph 3.3.2 above. A questionnaire probing management structures and procedures was administered to 80 senior teachers in 20 schools selected at random. Four senior teachers in each secondary school, i.e. principal, deputy-principal and two heads of departments were requested to complete the questionnaire.

Five schools were selected on the basis of their responses to the questionnaire and the researcher visited the schools to conduct interviews with 20 senior teachers.

3.5 Validity and Reliability

3.5.1 Validity

The validity of the questionnaire as a research tool relates to its appropriateness for measuring what a questionnaire is intended to measure. The validity of the questionnaire cannot be assumed, it must be established (Mahlangu, 1987:83). Cohen and Manion (1986:194), Verma and Beard (1981:76) distinguish between internal validity and external validity when they say that internal validity is concerned with the question: Does the experimental treatment, in fact, make a difference in the specific experiments under scrutiny? External validity, on the

other hand, asks the question: Given these demonstrable effects, to what populations or settings can they be generalised? Algie (1983:88) maintains that the aim of any research is for it to be internally valid to the extent that within its own confines its results are credible. Only if internal validity is satisfied can findings be generalised beyond the confines of the particular experiment and so possibly be externally valid as well.

The aim of this research should be considered and seen in the light of continuing research in the field of educational leadership and management. All the suggestions given would not necessarily be complete and validity will only be achieved through the implementation of the suggested guidelines for a model for management training which will be tested through regular inspection of the programmes concerned.

In the case of the questionnaire, the validity could be affected by a number of external factors. Although precautions were taken to secure anonymity, this was never viewed in the same spirit by all the interviewees. That the questionnaire was distributed by principals from the circuit offices and collected by them for returning to the circuit offices was an inhibiting factor. Many respondents felt that confidentiality was impossible in such a process. Some associated the questionnaire with the normal Department of Education control routine of work, others maintained that the questionnaire was a criterion to select heads of departments that were going to be demoted or retrenched.

Because of these factors the responses to the questionnaire may well have been unreliable. It is for this reason that the interview was also applied.

Tuckman as quoted by Cohen and Manion (1986:292) describes interviews as a principal means of gathering information by providing access to what is "inside a person's head;" it makes it possible to measure what a person knows (knowledge or information) what a person likes or dislikes (values and preferences) and what a person thinks (attitudes and beliefs).

The above views are true because during the interview a feeling of trust (attitudes and beliefs) between the interviewer and the interviewees was promoted, and the researcher was able to convince the interviewees that the research had nothing to do with the changes of the conditions of teachers' services. It was pure academic research and therefore confidential. The timing of the research was also good; it was conducted in March when all the planning for the year had been completed. Each respondent knew very well what planning had been completed, as indicated in the questionnaire.

When considering the above argument, it is felt that credibility for the findings in the interview and certain levels of internal validity have been achieved. Whether it holds true for external validity so that it may be said that the findings hold true for all educational planning in the schools can only be answered after the suggestions have been implemented and retested.

3.5.2 Reliability

According to Mahlangu (1987:84) questionnaire reliability means that a questionnaire is consistent. The test-retest method is the only feasible approach to establish reliability. Gay (1987:135) maintains that the unreliable test is essentially useless; if a test is unreliable, then

scores for a given sample would be expected to be different every time the test is administered. If the questionnaire is reliable, the information it provides is stable, and similar results are obtained when the same questionnaire is used more than once to investigate the same problem.

Van Dalen (cited in Algie 1983:91) suggests three methods of testing reliability:

- Test-retest method where the respondents are given the same test twice and the resultant scores are correlated
- Parallel form method where two tests are administered to the same subjects and the agreement between the two scores is determined
- Split half method where the test is given only once, but items are divided randomly into halves and the scores tabulated for each half are correlated

The retest approach suggested above was accommodated in the interview conducted after the questionnaire. Twenty teachers from five schools that were interviewed were selected from those that were given a questionnaire to complete. When the results of the questionnaire and the interview from the same schools were compared, 15% of the teachers' responses revealed inconsistency and 85% were consistent. When the differences were further investigated, it became apparent that three factors caused uneasiness among the respondents during the completion of the questionnaire and forced them to record what they felt they were supposed to do and not what they had done. The three factors were:

- Fear of authority
- Mistrust or suspicion
- Previous experience

When the same teachers were interviewed and the authenticity of the questionnaire as an academic research document was explained, there was a change of attitude towards the same questions. This experience bears out Mahlangu's (1987:88) comment that during an interview, an observant researcher may learn a great deal about the inner tensions, conflicts and attitudes of the respondent.

The ground work having already been done during the completion of the questionnaire, the researcher was in a good position during the interview to assess the individual respondents and apply a positive approach to making the project a success. When a spirit of mutual understanding was created between the respondent and the researcher it became easy for the researcher to get reliable responses. The researcher was also in a position to check on the availability of items mentioned in his search, such as functional time-tables, year-plan and allocation of subjects, which are usually displayed in the principal's office. A conscientious teacher would find it very difficult to mislead the researcher in such a case.

It can be concluded that a certain degree of reliability has been achieved when consistency of the teachers' responses to the questionnaire and the interview are taken into consideration.

Lovell and Lawson (1971:68-69) argue that:

The ultimate consideration concerning any technique (data gathering technique) is its validity, the extent to which it measures what it is supposed to measure, but the concurrent and predictive validity of a technique is dependent upon its reliability, i.e. its ability to constantly yield the same results when repeated measurements are taken of the same subjects under the same conditions.



CHAPTER 4
RESEARCH FINDINGS FROM THE INTERVIEW

- 4.1 Introduction
- 4.1.1 Data Processing
- 4.2 Sample
- 4.3 Experience in the posts held
- 4.4 School planning
 - 4.4.1 Active participants in school planning
 - 4.4.2 Examinations
 - 4.4.3 Late-coming of students
 - 4.4.4 Advertisement of vacant posts and appointments
 - 4.4.5 Registration and orientation of students
 - 4.4.6 Parents' involvement
 - 4.4.6.1 Parents' meetings
 - 4.4.6.2 Statutory bodies
 - 4.4.6.3 Duties of statutory bodies
 - 4.4.7 School tours
 - 4.4.8 In-service training
 - 4.4.8.1 Circuit seminars and workshops
 - 4.4.9 Registration of stock
 - 4.4.9.1 Entering of stock in stock register
 - 4.4.9.2 Stock registers and lost articles
 - 4.4.10 Planning problems of heads of departments
 - 4.4.11 Ways in which school planning can be improved
 - 4.4.12 Responses to orientation of students
 - 4.4.12.1 Orientation programme
 - 4.4.13 Improvement of school management
 - 4.4.14 Summary
- 4.5 Conclusions and general discussion
- 4.6 Ways in which school planning can be improved
- 4.7 Areas for further research

4.1 Introduction

The research findings discussed below are based on the interviews conducted. All research findings from the questionnaire as given by the respondents are included in the appendix.

4.1.1 Data Processing

According to Mahlangu (1987:93) any attempt by the researcher to make statistical raw data more meaningful requires the use of statistical methods. Algie (1983:97) maintains that there are four ways in which the statistics may aid the researcher to gain greater insight. The data:

- may indicate the central point around which the universe of data revolves (to obtain the median, mean and mode);
- may indicate how broadly the universe of the data is spread (to obtain the deviation from the mean);
- may show the relationship between one kind of data and another kind of data (measures of the association);
- may provide certain techniques to test the degree to which the data conform to or depart from the fortuitous operation of the laws of chance or approximate an anticipated standard.

Frequency distribution was used in this analysis. In this way the association between items and differences in the frequency proportions was tested.

4.2 Sample

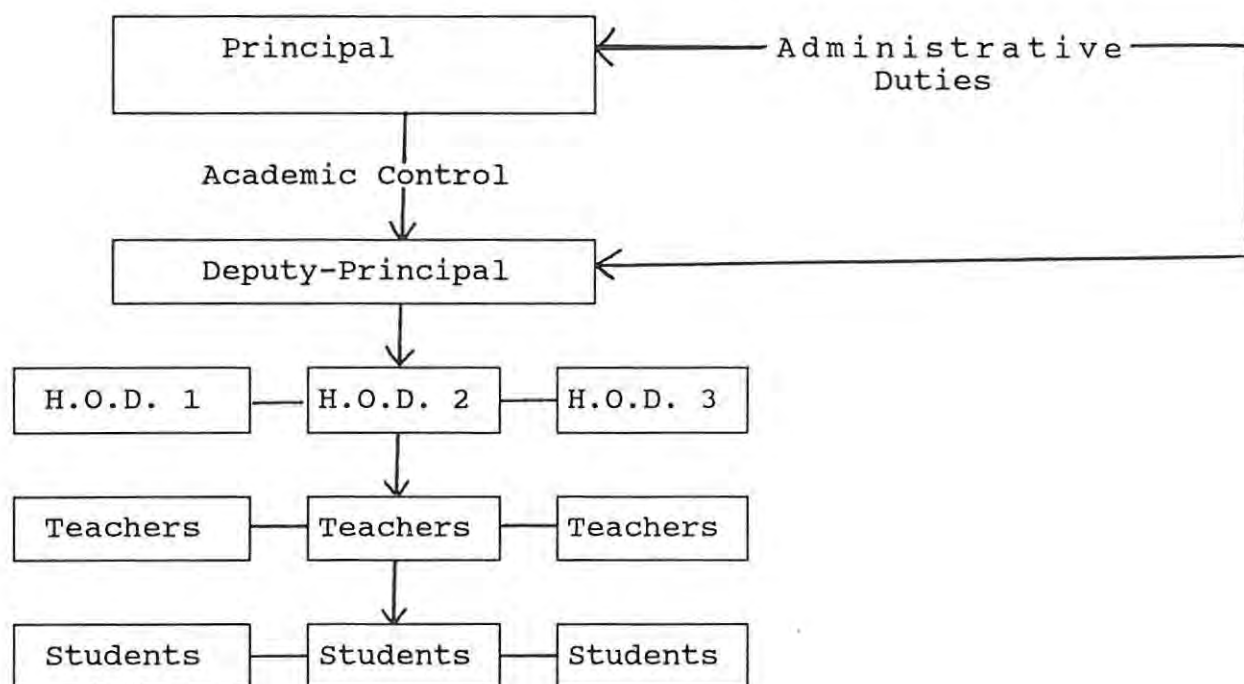
The questionnaire was answered by 55 respondents in the managerial positions and a further 10 replies were received after the closing date. This means that 68,8% of the respondents answered the questionnaire within the specified time.

Twenty interviewees were selected from the 55 respondents giving 36,6% senior teachers who were interviewed. These were selected from five schools at four senior teachers per school, i.e. principal, deputy-principal and two heads of departments.

The enrolment of the schools interviewed ranged from 600 to 1190 students; the mean or average enrolment was 750 and the median enrolment was 690. The size of the staff ranged from 19 to 32 staff members. The number of senior teachers, i.e. controlling staff, including the principals ranged from four to five members.

The number of teachers controlled or supervised by one head of department varied from school to school and ranged from five to 13 teachers. The departments were divided into Languages, Natural Sciences and Social Sciences. The principal controlled the work of the deputy-principal, the deputy-principal all the work of the heads of departments and both shared the administrative duties in the school. The heads of departments controlled the work of all teachers in the school. An example of school structure is as follows:

School Academic Control



Classes taught were standards six to ten. The sizes of classes ranged from 51 to 75 students in Std. 6, 50 to 70 in Std. 7, 49 to 60 in Std. 8, 45 to 55 in Std. 9 and in standard ten from 45 to 53.

The subjects supervised by the sample included (total number of subjects per class):

Standards six and seven: English Second Language, Afrikaans Second Language, Xhosa First Language, History and Geography, General Science, Mathematics, Accounting or Agricultural Science.

In standards eight, nine and ten different streams were offered. Some urban high schools offered more than two streams whereas most rural high schools offered only one stream, i.e. a general course. The streams observed in the schools were as follows:

Stream A: English Second Language, Afrikaans Second Language, Xhosa First Language, History, Geography and Biology.

Stream B: The three languages, Accounting or Geography, Agricultural Science and Biology.

Stream C: The three languages, Mathematics, Physical Science and Biology.

Non-examination subjects: Physical Education, Religious Education, Music and Vocational Guidance were also offered in all schools from standards six to ten.

4.3 Experience in the Posts Held

The experience of the respondents varied from one to 12 years, with the majority falling between one and three years' experience. Of the sample 10% of the respondents had under one year, 55% ranged from one to three years, 25% from four to seven years, and 10% from eight to 12 years' experience.

It is clear from the above analysis that the secondary schools have newly appointed managerial teams. This suggests that if these managers can be afforded a chance to develop their potential and abilities through in-service training, they can uplift the standard of education in their schools.

Table 4.1 shows the experience of senior teachers in the various schools.

Table 4.1
Experience of Senior Teachers

| | Freq | % |
|----------------|-----------|------------|
| Under 1 year | 2 | 10 |
| 1 to 3 years | 11 | 55 |
| 4 to 7 years | 5 | 25 |
| 8 to 12 years | 2 | 10 |
| Above 13 years | 0 | 0 |
| Totals | 20 | 100 |

It became evident in the course of the interviews that most senior teachers were conscious of the problems facing them in the managerial positions. One principal remarked, "We were never trained for these positions".

4.4 School Planning

Planning for the following year

Of the respondents 35% maintained that advance planning made it possible to attend to the demands of beginning the school year such as Stds. 8 and 10 results, admission of new students and other unforeseen problems that need the attention of the managerial teams, particularly the principals. Twenty-five percent of the respondents argued that the allocation of duties like subjects allocation, extra-mural activities, allocation of classes to teachers and planning of parents' meetings were easily planned when the school enrolment was known.

In the planning process 40% of the respondents indicated that they start on the re-opening of the schools and

finished after two weeks, 15% finish after a month, 5% after three days.

Thirty-five percent of these respondents were in the rural schools. One principal stated, "It is impossible to plan in advance under the prevailing conditions in the rural schools." It was also reported that teachers were not keen to take up permanent posts in the rural schools, because they had houses in the townships and in towns. One head of department remarked, "The infrastructure in the rural areas is not attractive to young teachers."

The reasons given for leaving planning until the re-opening of schools include the appointment of teachers for the year and uncertainty about the number of students to be admitted. One principal said, "Five out of 19 teachers accepted the posts on condition that they were temporary posts."

Table 4.2 illustrates the planning practices in the schools:

Table 4.2

| | Freq. | % |
|--|-------|-----|
| Start planning this year and finish towards the end of the same year | 7 | 35 |
| Start planning this year and finish on the re-opening of schools next year | 1 | 5 |
| Start planning on the re-opening of schools and finish after a month | 3 | 15 |
| Start planning on the re-opening of schools and finish after two weeks | 8 | 40 |
| Start planning on the re-opening of schools and finish after three days | 1 | 5 |
| Totals | 20 | 100 |

4.4.1 Active Participants in School Planning

Only 15% of the respondents support the involvement of parents, students and all staff members in the initial stages of school planning. Eighty-five percent maintain that the managerial teams should initiate school planning. Thirty percent of the respondents are not in favour of the school year-plan under the prevailing conditions in the schools. Seventy percent maintain that a school year-plan is necessary in order to promote good administration in the schools. Seventy-five percent of the respondents argue that it is important to allocate extra-mural activities to individual teachers, while 25% support a "laissez faire system" in the schools. They maintain that each activity or duty can be handled or supervised by any interested teacher or teachers at any time.

4.4.2 Examinations

The managerial teams regard examinations as one important facet of the school work, although there are inconsistencies. Regarding the commencement of the planning of examinations, 10% of the respondents start planning a week before the examinations, 45% at the beginning of the year and 45% two days before the examinations.

Only 20% of the schools visited had clear programmes of allocation of examination duties to staff members.

Although the three groups agreed that examination timetables were important, 45% started planning two days before the examinations in their schools. 30,1% of the respondents maintained that planning of examinations was not done jointly by the staff. The principals sent out

instructions about the examination deadlines. One head of department remarked, "Sometimes we are not given enough chance to set the examination papers." 50,2% of the respondents maintained that monthly tests were planned and controlled by individual subject teachers and 19,7% said that the examination programme was incorporated into the school year-plan.

Table 4.3
Start of Advance-year Examination Planning

| | Freq. | % |
|----------------------------------|-------|-----|
| A week before the examinations | 2 | 10 |
| At the beginning of the year | 9 | 45 |
| Two days before the examinations | 9 | 45 |
| Totals | 20 | 100 |

When it comes to deadlines for submission to the office it was found that 96,4% of the respondents took deadlines for submission more seriously while 3,6% felt that each teacher should decide himself when to submit a task to the office. Only 20% of the respondents opposed informing teachers about class visits, 80% maintained that it was important to inform teachers long beforehand and they also supported a well planned programme.

4.4.3 Late-Coming of Students

Late-coming of students is controlled although various schools differ in planning. Only 5% of the respondents said that late-coming of the students was the duty of the principals, 30% maintained that certain staff members were in charge and 65% indicated that all staff members were

responsible.

Although there is little evidence in the form of programmes or plans to support the above claims, the idea of teacher involvement is commendable. Of the 65% respondents, only 30% had clear controlling programmes; 35% had not programmed the duties of teachers and they had no records of latecomers.

Table 4.4 displays control of late-coming of students.

Table 4.4

Control of Late-coming to School

| | Freq | % |
|-----------------------|------|-----|
| Principal | 1 | 5 |
| Certain staff members | 6 | 30 |
| All staff members | 13 | 65 |
| Totals | 20 | 100 |

4.4.4 Advertisement of Vacant Posts and Appointments

The vacant posts are advertised in the media (55%) and the candidates are usually given a month to apply for the posts. Forty-five percent of the respondents maintained that posts were not advertised.

Of the 45%, 15% said the principals recruited new teachers on their own and the staff members only knew about the new teachers when they came to school to fill in application forms, 20% said the principal and the school committee recruited the new teachers from the locations and townships without discussing the vacant posts with the staff or with the parents. Ten percent of the respondents maintained that the principals selected new teachers from the lists of

applicants that were kept in the circuit offices.

When the respondents were asked about the qualifications of these new appointees, they said 12,7% of 1991 and 1992 new teachers had Primary Teachers Certificates and Matriculation Certificates, 40% had Junior Secondary Teachers Certificates, 30% had Matriculation Certificates only and 17,3% had degrees and Teachers Diplomas.

In the case of vacant posts that were advertised, 40% said that the new appointees were interviewed while 59,6% maintained that none of the teachers appointed were interviewed.

Concerning orientation of new teachers, 75% of the respondents said the principals, deputy-principals and heads of departments were responsible for orientation, 5% maintained that only the deputy-principal was responsible, 5% said that orientation was not done at all and 15% maintained that all staff members were involved in orientation.

When asked to explain how the previous appointees were orientated, 29,3% said the new teachers were introduced in staff meetings and to students in the assembly hall, 31,4% took the new teachers around the school, i.e. to the various classes, staff rooms, science laboratories and libraries and 39,3% organised staff meetings where the new teachers were introduced, were also shown school facilities like playgrounds, media centres, general academic performance of students and introduced to students in the assembly halls. They were also given allocation of subjects and extra-mural activities.

Table 4.5 refers to orientation of new teachers.

Table 4.5

Orientation of Teachers

| | Freq. | % |
|--|-------|-----|
| Principal, Deputy-Principal and Heads of Departments | 15 | 75 |
| Deputy-Principal alone | 1 | 5 |
| Not done | 1 | 5 |
| All staff members | 3 | 15 |
| Totals | 20 | 100 |

4.4.5 Registration and Orientation of Students

12,7% of the respondents registered new students one week before the actual re-opening of schools, 40% one day before actual re-opening and 47,3% on the actual re-opening day.

The above responses reveal that few managerial teams realize the importance of the procedure of admission of students; thus only 12,7% planned earlier in order to allow more time for other demanding administrative duties on the actual re-opening of schools. Of the 12,7%, 10% said many students came to school to request transfer letters and the teachers also issued Stds. 8 and 10 results and receipts for payment of books that had been lost by students in the previous year.

Concerning orientation of new students 40% said they orientated students in their schools while 60% did not. Of the 40% respondents 25% claimed new students were taken around the school to media centres, classrooms and playing grounds. Fifteen percent said they introduced them to other students in the assembly halls.

4.4.6 Parents' Involvement

4.4.6.1 Parents' Meetings

Table 4.6
Parents' Meetings Held in 1992

| | Freq | % |
|--------------------------|-----------|------------|
| Less than two meetings | 2 | 10 |
| Two meetings | 4 | 20 |
| More than three meetings | 10 | 50 |
| No meeting was held | 4 | 20 |
| Totals | 20 | 100 |

Reasons given by the respondents include the failure of parents to attend meetings when they were invited and lack of co-operation with the school committee.

There is clear evidence that parents in some schools do not attend meetings.

Of all the schools visited 40% have clear programmes of parents' meetings and 65% of the respondents reported that many meetings were cancelled because parents did not attend them.

Sixty percent of the schools did not plan for parents' meetings. Twenty percent never held a meeting in 1992.

This is not a criticism as such but a suggestion to principals to plan in advance for parents' meetings and to motivate them to be involved in their children's education.

4.4.6.2 Statutory Bodies

Table 4.7

Statutory Bodies in the Schools

| | Freq | % |
|---|------|-----|
| P.T.S.A. (Parent-Teacher-Student-Association) | 5 | 25 |
| P.T.A. (Parent-Teacher-Association) | 0 | 0 |
| School Committee | 14 | 70 |
| All the above | 0 | 0 |
| No statutory body | 1 | 5 |
| Totals | 20 | 100 |

The school committees appear to be dominant (70%) followed by the P.T.S.A. (25%). P.T.A.'s are non-existent, and where no statutory body exists (5%), one may deduce that there is no or little communication between the schools and the parents.

The composition of school statutory bodies is an issue that is constantly debated. These figures should not be viewed as a criticism of the formation of the associations or committees but rather as an indication that schools have a responsibility to encourage the involvement of parents in the education of their children.

Eighty-five percent of the respondents reported that school committees were afraid to participate in school activities because the communities wanted P.T.S.A.'s. One head of department remarked, "Things are now at a standstill." It is quite apparent that there is a misunderstanding between the communities and the Department of Education. 55,5% of the respondents said that the school committees were

recognised by the Department of Education and the P.T.S.A. was not. Sixty-five percent of the communities on the other hand did not recognise the school committees. They wanted Parent-Teacher-Student Associations (P.T.S.A.). This creates problems for school managers and results in a breakdown in communication between the schools and the communities.

A clear indication of the breakdown in communication between the schools and the parents (communities) is the non-existence of Parent-Teacher Associations in the schools, as indicated in the above schedule. Regarding the views of the respondents, 45% maintained that P.T.A.'s were supposed to be "legitimate" structures in the schools as they should be formed by the "biological" parents of the children of the school.

Evidence indicates that there should be a change in the approach of formation of the statutory bodies, i.e. from wider communities to real parents'/guardians' involvement.

4.4.6.3 Duties of Statutory Bodies

The statutory bodies are functioning (55%) in some schools and are seen by the respondents as useful particularly during crises in the schools. Regular meetings with the principals (25%), recommendation of appointments of new teachers (15%), addressing students and teachers during crises or conflict times (5%) are some of the duties of the school committees mentioned.

Forty-five percent of the respondents were not clear about the actual duties of the committees. This indicates a lack of communication between the principals and senior teachers in the schools. Of the 45% respondents, 25% maintained

that they had never heard of the school committees or parent-teacher-student association meetings in their schools in 1992. Twenty percent said a school committee was elected in a general meeting of parents in March 1992 but they never saw it functioning, i.e. holding school meetings. 15,5% of the respondents reported that only the chairmen of the school committees held regular meetings with the various principals in 1992.

Of all the respondents only 30% said that teachers, parents and students were once addressed by the statutory bodies in 1992; 70% maintained that they were never addressed.

4.4.7 School Tours

Table 4.8

Schools that Undertook Tours from 1988 to 1992

| | Freq | % |
|------------------------|------|-----|
| More than three times | 3 | 15 |
| Twice | 4 | 20 |
| Once | 6 | 30 |
| Never undertook a tour | 7 | 35 |
| Totals | 20 | 100 |

The respondents (67%) felt that students participated in school activities by taking part in sport, debates, drama, music, etc. Fifty-nine percent maintained that if these activities were neglected students tended to lose interest in the schools.

It becomes apparent that there is inconsistency in the planning of school tours. From 1988 to 1992 only 15% undertook tours more than three times, 20% twice, 30% once and 35% never undertook a tour for five years.

51,5% said they had hosted visiting schools from outside and inside Ciskei twice from 1988 to 1992, 25,3% once and 23,2% never received an outside school except local schools during inter-school tournaments.

When the respondents were asked whether they had sports, music and catering committees in their schools, 75% said that they had sportsmasters and choir conductors/conductresses only and no committees, 25% maintained that there were sports, catering committees and conductors/conductresses in their schools.

Of the 25% respondents, 10% maintained that special meetings were sometimes held by the committees and the reports were usually given in the staff meetings. Fifteen percent said that all matters concerning sport, music and tours were initiated by the principals and discussed in the staff meetings.

In response to an open-ended question on any programme specifically aimed at school tours, 43,5% seemed to agree that tours were not included in the school programmes. Even local sports tournaments were not incorporated into the school's plans and the schools could only respond to the invitations or challenges when they are received. It was also argued that this was quite disturbing because the students always wanted to know the plan for the year. 31,9% pointed out that although tours were not in the school's year-plan the principals usually made promises about tours in the assembly halls if the students behaved well during the year. One head of department who is also a sportsmaster said, "This relieves us of the tension because students know who is responsible for tours."

Another group of 24,6% of the respondents also maintained that there were no plans for tours in their schools and

nobody mentioned tours and they felt that they were safe because students had accepted the school procedure.

There is an indication that very few schools have clearly programmed tours, within the sample, that could be discussed with teachers, parents and students.

4.4.8 In-Service Training

4.4.8.1 Circuit Seminars and Workshops

Circuit seminars are always centralised and every school receives a circular programme either from Head Office or Circuit Office. Attendance of these seminars is obligatory.

Table 4.9
Report-Back after Seminars or Workshops

| | Freq | % |
|------------------------------|------|-----|
| Within a week after workshop | 13 | 65 |
| After a week | 0 | 0 |
| After a month | 1 | 5 |
| A report-back is not given | 6 | 30 |
| Totals | 20 | 100 |

Concerning report-backs after workshops, 65% of the respondents said that reports were given within a week after the workshop, 5% after a month and 30% did not give reports.

When the respondents were asked whether they had report-back programmes or timetables in their schools, 35% said that they had planned for the reports and the programmes

were displayed in the principals' offices. Sixty-five percent of the respondents had not planned and 25% of the 65% maintained that teachers who attended the workshops prepared themselves and informed the principals that they would give the reports on particular days. Fifteen percent indicated that all teachers who attended workshops knew that reports would be given two days after the workshops; that was standing policy of their schools. Twenty-five percent said the principals usually instructed the teachers concerned to prepare reports for particular days.

There is little evidence to suggest that schools plan for report-backs, and this indicates that this section of work needs more attention so that all the teachers in charge of the same subjects may benefit from the workshops.

4.4.9 Registration of Stock

All the respondents agreed that school equipment should be looked after by every teacher in the various schools. Although they differ in handling the equipment, there is evidence that care is taken and the principals seem to be taking the initiative in controlling the stocks.

4.4.9.1 Entering of Stock into Stock Register

It is argued that in order to avoid loss and to keep proper records of what is received by the schools, it is necessary to maintain good records of all articles in the schools.

When it comes to entering of stock into the register, 35% of the respondents suggested it should be done immediately after delivery and checking, 25% said when it was damaged and 40% maintained that stock should be entered at the end

of the school term.

Of the 40% respondents, 20,9% maintained that the class teachers should keep issue books where all the names of students who received books were recorded. 19,1% said the controlling teachers should keep the issue books. 39,1% suggested that it would be easy to check missing or lost books if the issue books were well controlled. All three groups agreed that entering equipment into the stock register was time-consuming particularly because they did not have clerical staff in their schools. They maintained that these books or any other equipment in the school could be easily transferred from the issue books into the stock registers at the end of the school term.

Table 4.10 displays times when the articles are entered into the stock register.

Table 4.10
Entering of Articles into the Stock Register

| | Freq | % |
|---|------|-----|
| Immediately after delivery and checking | 7 | 35 |
| When it is damaged or lost | 5 | 25 |
| At the end of the school term | 8 | 40 |
| Totals | 20 | 100 |

4.4.9.2 Stock Registers and Lost or Damaged Stock

Table 4.11

Number of Items in one Stock Register

| | Freq | % |
|----------------------|------|-----|
| More than four items | 3 | 15 |
| Four items | 0 | 0 |
| Three items | 0 | 0 |
| Two items | 7 | 35 |
| One item | 10 | 50 |
| Totals | 20 | 100 |

Commonly used items of stock in the schools are textbooks, setbooks, garden tools, sports equipment, furniture, science equipment, etc.

Concerning registration of stocks, 15% of the respondents said more than four items should be entered in one stock register, 35% maintained that they used one register for two items and 50% used one register for entering one item.

Although 50% showed proper registration of school stocks another 50% revealed lack of knowledge of stock registration. This also indicates that there is need for in-service training in some schools.

As far as training in administrative duties of the school is concerned 55,5% of the heads of departments argued that they were never trained for this work while 22% maintained that they once attended a course on administration in May, 1992 and 22,5% felt they had been equipped to handle this aspect.

Regarding lost or damaged articles 25% reported the damage or loss to the department, 25% replaced the article or repaired the damage and 50% reported the damaged article to the Board of Survey who would recommend the writing off of the article to the Department of Education.

Other methods used in the case of lost books by students include replacement of lost books (40,7%), payment for lost books (24,3%), replacement of books out of indemnity fee of the students (35%).

This once again indicates the responsibilities of the principals to help the senior teachers to master administrative duties during management meetings and through in-service training.

4.4.10 Planning Problems of Heads of Departments

The heads of department indicate feelings of uncertainty about planning procedures in the schools, particularly in examination planning where they are deeply involved. This is shown in Table 4.3 where 45%, i.e. 90% of the heads of department reported that planning was done two days before the examinations.

It was pointed out by 55,5% of the respondents that some of the aspects covered in the interview were the sole duties of principals and deputy-principals, e.g. registration of students, planning for parents' meetings and school tours.

It would appear that 40,5% of the heads of departments were not exposed to school administration and this deprived them of their chance to contribute to the smooth running of the schools.

4.4.11 Ways in which School Planning can be Improved

The managerial teams interviewed indicated that there was a need for in-service training in educational planning. In response to an open-ended question on the appointment of teachers 65% of the respondents felt that written procedures of how to recruit new teachers would help management in the various schools.

They said if this could be formulated as a standing policy for all schools it could help newly appointed principals and deputy-principals in controlling appointments and they could appeal for guidance from experienced principals if they encountered problems.

It was also noted that new students were not orientated in the schools. The respondents (85%) maintained that this aspect required a course for all teachers. The feeling was that orientation suggested acceptance and if the students felt that they were not accepted they devised other means to prove that they belonged to particular schools (some means are negative).

When the respondents were asked about other procedures they followed in reporting damaged or lost articles in their schools, 35% revealed uninvolved and 55% argued that there were not enough books. One head of department said, "In one class of 57 students there are only fifteen History textbooks."

It appeared that the sample was keen to know more about school planning and a group of 45% respondents supported the systems which were already applied in some schools and maintained that it could be further developed to other schools (20% of the schools have a good reputation for school management). They argued that all training could

take the form of school-based programmes, teachers' centre courses, formal and informal meetings.

4.4.12 Responses to Orientation of Students

The respondents responded to the following open-ended question in the following manner:

Explain why the students are orientated in your school.

The respondents maintained that school life had become a reality in the life of every child especially with the democratization of education for all the children.

The need for orientation includes:

- The child becomes aware of the divergent demands the process of schooling places on him and the adjustment of personal relationships that are required in order to conform to the ethos of schooling with which he has to comply (P.01).
- The integration of students with the expectations that will be imposed by the environment (D.P. 01).
- Avoidance of negative behaviour that may be caused by maladjustment (D.P. 02).
- Socialization of the new students (H.O.D. 01).
- To make students aware of the way the school is run and to make them aware of their expected role (H.O.D. 03).
- To inculcate love, respect and pride for the school (H.O.D. 04).
- To acquaint students with the rules and regulations of the school (P. 04).

- To allow teachers to establish working relationships with the students (H.O.D. 09).

It was also argued that the orientation programme should be prepared in advance and be ready by the last term of the previous year.

4.12.1 Orientation Programme

A summary of the orientation programme given by the respondents entails the following:

- School policy and duties of students
- School curriculum
- Communication channels open to students
- Relationship between teachers and students
- Formulation of students' body
- Relationship between the school and the community
- Regulations with regard to absenteeism, permission to go to hospital, clinic, town, etc.
- Role of parents in education
- Monthly tests and examinations

4.4.13 Improvement of school Management

When the respondents were asked how school managers could be helped to improve their administration they suggested the following:

- Upgrading qualifications through full or part-time study
- Teacher centre courses on management
- Management workshops in various schools
- Visiting "well" organised schools

- Involvement of all teachers in school management
- Educational conferences on management
- Open staff discussion on management.
- Formal and informal management meetings
- Exposure to other schools' administration
- Inviting Department of Education management staff to the school to discuss management issues
- Formation of management associations that will organise courses.

4.4.14 Summary

Chapter 4 has presented an analysis of research findings.

Although two types of measuring instruments, namely the questionnaire and interview, were used to achieve the above aim, this analysis is based on the findings of the interview and the questionnaire analysis is given in the appendix.

It becomes apparent that many schools differ greatly in their planning.

Some approaches that can be applied in improving the present state of affairs are also highlighted.

It can be concluded that some managerial teams do not as a rule plan administration and management in their schools. Van der Westhuizen (1991:455) suggests that:

The identified administrative activities should be set in operation. Action should be taken and kept in operation. This takes place by means of guidance through which leadership, involvement, motivation, communication and supervision are implemented. Effective guidance requires a particular approach by the school principal towards his administrative staff.

From the above view management, particularly planning and administration, centre on:

- continuity
- guidance
- motivation
- involvement.

4.5 Conclusions

This section highlights areas that are quite controversial in educational planning in the schools. Although the argument is based on the contributions of the respondents the conclusions drawn depict the actual positions in the schools as observed during the interview. Areas of research are identified as important for augmentation of references and further training.

It is evident that some form of planning takes place in the schools but the approach and timing differ from school to school. Some schools could produce no evidence to suggest that advance planning occurs. The majority of the schools start planning on the re-opening of schools and finish after a month, meaning that valuable tuition time is wasted.

The general feeling of the respondents is to involve all active parties in school planning. The schools are taking this seriously and the managerial teams initiate planning. There are few respondents that are not in favour of a school year-plan.

It would appear that all teachers are examining or evaluating students in their schools although planning of examinations and tests needs improvement in some schools.

In 45% of the sample there is no evidence that planning of examinations is done jointly by the staff.

Very few schools have clear programmes controlling the late-coming of students. The research has revealed that the claim that certain staff members control late comers is unreliable because there are no records to substantiate the claims.

Although some schools advertise vacant posts in the media others do not bother to take precautions to make sure that the candidates are suitably qualified for the posts. While some posts are advertised, very few schools interview the candidates.

It was also noted that the managerial teams are responsible for orientation of the newly appointed teachers. The methods or approaches differ from school to school and in some schools the methods need upgrading or improvements.

Planning of registration of new students differs from school to school. It would appear that the managerial teams in some schools do not take care in establishing fully the irregularities that go with registration of students in their schools. It would seem that there is insufficient care taken in checking the students who apply for acceptance without genuine transfer letters. Such irregularities were discovered during panel inspections in 1992.

There is little evidence to suggest that new students are orientated in the schools. Many schools claim that they orientate the new students but there are no plans available in the schools to support this statement. Their response indicates that they are aware of an ideal, but it does not reflect reality.

It seems that parents' meetings are planned in some schools although some parents do not attend them. The reasons given for failure to attend meetings, like forgetting, personal problems, lack of transport, reveal a lack of commitment on the part of the parents. Other schools need to upgrade planning of parents' meetings.

It seems that the school committees do exist in most schools although the communities are in conflict with the Department of Education about the role of the school committees. The communities (political organizations and their affiliates) do not recognize the school committees; instead they favour Parent-Teacher-Student Associations (P.T.S.A.'s).

There is no evidence that Parent-Teacher Associations (P.T.A.'s) exist. It seems that the statutory bodies are not taking an active part in the schools as expected because of a conflict of interest that exists between the Department of Education and the communities. It would seem that proper planning of the duties of the statutory bodies is handicapped by feelings of unacceptance and insecurity which inhibit participation in school activities by the parents under the supervision of the school committees.

Although tours are viewed as important to students and teachers, many schools produced no evidence of planning for tours; i.e. from 1988 to 1992 most schools never undertook tours.

The circuit seminars are always centralised at the circuit office and the attendance is always good. The research has revealed that most schools do not incorporate circuit or Departmental activities into the school year-plans.

Concerning report backs after the seminar there is evidence that only some schools give report backs. Some schools plan this long before the seminar and others do not plan at all. It is therefore unlikely that teachers benefit fully from the seminars attended by colleagues.

The registration of stock is considered basically as important in all schools although in practice the schools differ in handling the equipment. There is little evidence to suggest that the stock is entered in the registers immediately after delivery from the bookshops. Some schools wait until stock is damaged or lost and others enter it at the end of the school term.

It can be concluded that the inefficiency in stock registration is a contributing factor to the shortage of stock experienced by schools. There is evidence that books, for instance, that are lost are not accounted for because they were never entered into the stock registers.

Concerning personal problems of senior teachers with regard to school planning it was revealed that all is not well in some schools. When the senior teachers take up the senior posts they become idealistic. They have a positive attitude towards their work and aim high. They start planning for the various departments and seek advice from other members of the staff on certain matters pertaining to the school. The following areas are among those highlighted by new senior teachers which require attention:

- Admission of new students (selection tests)
- Promotion or condoning of students at the end of the year
- Completion of school time-tables
- Late-coming of students
- Cleaning of school

- Ringing of the bell between periods and after breaks
- Allocation of extra-mural activities

One deputy-principal said, "When you feel accepted by the staff members you become enthusiastic and try to work hard to help them."

The principals are initiators of all projects in some schools. The senior teachers are therefore dependent on them to implement their plans or to contribute to school planning. Forty percent of the senior teachers maintained that a negative attitude is one of the primary causes of failure in school management. They cannot apply the skills, knowledge and experience they acquired from their previous schools because their present principals "Do not practise or have open door systems in their school management." This has a demotivating effect on the staff and could change the attitude of potentially positive teachers to a negative attitude. When things do not go according to plan the senior teachers become frustrated as they lack the authority to implement their plans. They suppress their aspirations to make contributions to the smooth running of the school because:

- There is no openness to ideas and suggestions of staff members
- There is no creative attitude to the problem of how to build self-confidence and sense of responsibility
- Subordinates are not free to initiate projects in the schools
- There are poor human relationships between the principals and staff members
- There is always a defined or prescribed standard of performance for every aspect of work. There

is no scope for teachers' initiative for achieving more than the minimum requirements.

Poor communication among staff members retards proper planning. Joint staff planning is impossible in such a situation. The senior teachers become frustrated and conclude that things will not work out as expected unless something definite is done. This happens when a long time goes by with no change in a positive direction. There is:

- Feeling of anxiety
- No sharing of management ideas among staff members (managerial teams)
- No freedom to initiate planning
- Communication is by the instruction book

The above attitude creates a negative self-image. The teachers fail to act assertively because they feel unworthy, inadequate and anxious. The majority end up leaving the teaching profession because of the frustration they experience in the working situation.

Those who remain become defiant and the situation in the school becomes more tense because the principal applies more pressure to the staff so that his autocratic management may be felt by everyone involved:

- He avoids full staff meetings; if the meeting is called he reads out instructions and Department of Education circulars.
- Parents' meetings are also not programmed; in some schools the principals meet the school committee chairmen only when cheques are to be signed.

When the heads of departments experience uncertainty about planning procedures in the schools, particularly in examination planning where they are deeply involved, they become uninvolved because they feel there is no longer any use in trying to change things:

- Class visits are not planned
- They respond only to instructions given by the principals, for example when to visit certain classes and to control work of certain teachers
- When panel inspections are expected the managerial teams are usually instructed to see to it that all teachers' work is controlled and signed

The above approach leads to self-defence. The senior teachers feel that their rights are being violated because:

- They were never guided on how to control the work of teachers
- There is no proper programme of control
- The principal is aware that the work is not up to date

They, therefore, resort to self-defence to object to the abuse of their rights. A number of senior teachers interviewed maintained that they were forced to complete four months' work within a week, in some cases. This creates misunderstanding among staff members and promotes conflict in the school.

From the above argument it is possible to conclude that if proper planning of school activities is given to staff members, particularly the managerial team, stress may be lessened. Similarly, if a participative approach is used in all school activities, effective communication and

proper consultation may be promoted. In addition, if guidance is given in controlling academic work of teachers and extra-mural activities, frustration may be lessened.

Dean (1987:174) argues that:

A school can also offer teachers at all levels the opportunity for acquiring management skills. These may include:

- Participation in decision-making activities
- Being given opportunities to exercise responsibility
- Being given opportunities to exercise interpersonal skills with adults

The above view implies that a participative approach promotes staff development. Ideally, there should be a continuous programme of events related to staff development arising out of the needs of the school as identified by the staff.

4.6 Ways in which School Planning can be Improved

- Improvement suggests awareness of the existing state of affairs. One reaches this attitude when one sees that one should be willing to change. There is no real awareness without an honest acceptance of personal responsibility and the need for personal change.
- It would appear that the managerial teams require commitment. Commitment results from changing, i.e.

active, productive attitudes. Strydom (1991:6) maintains that:

You become committed when you don't expect perfection from your job, or yourself, yet you want to make things work. You strive for excellence, knowing that perfection is often idealistic.

There is enough evidence to suggest that changed attitude can be acquired through:

- Upgrading of qualifications
- Teacher centre courses
- Involvement of all senior teachers in school management
- Open staff discussions on management
- Formation of management associations that could organise courses

In formal education, there are different groups or parties which co-operate with schools. The school, the parent community, the education authorities and the organized teaching profession co-operate as partners. Such co-operation demands that the interests of all the parties involved be reconciled. The principal, as a top official in the school, should take all parties involved into his confidence and plan together in advance for the following year.

Research has revealed that some managerial teams are not working jointly when planning for the year.

4.7 Areas for Further Research

It has been revealed that this research is one of many areas of educational planning. There is much research that

could still be done in educational leadership and management. The suggested areas include:

- Management planning in the primary schools
- Academic planning in the schools
- Management planning with special reference to inspectors of schools
- Duties of the managerial teams in the schools
- The role of a subject-advisor with special reference to academic planning
- Planning orientation of new teachers
- Implementation of an orientation programme and evaluation thereof

CHAPTER 5

RECOMMENDATIONS FOR EDUCATIONAL PLANNING
IN THE SECONDARY SCHOOLS WHICH FOLLOW THE
CONCLUSIONS OF THIS RESEARCH

- 5.1 The Role of Planning
 - 5.1.1 General comments
 - 5.1.2 Culture of participation
 - 5.1.3 Staff commitment
 - 5.1.4 Further recommendations
 - 5.1.5 The importance of a school year-plan
 - 5.1.5.1 Introduction
 - 5.1.5.2 School year-plan
 - 5.1.5.3 Items that can be included in the plan
 - 5.1.5.4 Target dates and action plan
 - 5.1.5.4.1 Action Schedule
 - 5.1.5.5 Control, evaluation and follow-up
- 5.2 School organization
 - 5.2.1 Appointment of teachers
 - 5.2.1.1 Interview of candidates
 - 5.2.1.2 Orientation of new teachers
 - 5.2.2 School policy
 - 5.2.2.1 Policy governing students
 - 5.2.2.2 Policy governing teachers
 - 5.2.3 Staff development
 - 5.2.3.1 Subject head
- 5.3 Summary and general recommendations
 - 5.3.1 Summary
 - 5.3.2 General recommendations

5.1 The Role of Planning

This chapter focuses on the role of planning and school organization. Planning is presented as a team effort within a culture of participation. The items that could be included in the plan, such as a school calendar and admission of students, are discussed. Academic tasks, extra-mural activities, target dates and an action plan (with an action schedule) and control, evaluation and follow-up are also highlighted.

The duties of the staff members are viewed as paramount throughout planning and the initiation of activities does not rest with the principal alone. This is in line with the suggestion of Calitz et al (1992:41) that although the principal is within his rights to utilise his staff as he thinks best, it is always advisable to gain their support and to do the planning in co-operation with them.

Concerning planning in Ciskei, the Department of Education distributes a year-plan to all the Education Directorates between the middle of November and the beginning of December every year. It includes all the Departmental activities for the year, for all the Directorates in the Ciskei. Each Directorate office keeps a copy and distributes the plan to all the schools under its jurisdiction. It becomes the duty of the staff members to note all the dates that affect their directorate and school.

This is a valuable document because each teacher in the Ciskei schools knows exactly what the Department expects from the various schools, on the specified dates.

The availability of the Departmental year-plan, in good time, makes it easy for the school (managerial team) to

complete the school plan before the opening of schools. Van der Westhuizen (1991:140) argues that one of the steps in planning actions is that the school leader should apprise himself of policy at National level. Simpson (1978:38) also supports the idea when he says that planning is often improved if a variety of items of information is available to the planner.

5.1.2 Culture of Participation

A participative approach is important in educational management, particularly in planning school activities. Because a school is formed by different groups of people, i.e. teachers, parents and students, care should be taken to involve them in the school projects as much as possible. The new approach to educational management requires consultation, participation and co-operation in school activities (Metcalfe and Rule, 1992).

Participation includes communication, joint decision-making or consultative decision taking, delegation and joint goal-setting.

- Communication is the sharing of thoughts, feelings and experiences. This implies that communication is an essential ingredient of participation in educational planning. Cawood and Gibbon (1985:171) argue that important aspects of leadership, such as the promotion of teamwork, morale building, co-operative problem solving and decision-making by consensus, imply skill in communicating with a group. According to Simpson (1978:242) communication occurs by means of three media i.e., words, pictures and actions. This is true in all fields of communication and the commonly used tools of communication in educational management are

oral and written communication. Both are equally important and they should be used effectively in order to promote good management in the school.

- Consultative decision-making retains the advantages of obtaining the ideas, suggestions and commitment of those involved while vesting the responsibility for implementation of decisions in one person. He should be able to ensure consistency of decision-making and conformity to established guidelines. It combines motivation with effectiveness (Everard and Morris, 1986:45). The implication of the above view is that consultative decision-making is binding because everybody involved has made a contribution in one way or another to the decision taken. Although the implementation may be carried out by one person, the decision is not unilateral. A consultative approach in decision-making promotes understanding, openness and commitment among members.

If people are not consulted in their school projects they develop a feeling of suspicion, defiance and uninvolvedness. This reveals that staff members should be given the chance to exercise their talents, experience and skills in the smooth running of the school. Recent events, as indicated in chapter one, have revealed that unilateral decision-making can have negative results in today's educational climate.

The implementation of a decision depends on:

- A clearly defined and communicated structure for implementation
- The commitment of those involved

Everard and Morris (1986:43) maintain that the structure for implementation of a decision consists of:

- Determining (agreeing) who will do what by when (the action plan)
 - Communicating the action plan to the parties concerned
 - Establishing and communicating a review procedure
 - Ensuring that reviews take place
- Delegation is an interpersonal process; the act of delegation enhances one's ability to work with others. It is the process of sharing responsibility with subordinates. Strydom (1991:35) contends that delegating authority and responsibility to others requires adeptness in communication, a willingness to listen, and the ability to motivate, convey trust and inspire loyalty.

Delegation improves one's ability to manage because it needs thorough planning, understanding of subordinates and the delegated task or project. It can be concluded that leadership involves effective communication which enhances good delegation. A good leader should therefore create an atmosphere which is conducive to good communication in order to promote effective delegation.

Delegation requires a committed attitude, not a reaction to things that are going wrong but an active, working desire to help out. This is possible only when people work together as a team.

5.1.3 Staff Commitment

An important element in planning is strong personal commitment on the part of the managerial teams. In some schools the principal will not only need to have a strong commitment but will also have to communicate that commitment to other staff members through planned programmes.

In admitting students for instance, the principal and heads of department need to plan this project thoroughly and come to a common understanding. In their preparation they should consult the principals of feeder-schools in order to know the number of children who will be applying for admissions to their school. The D.E.T. (1990:55) supports the idea:

... this, together with information that he (principal) must obtain from feeder-schools, will enable him to make a fairly accurate estimate of the expected enrolment at the beginning of the following year.

This consultative approach which forms part of the school policy promotes understanding, friendship and openness among teachers, students and parents of the various schools involved. For example, a parent who knows that his child will be admitted in school A after passing Std. 5, develops a vested interest in the school.

Thus, Everard and Morris (1986:174) argue that:

...schools without explicit aims and a whole school policy would not meet this criterion of effectiveness.

The implication is that if a school has no functional school policy which is understood by everybody involved it

will not maintain effective planning. The involvement of the teachers of the feeder-schools and parents, for instance, in the planning of admission of students brings about understanding and co-operation. Similarly, staff members should understand the school policy and co-operate with the managerial team in order to promote effectiveness in the execution of school duties.

The managerial team should consider all the items that need attention in that particular year when drafting a year programme. The principal as an administrator, professional person and head of the school should be alert and check all the relevant items at his disposal. The D.E.T. (1990:53) suggests that:

A principal should keep a diary in which he can make notes about a multitude of matters that come to his attention.

When the managerial team has gathered all the information (items) to be included in the year plan, it is then tabulated for final checking and approval by all staff members. In keeping with the culture of participation and consultation, the drawing up of these items should start from the bottom and proceed upwards, i.e. from teachers, heads of departments, deputy-principal and finally to the principal. The principal checks the progress at all stages until he gets the final draft.

To facilitate control, progress and understanding in the school, the following process is suggested:

- The subject teacher in his discussion with the class (students) may bring suggestions to his head of department for consideration.
- This may be carried out by all teachers under heads of departments in the school.

- The head of department compiles a list of all items from the various teachers and includes them in the agenda of a departmental meeting.
- All items that are recommended by the departmental meetings are forwarded to the management committee so that they may be included in the agenda of the management meeting.
- The items that are recommended by the management meeting are taken back to the staff meeting for final approval.
- The items that are not recommended are also taken back for possible inclusion in the programme for another year.
- The decision is taken further down to the students for their information, so that everybody in the school may be aware of what is being planned for the coming year.
- Finally, the decision is taken back to the management committee to be programmed for the following year.

Marland (1988:6) supports this participative approach when he says that:

Goodwill and a participative response occur when staff have been part of the decision-making process and understand fully the reasons for a decision.

5.1.4 Further Recommendations

Taking 1993 as an example, the Ciskei school calendar specifies that:

1. Primary school teachers report for duty on 12 January, 1993 and
2. Classes commence on 13 January, 1993.

3. Secondary school teachers report for duty on 19 January, 1993 and
4. Classes commence on 20 January, 1993.

Research has shown that throughout the years, including 1993, primary schools re-open in January a week earlier than the secondary schools. In order to meet all the administrative demands in the schools in January it is further recommended that:

1. All secondary school managerial teams could report for duty on the same day as primary school teachers.
2. All admissions and registration of students could be conducted on the first week of reporting, for example:
 - Monday and Tuesday for Std 6 applicants
 - Wednesday and Thursday for Std 9 applicants
 - Friday for all returning students, i.e. those who have passed and those who have failed Stds 6, 7, 8, 9 and 10 could be allocated to their new classes
 - The following Monday, i.e. on the official reporting day, the staff could re-arrange and finalise allocation of classes
 - Tuesday to Thursday issuing of stationery and textbooks
 - Friday, the principal could finalise admissions.
 - Next Monday, i.e. on the sixth school day after the actual opening of schools, tuition could start in all classes
3. It should be noted that some schools could start earlier and others later; it depends on the planning of the project.

Twenty-two years of experience have taught the writer that a school (managerial team) that has planned

in advance could manage to start tuition on the sixth day after the actual opening of schools, taking into consideration the extra week the managerial team has made use of. The D.E.T. (1990:51) recommends that a principal must constantly plan in advance, in the normal course of events during the second semester of a year for the following year.

The writer supports the above view when it comes to the optimum time for planning but disagrees with the perceived dictatorial role of the principal in planning. He fully recommends a participative approach in all school projects which may be initiated either by the principal or any member of the staff.

It can be pointed out that a principal who succeeds in the execution of school duties is one who gets the co-operation of his staff members. The fact that a principal is held personally responsible for every facet of every activity in the school as a whole does not imply that he has to perform all the tasks or that he has to initiate every activity (Ibid). A good principal delegates and supervises his subordinates. He should encourage teamwork among his staff members if he wants good progress and understanding among staff. Strydom (1991:27) suggests that:

It is the responsibility of the manager to motivate his team. He is the person best able to create an environment in which team members will grow and give their best to the work. Practical experience has shown that team leaders can provide team members with the most important motivating factors, i.e. responsibility, recognition, pride in work and fair compensation.

In supporting the above view Everard and Morris (1986:133) maintain that:

All systematic approaches lay stress on the importance of the team defining and agreeing on its objectives (what has to be achieved), for no team can work effectively unless everyone in it knows where it is going.

Theron and Bothma (1990:113) contend that:

He who wants to inspire, educate or stimulate must gain, retain and develop the co-operation of everyone involved.

5.1.5 The Importance of a School Year-Plan

5.1.5.1 Introduction

This subsection discusses a possible model for a school year-plan or programme. It also highlights the importance of advance planning, participative and consultative approaches. Although schools may attempt different projects each year, the basic approach in planning is likely to follow a similar pattern if involvement of all concerned parties is the criterion.

Items that could be included in the plan, such as target dates and an action plan, an action schedule, control, evaluation and follow-up are discussed. Particular consideration is also given to Department of Education projects in the school year plan.

5.1.5.2 School Year-Plan

Annual planning is indispensable in any educational institution. A school should have its own year plan where the planned Department of Education activities that affect the school would be included. Allen (1982:23) maintains that sound organizations are derived from sound plans. A school year plan is like a "sign post", it gives "directions" to all academic and extra-mural activities in the school. Killen (1977:26) supports the idea of "sound plans" when he says that:

..., planning as a management function is a long standing principle. Operations can get all mixed up if there is no planning or poor planning.

Experience has taught the writer that the managerial teams should not delay until the last moment (the beginning of the school year) before drawing up school programmes. The managerial teams who have started their planning during the fourth term of the preceding year easily finalise the programmes before the end of the year. At the end of the year they would only need to include the planned activities from the Department of Education year plan. In other words, in their final planning they consider the Departmental year plan and incorporate the relevant dates and activities into the school year plan in order to:

- Avoid clashes between the school and Department of Education activities
- Prepare in advance for Departmental activities, i.e. athletics, sports or music festivals
- Notify teachers who are going to attend workshops and seminars that are organized by the Department of Education and
- Complete the school year plan for the following year

5.1.6 Items that can be Included in the Plan

A year programme, which is the backbone of the school, is a group effort where all the interested parties are involved. Involvement implies good communication which makes understanding of one another possible. It is also vital if we are to work co-operatively to build our schools.

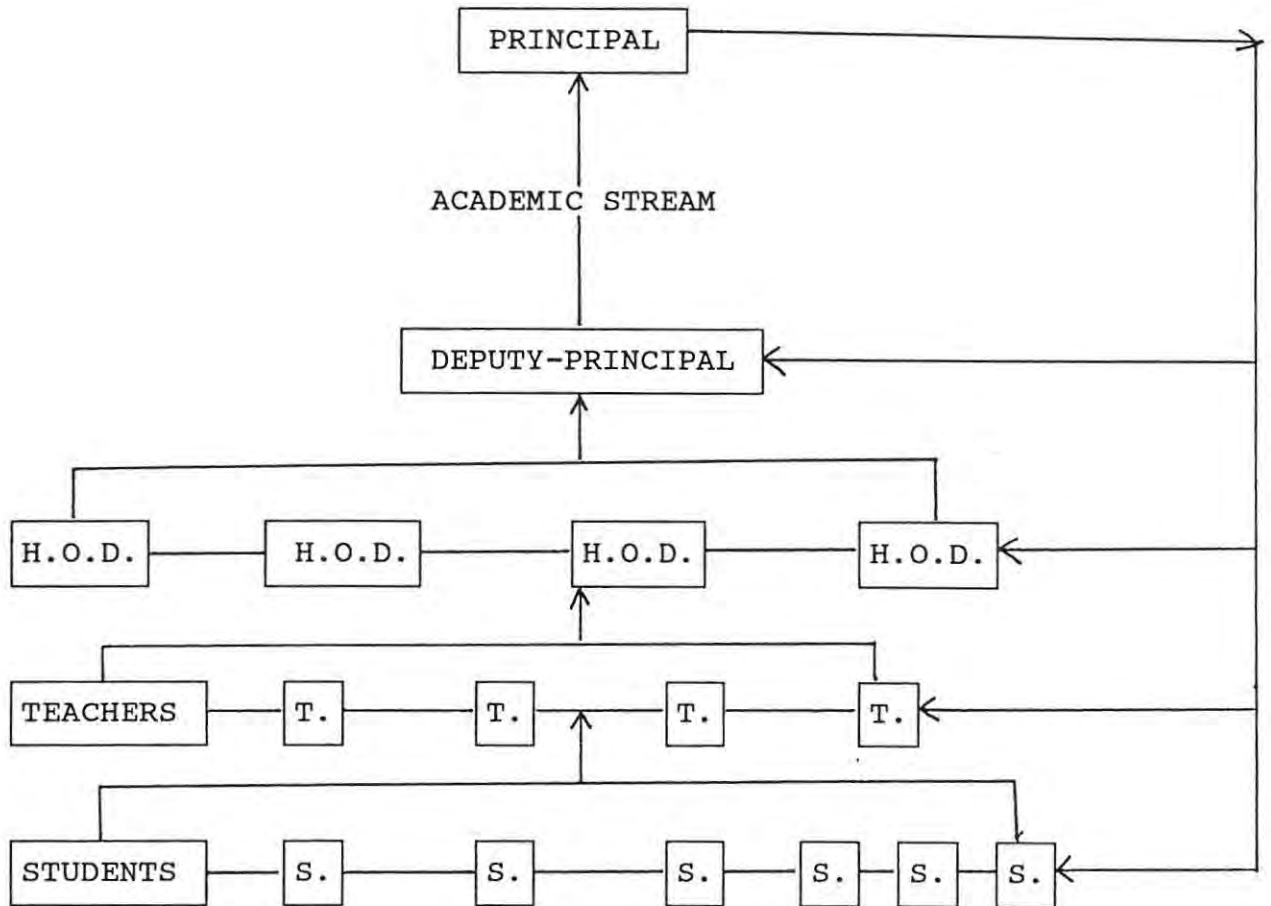
The essence of planning is to do it in advance and involve all interested parties. By involving staff members in any project, the principal is developing them. A principal of this kind does not feel that everything hinges upon his own ability, but provides ample opportunity for his staff to develop their talents (Theron and Bothma, 1990:127).

Items that could be included in the school year plan could include:

- School calendar - opening and closing of schools, public and special school holidays
- Admission of students
- Academic tasks - tests and examinations, class visits, progress reports, submission of mark lists and class schedules to the office
- Deadlines for forms, e.g. stocktaking
- Meetings with departmental heads, panel inspection
- Staff meetings, scholar council meetings
- Extra-mural activities, including school bazaars, concerts, open days and parents' meetings

CHART I

ACADEMIC PLANNING MODEL



H.O.D. = HEAD OF DEPARTMENT

T. = TEACHERS

S. = STUDENTS

5.1.7 Target Dates and Action Plan

A "target date" means a date set for the commencement, fulfilment or completion of a task (The Random House Dictionary, 1983:1944). The term "action plan" refers to a programme or plan designed for immediate attention. Target dates and action plans lead to the formulation of an action schedule for proper control of educational activities by the managerial team. Killen (1977:125) maintains that:

During the planning function, managers should think about how they are going to check up on (control) a particular plan. It is a logical, even ideal time for this. When you are making initial plans, develop controls at the same time.

5.1.7.1 Action Schedule

The action schedule should be drawn up in such a way that it gives every staff member a chance to exercise his leadership skills. In drawing it up, the principal (managerial team) should also make provision for all aspects of the official school work and activities in his programme for the year (D.E.T., 1990:67).

The action schedule is part of school planning, where target dates are observed to the letter by different teachers, as indicated in the schedule. Failure to plan in schools retards progress. Items verbally suggested in a staff meeting are not properly implemented, because teachers take them as the responsibility of the managerial team. All activities planned by the staff should be scheduled and be communicated to all teachers. Some teachers do not accept the decision of the meeting as binding in any way, particularly the beginner teachers.

After the meeting they forget some of the items they have decided upon; as a result items are handled as they are remembered, because there is no programme or schedule of items.

This attitude reveals a breakdown in communication among the staff, particularly between the managerial team and the staff. The teachers regard the decision of the meeting as unimportant because the managerial team has failed to follow-up the decision.

Killen (1977:89) argues that:

The major causes of poor communication are (1) the idea that communication is unimportant, (2) a poor mental set, (3) faulty message construction, (4) faulty memory, and (5) failure to establish a means of feedback.

The failure of the staff to co-operate indicates the failure of the managerial team, particularly the principal, to programme the items the staff members have agreed on. Planning makes work easier for managers because everybody knows who is doing what and who controls whom. If planning is not done teachers do not know what they are supposed to do and they keep on complaining that they are not involved in the school activities.

Allen (1982:23) contends that:

... success as a manager lies in ... ability to get other people to do work and make decisions you would otherwise do and make yourself.

There are different ways of formulating an action schedule. The following example is commonly used in many educational institutions:

1. Action or task
2. Target date
3. Persons responsible for:
 - action
 - control

It is recommended that the name of the teacher, not just designation, be written in the programme or schedule. Some schools have more than one head of department, therefore, to write only the designation in the schedule will not make sense to a visiting official.

Proposed Format of Action Schedule

From 19 January, 1993

| Task or Action | Target Date | Teachers Responsible for | |
|---|---------------|--------------------------|-------------|
| | | Action | Control |
| Management meeting: Advertisement of vacant post | 19 Jan., 1993 | Principal | Principal |
| Control of work- books | 15 Feb., 1993 | H.O.D. | D-Principal |
| Submission of class registers to the office | 19 February | Teacher | H.O.D. |
| Letters to School Council in connec- tion with upgrading of school | 19 February | D-Principal | Principal |
| Class visits: control work | 22 February | H.O.D. | D-Principal |
| Progress Reports: Control work | 10 March | H.O.D. | D-Principal |
| Staff meeting: Music Festival | 15 March | Choirmaster | Principal |
| Management meeting: Founder's Day | 1 April | D-Principal | Principal |

| | | | |
|--|---------|-------------------|-------------|
| Staff meeting: Inter-houses sports | 5 April | Sports- master | Principal |
| Departmental meeting: discuss subject policy | 6 April | H.O.D. | D-Principal |

5.1.8 Control, Evaluation and Follow-up

No institution or organization could flourish without control or supervision (D.E.T., 1990:119). Follow-up in educational management suggests control and it is the duty of the principal to see to it that all planned projects are controlled in order to get good results. Killen (1977:120) observes that control is the process of checking up on the actual progress of a plan. This sounds very true with regard to setting an action schedule for the purpose of controlling the work assigned to the staff members.

Senior teachers, as professional people and supervisors in their departments, are entrusted with the duty of educating, motivating and developing the beginner teachers under their supervision. Failure to execute their professional duties is tantamount to destroying teachers they are supposed to help. Everard and Morris (1986:25) contend that a fundamental mistake is to forget that people are best motivated to work towards goals that they have been involved in setting and to which they therefore feel committed.

The principal, as a head of the school, should have confidence in the teachers and heads of departments to carry out their duties satisfactorily under his control, which may include periodic informal meetings.

He cannot manage to supervise all the work in the school hence it is recommended that he could delegate duties to his deputy-principal and heads of departments. Although he is free to delegate he is also advised to supervise the work or to make a review in order to satisfy himself that the work is properly done. Theron and Bothma (1990:216) maintain that:

Even though he delegates tasks, he must remain involved ..., be present everywhere, in body or spirit, be ready to evaluate, congratulate and encourage.

The follow-up is designed to help the teachers in their work. The managerial teams should bear in mind that the teachers under their control are undergoing training. Killen (1977:96) believes that:

A good supervisor is employee-oriented, that is, he considers the effects of his action on the morale of his subordinates.

Strydom (1991:112) suggests that managers should avoid waiting until the year's end to point out numerous errors which should have been communicated at the time of commission. She says that they must provide frequent informal feedback. For example, complimenting the employee on a job well done and, of equal importance, pointing out errors and having the employee correct errors.

The above view implies that follow-up is part of feedback because the supervisor does not only point out the mistake or error, he also gives guidance how to rectify the mistake. Cawood and Gibbon (1985:77) maintain that feedback is a way of helping another person to consider changing his behaviour. They also suggest that the level and helpfulness of feedback depends on the level of trust in the group and between it and the person concerned.

5.2 School Organization

The second section of chapter five deals with school organization as part of managerial planning in schools. The managerial team should organize the school so that the needs of the students, teachers and the wider community may be met. Killen (1977:58) contends that the success of any organization depends more on having the right people than on anything else. It is, therefore, on the strength of the above view that the managerial team is advised to recruit competent staff whenever there are vacant posts in the school. For that reason the principal should timeously and in consultation with the deputy-principal and heads of departments determine the requirement for every post.

The recommendations on school organization are based on the weaknesses that were revealed during research.

5.2.1 Appointment of Teachers

5.2.1.1 Interview of Candidates

Everard and Morris (1986:70) suggest that the purpose of an interview is to find which of the short-listed candidates best fits our needs. The above statement implies that the candidates should suit the requirements for the post.

The principal and the governing council are fully responsible for interviewing the applicants. It is within their right to appoint interviewers. The formal panel members should each be familiar with selection criteria for the post advertised. The important aspect is that all interviewers should communicate and assess professionalism, knowledge of the subjects the applicant offers "and his ability to work with others. The role of the principal is

vital in this selection meeting. He should clearly and tactfully convey to the interviewers the actual requirements for the post so that the "right" person may be appointed or selected. He should bear in mind that he cannot blame the interviewers for making a poor decision.

5.2.1.2 Orientation of New Teachers

Orientation should be a well-organized and planned project aimed at the immediate adjustment of the new teacher to the new environment (Boadua, 1989:16).

Everard and Morris (1986:74) recommend that:

As soon as the candidate has accepted the appointment, he should be invited for an induction day and given his job description.

It stands to reason that a new broom sweeps clean, and a wise principal makes use of this psychological trait in conscientising and familiarizing the new teacher with the school policy and environment.

Killen (1977:147) supports this idea when he says that most new employees are excited about their new jobs, and are usually more open-minded and eager to learn than they will be later on. He suggests that managers should take advantage of this enthusiasm.

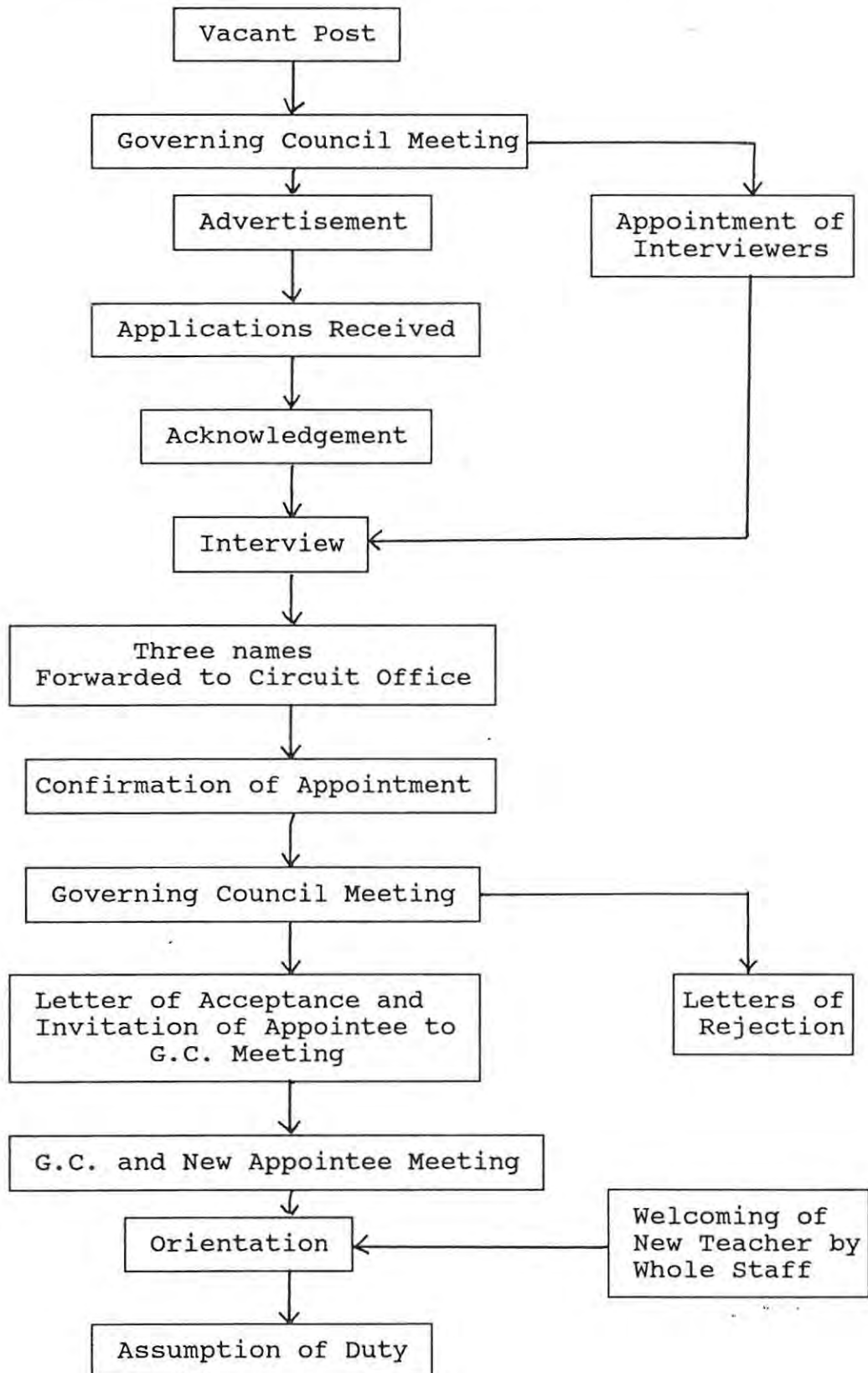
Simpson (1978:150) views orientation as helping the new teacher in coping with the school procedures, he suggests that:

Transmitting information initially involves giving the trainee a general orientation into organizational policies and procedures.

A new teacher, like all teachers, wants to make a success of teaching. This is possible if a proper orientation programme is introduced in order to adjust the new teacher to his new sphere of work. When he arrives in the new school he should be welcomed by the managerial team and be introduced first to the whole staff and then to the students.

On the orientation day the following information is recommended:

- The general aims, practices and operating procedures of the school. The school timetables, the division of classes and the composition of the student body.
- School facilities, e.g. playgrounds, library, teaching and playing equipment, help for teaching including health services.
- The general academic performance of the students, i.e. during internal and external examinations.
- Sports performance in all codes offered in the school, including sport programmes for the current year.
- Attitude of the wider community towards the school. All planned parents' meetings, past contributions of the community and planned projects for the current year, e.g. school bazaars, open days, Founder's Day, fund raising projects.
- Composition of the governing council and names of the current members of the council.

CHART IIA SUGGESTED PROCEDURE FOR APPOINTMENT OF TEACHERS

5.2.2 School Policy

Policies exist at various levels of the school and they allow teachers to handle problems without first going to the principal for a decision each time.

These may include:

- General school policy
- Sports policy
- Administrative policy
- Subject policy
- Policy governing students
- Policy governing teachers
- Financial policy

All these policies are interrelated in one way or another in order to maintain smooth running of the school. They should be written down and distributed or communicated to all concerned parties. It should be pointed out that constructive school policies cannot change or maintain the image of the school if they are not executed by the people in authority.

5.2.2.1 Policy Governing Students

Theron and Bothma (1990:143) maintain that the headmaster must provide guidelines for the immature pupil on the spiritual and cultural levels; he must give a decisive answer as to what is significant and what is absurd, what is acceptable and commendable and what is reprehensible.

This comment sums up the general feeling towards policy governing students because no school can function successfully without sound discipline and order.

The suggested points for policy governing students include the following:

- Written and unwritten rules
- Order and routine
- Movement of pupils
- Tours, excursions and away matches
- Punctuality

5.2.2.2 Policy Governing Teachers

A principal should not make the mistake of thinking that his school will run smoothly simply because he has put a healthy school policy in writing. He should fulfil his control function, in this respect, at all times.

The following points may be included in the school policy governing teachers:

1. All teachers, apart from duties that are connected with their posts, also have to perform duties relating to the organization of sport and games, youth activities, supervision during examinations and other activities which the principal may from time to time assign to them.
2. Each staff member is subject to the rules which the principal issues from time to time for the internal management of the school.
3. Any form of alcoholic liquor is strictly forbidden in the school.
4. It is incumbent on teachers to be punctual at all times. This holds good for their arrival at school, when the bell rings, at the beginning of periods, at any function, meetings, sports activity.

5. All teachers should be aware that they have a joint disciplinary responsibility, i.e. their responsibility is not confined to their own classes only.
6. Classes should never be left to themselves with the injunction "to be quiet and to learn." Such a situation is conducive to mischief.
7. Teachers should be thoroughly prepared for classes at all times and their preparation should be in writing.
8. Every teacher should acquaint himself with the content of the school policy.
9. All visitors to the school should report to the principal's office (D.E.T. 1990:175).

Beare H, Bryan JC and Ross HM (1989:157) contend that:

In a school where concern for excellence is a driving force, supervision is the process of working with and through others to achieve to the greatest extent possible a quality education for all students.

5.2.3 Staff Development.

The term "staff development" has its origins in industrial training where, in its pure form, it was used in relation to the training of middle and senior management. In its application to schools it has been extended to include the provision of opportunities for all teachers to develop their professional competence.

Sergiovanni and Starratt (1988:386) suggest that well done supervision is a form of staff development and staff development conceived most effectively is part of the school's daily routine emphasis on personal and professional improvement. Marland (1988:75) maintains that all personal development is self-development and this takes place when people use the opportunities available to

increase their skills, knowledge, competence and confidence.

It becomes apparent that staff development hinges on effective supervision by the managerial team in order:

- To help academic staff to do their work effectively
- To enable them to be up to date in their work
- To encourage a positive response to change
- To broaden experience
- To increase job satisfaction
- To prepare them for different and increased responsibilities
- To identify and prepare those ready for advancement

It is the task of the principal and his managerial team to create a climate in which people can grow. Sergiovanni and Starratt (1988:83) state that "climate" might be viewed on the one hand as the enduring characteristics that describe a particular school, distinguish it from other schools, and influence the behaviour of teachers and students, and on the other hand as the "feel" that teachers and students have for that school.

The implication is that a school is unique and the managerial team could create a "climate" or a condition that could make teachers and students feel proud of their school. A school that has good human relations, well disciplined students, clear policy that is understood by every member of the school is likely to have a good atmosphere which is conducive to learning.

The principal should plan to develop his staff so that when a senior post is created in the school he need not recruit

from outside because he has no competent teachers in his staff. A school that has sound school policy produces good leaders.

Beare et al (1989:140) suggest that the working party should be representative of those with expertise and a stake in the issue and it should obtain information from a variety of sources in preparing policy options. The above implies that good educational management provides a mechanism for empowering staff in preparing policy which provides a framework for action in bringing vision to reality.

The managerial team should maintain good human relationships based upon sensitivity, tolerance, goodwill and a sense of humour. Teachers work freely under friendly, professional and challenging conditions. The D.E.T. (1990:135) suggests that in order to utilise and develop teachers optimally a thorough evaluation of each of them is a vital requirement.

Evaluation is an ongoing process and this enables the principal or any senior teacher in the school to be able to determine at any time:

- Whether a teacher is making progress or is deteriorating
- Whether proper use is being made of a teacher
- How a teacher can best be developed
- What specific teachers' possibilities for promotion are

5.2.3.1 Subject Head

During staff development the principal with the help or support of the managerial team selects a teacher or teachers who show qualities of professionalism and competence in the work and puts them in charge of certain subjects under the heads of departments. The D.E.T. (1990:153) maintains that when a principal has identified teachers with potential for promotion, he should train and prepare them for it by assigning additional duties to them, at the same time assisting them in the performance of these duties.

The prospective subject head should show some of the following qualifications:

- Leadership skills
- Professionalism
- Experience in the subject
- Compassion - ability to share another person's trouble
- Consideration - more than just respect and politeness
- A belief in teamwork
- The necessary qualifications, e.g. degree and professional qualifications (secondary schools)
- Authority
- Ability to budget his time effectively

5.3 Summary and General Recommendations

5.3.1 Summary

The first section of this chapter has focused on the recommendations of a school year plan. Its importance is

discussed and a proposed format is illustrated with all items that are observed to be problematic in the schools. Admission of students and reporting for duty of the senior teachers in January are focused on and some suggestions and guidelines are clearly tabulated.

An action schedule with target dates and the teachers responsible for the action and control are discussed and clearly illustrated in order to give guidance to the beginner managers. Follow-up is included as the means of controlling or checking up on the actual progress of the plan.

The second section has dealt with school organization. The orientation of new teachers, school policy, staff development, including the subject head are also discussed at length. The chapter closes with general recommendations.

5.3.2 General Recommendations

The following recommendations are based on the weaknesses observed in educational planning in the schools:

1. The principals should plan all proposed tasks during the second semester for the following year.
2. All concerned parties, i.e. students, teachers, parents and the wider community should be involved in the planning.
3. All principals in the various schools are advised to organise management workshops and seminars for their senior teachers in their schools.
4. It should be noted that no educational duty is more important than another; all school tasks or duties should be given equal attention.

5. Principals should create an atmosphere conducive to proper teaching and learning in the schools, i.e. timetables for all activities in the schools should be available to all affected people.
6. Each directorate or circuit is advised to form a management committee that could organise management workshops and seminars for all members.
7. All Ciskei Education Directorates or Circuits are also advised to come together and form a Ciskei Managerial or Management Committee that could organise workshops, seminars and conferences for all members.
8. The circuit offices or directorates (inspectors) should train the newly appointed principals, deputy-principals and heads of departments.
9. The inspectors should satisfy themselves that parents are involved in the education of their children.
10. Principals should adhere to the Departmental regulations when recruiting and recommending the appointment of a teacher.
11. The principal should supply each teacher with a copy of the school policy on the opening day, in January, every year.
12. Lastly, it should be pointed out that these recommendations are not relevant to Ciskei secondary schools only but also to primary and other schools outside Ciskei.

REFERENCES

- Adams, N. (1987). Secondary School Management Today. Hutchinson, London.
- Algie, R.C. (1983). An Investigation into the Problems Related to the Adjustment of Beginning-Teachers Leading to the Development of an Induction Programme. M.Ed Dissertation, Rhodes University.
- Allen, L.A. (1964). The Management Profession. McGraw-Hill, New York.
- Allen, L.A. (1982). Making Managerial Planning more Effective. McGraw-Hill, New York.
- Badenhorst, D.C. (ed.), Calitz, L.P., Van Schalkwyk, O.J. and Van Wyk, J.G. (1987). School Management: The Task and Role of the Teacher. Haum Educational Publishers, Pretoria.
- Bailard, V. and Strang, R. (1964). Parent-Teacher Conferences. McGraw-Hill, New York.
- Banghart, F.W. (1969). Educational Systems Analysis. McMillan, Toronto.
- Barry, C.H. and Tye, F. (1975). Running a School. Temple Smith, London.
- Basset, G.W., Crane, A.R. and Wallace, W.G. (1963). Headmasters for Better Schools. University of Queensland Press, Queensland.
- Beare, H., Bryan, J.C., and Ross, H.M. (1989). Creating an excellent school. Routledge, New York.

Beckett, J.A. (1971). Management Dynamics. McGraw-Hill, New York.

Bennett, S.J. (1974). The School: An Organizational Analysis. Blackie and Son, Glasgow.

Biddle, B.J. and Ellena, W.J. (eds) (1964). Contemporary Research on Teacher Effectiveness. Holt, Reinhart and Winston, New York.

Boaduo, N.A.P. (1989). "Orientation Programmes for New and Transferred Teachers." Educamus. October/November, Vol. 35 No. 9, D.E.T., Pretoria.

Boyd, B.B. (1976). Management-Minded Supervision. McGraw-Hill, New York.

Burroughs, G.E.R. (1971). Design and Analysis in Educational Research. Educational Review, Birmingham.

Calitz, L., Viljoen, J., Moller, T. and Van der Bank, A. (1992). School Management. Via Afrika, Pretoria.

Cawood, J., Happ, C.A. and Swartz, J.F.A. (1989). Dynamic Leadership. Nasou Limited, Cape Town.

Cawood, J. and Gibbon, J. (1985). Educational Leadership: Staff Development. Nasou Ltd., Pretoria.

Ciskei Department of Education and Culture Inspectors' Conference Minutes (1990).

Ciskei Department of Education and Culture Inspectors' Reports (1991 and 1992).

Ciskei Department of Education and Culture Circular Letter No. 1 (1993), Mdantsane Directorate.

Cohen, L. and Manion, L. (1986). Research Methods in Education. (Second Edition), Croom Helm, London.

Cowling, A.G. (ed.) (1981). Managing Human Resources. Arnold, London.

Craig, I. (ed) (1987). Primary School Management in Action. Longman, Essex.

Department of Education and Training (1990). Manual for Principals of schools.

Dale, E. (1978). Management: Theory and Practice. McGraw-Hill, New York.

Dean, J. (1987). Managing the Primary School. Croom Helm, London.

Denton, D.K. (1982). Safety Management: Improving Performance. McGraw-Hill, New York.

Duffy, N.M. and Arsad, M.G. (1989). Information Management: Strategy Formulation and Implementation. Oxford University Press, Oxford.

Emery, J.C. (1969). Organization Planning and Control Systems: Theory and Technology. McGraw-Hill, New York.

Everard, K.B. and Morris, G. (1986). Effective School Management. Harper and Row Publishers, London.

Flexner, S.B. and Hauk, L.C. (eds) (1983). The Random House Dictionary. (Second Edition), Random House, Inc., New York.

Gay, L.R. (1987). Educational Research. (Third Edition), Merrill Publishing Company, London.

Hartshorne, K. (1992). Crisis and Challenge: Black Education 1910-1990. Oxford University Press, Oxford.

Hicks, H.G. and Gullett, C.R. (1981). Management. McGraw-Hill, New York.

Human, L. (ed) (1991). Educating and Developing Managers for a Changing South Africa. Juta and Company, Ltd., Cape Town.

Jacobson, P.B., Logsdon, J.D. and Wiegman, R.R. (1973). The Principalship: New Perspective. Prentice-Hall, Inc., New Jersey.

Khandwalla, P.N. (ed) (1988). Social Development: A New Role for the Organizational Sciences. Sage Publications, Inc., London.

Killen, K.H. (1977). Management: A Middle-Management Approach. Houghton Mifflin Company, Boston.

Ledwaba, T.M. (1985). "Educational Planning: An Initial Characterization." TUATA, Jan. - June, 1985, pp. 36-41.

Lipham, J.M. and Hoe, J.A. (1974). The Principalship: Foundations and Functions. Harper and Row, New York.

Lovell, K. and Lawson, K.S. (1971). Understanding Research in Education. University of London Press, Ltd., London.

- Mahlangu, D.M.D. (1987).** Educational Research Methodology. DeJager Haum, Pretoria.
- Manning, A.D. (1987).** Communicating for Change: A Guide to Managing the Future of South African Organizations. Juta, Cape Town.
- Marland, M. (ed) (1986).** School Management Skills. Heinemann Education Books, Oxford.
- Metcalf, M. and Rule, P. (1992).** Build your P.T.S.A.: A Manual for Organizing Parent-Teacher-Student Association. N.E.C.C./SACHED Trust, Johannesburg.
- Mosoge, M.J. (1989).** Conflict Management as a Task of the School Principal in the D.E.T. with Special Reference to the Vaal Triangle Area. M.Ed. Dissertation, Potchefstroom University for Christian Higher Education.
- Naylor, T.H. (1979).** Corporate Planning Models. Addison-Wesley Publishing Company, London.
- Nisbet, J.D. and Entwistle, N.J. (1970).** Educational Research Methods. University of London Press, Ltd., London.
- Open University (1981).** The Management of Staff. Milton Keynes: Open University Press.
- Paisey, A. (1981).** Organization and Management in Schools. Longman, London.
- Piek, G.C. (1986).** Teaching Science: Organization and Practice. De Jager Haum, Pretoria.

Rheeder, W.L. (1991). "Duties of the Subject Head." Educamus. July, 1991, Vol. 37 No. 5, D.E.T., Pretoria.

Robbins, S.P. (1984). Management: Concepts and Practices. Prentice-Hall, Englewood Cliffs, N.J.

Robbins, S.P. (1980). The Administrative Process. (Second Edition), Prentice-Hall, Englewood Cliffs, N.J.

Rutherford, R.B. and Edgar, E. (1979). Teachers and Parents: A Guide to Interaction and Cooperation. Bacon Inc., London.

Sergiovanni, T.J. and Starratt, R.J. (1988). Supervision: Human Perspectives. (Fourth Edition), McGraw-Hill, New York.

Simpson, D.B. (1978). Study Guide: Managing the Modern Organization. Houghton Miffling Company, Boston.

Strydom, L. (ed) (1991). Management Communications Handbook. MIMS, Pretoria.

Sykes, J.B. (ed) (1984). The Concise Oxford Dictionary. (Seventh Edition), Oxford University Press, Oxford.

Theron, P.F. and Bothma, J.H. (1990). Guidelines for the Headmaster. Academica, Pretoria.

Tuckman, B.W. (1988). Conducting Educational Research. (Third Edition), Harcourt Brace, New York.

Van der Westhuizen, P.C. (ed) (1991). Effective Educational Management. Haum Tertiary, Pretoria.

Verma, G.R. and Beard, R.M. (1981). What is Educational Research. Gower Publishing Company Limited, London.

Watson, C.E. (1982). Management Development Through Training. Addison, Oxford.

Wilson, J (1966). Education and a changing West-African culture. London: OUP.

Newspaper Articles

"Cash for farewells demands: Schools closed." Daily Dispatch, 12 October, 1993, p.3.

"Causes behind education crisis identified." Daily Dispatch, 12 June, 1992, p.3.

"Chaos in the classroom." Editorial. Daily Dispatch, 10 October, 1991, p.6.

"Prospects for Ciskei Matric results differ." Daily Dispatch, 9 October, 1991, p.6.

"Pupils hold Mdantsane heads to ransom-claim." Daily Dispatch, 8 October, 1991, p.4.

APPENDIX

1. Tables Supporting Research Findings on QuestionnaireTable 1.1Actual Posts of the Respondents

| | Freq. | % |
|--------------------|-------|-----|
| Principal | 11 | 20 |
| Deputy-Principal | 12 | 22 |
| Head of Department | 32 | 58 |
| Totals | 55 | 100 |

Table 1.2Experience in the Post Held

| | Freq. | % |
|----------------|-------|------|
| Under 1 year | 09 | 16,4 |
| 1 to 3 years | 22 | 40 |
| 4 to 7 years | 13 | 23,6 |
| 8 to 12 years | 05 | 9,1 |
| Above 13 years | 06 | 10,9 |
| Totals | 55 | 100 |

Table 1.3

Planning for the Following Year

| | Freq. | % |
|---|-------|------|
| This year and finish towards end of the same year | 16 | 29,1 |
| This year and finish on the re-opening of schools next year | 22 | 40 |
| Start planning on the re-opening of schools and finish after a month | 02 | 3,6 |
| Start planning on the re-opening of schools and finish after two weeks | 10 | 18,2 |
| Start planning on the re-opening of schools and finish after three days | 05 | 9,1 |
| Totals | 55 | 100 |

Table 1.4People with Whom Planning for the Year is Started

| | Freq. | % |
|----------------------------------|-------|------|
| Alone | 02 | 3,6 |
| With all staff members | 30 | 54,6 |
| With senior staff | 11 | 20 |
| With students | 0 | 0 |
| With staff, students and parents | 12 | 21,8 |
| Totals | 55 | 100 |

Table 1.5Planning of Examinations

| | Freq. | % |
|--|-------|------|
| A week before the starting of examinations | 15 | 27,3 |
| At the beginning of the year | 08 | 14,5 |
| Two days before the examinations | 02 | 3,6 |
| A month before examinations | 30 | 54,6 |
| Totals | 55 | 100 |

Table 1.6Registration of New Students

| | Freq. | % |
|--|-------|------|
| Two weeks before actual re-opening of schools | 0 | 0 |
| One week before actual re-opening of schools | 07 | 12,7 |
| One day before actual re-opening of schools | 22 | 40 |
| On the actual re-opening day | 26 | 47,3 |
| Totals | 55 | 100 |

Table 1.7Parents' Meetings Held in 1992

| | Freq. | % |
|--------------------------|-----------|------------|
| Less than two meetings | 06 | 10,9 |
| Two meetings | 12 | 21,8 |
| More than three meetings | 27 | 49,1 |
| No meeting was held | 10 | 18,2 |
| Totals | 55 | 100 |

Table 1.8School Governing Bodies

| | Freq. | % |
|---|-----------|------------|
| P.T.S.A. (Parent-Teacher-Student Association) | 18 | 32,7 |
| P.T.A. (Parent-Teacher Association) | 02 | 3,6 |
| School Committee | 34 | 61,8 |
| All the above | 01 | 1,8 |
| Totals | 55 | 100 |

Table 1.9Duties of Governing Bodies in the Schools

| | Freq. | % |
|---|-----------|------------|
| Regular meetings with Principal only | 05 | 9,1 |
| Recommend appointments of new teachers | 02 | 3,6 |
| Address students and teachers during crises or conflict times | 11 | 20 |
| All the above | 32 | 58,2 |
| I do not know their functions | 05 | 9,1 |
| Totals | 55 | 100 |

Table 1.10School Tours from 1988 to 1992

| | Freq. | % |
|------------------------|-----------|------------|
| More than three times | 10 | 18,2 |
| Twice | 09 | 16,4 |
| Once | 19 | 34,5 |
| Never undertook a tour | 17 | 30,9 |
| Totals | 55 | 100 |

Table 1.11Report Back after the Workshop or Seminar

| | Freq. | % |
|----------------------------------|-------|------|
| Within a week after the workshop | 44 | 80 |
| After a week | 01 | 1,8 |
| After a month | 0 | 0 |
| The report back is not given | 10 | 18,2 |
| Totals | 55 | 100 |

Table 1.12Items entered in one stock Register

| | Freq. | % |
|----------------------|-------|------|
| More than four items | 23 | 41,8 |
| Four items | 03 | 5,5 |
| Three items | 02 | 3,6 |
| Two items | 03 | 5,5 |
| One item | 24 | 43,6 |
| Totals | 55 | 100 |

Table 1.13Damaged or Lost Article

| | Freq. | % |
|--|-------|------|
| Report the damage or loss to the Department | 10 | 18,2 |
| Only replace the article | 10 | 18,2 |
| The damage or loss is reported to the board of survey that will recommend the writing off of article to the Department | 35 | 63,7 |
| Totals | 55 | 100 |

Table 1.14Entering of Items in the Stock Register

| | Freq. | % |
|---|-------|------|
| Immediately after delivery and checking | 22 | 40 |
| When it is damaged or lost | 15 | 27,3 |
| At the end of the school term | 18 | 32,7 |
| Totals | 55 | 100 |

2. Responses to the Open-Ended Questions of the Questionnaire

The respondents responded to the following open-ended questions in the following manner:

2.1 Please describe how stock registration could be administered in a school

"Planning of stock registers to be used, according to different stocks ordered, e.g. stock register for:

- textbooks
- setbooks
- teaching equipment
- garden tools
- sports equipment (R.01)

"Counting of stock received. As soon as the stock is received it should be counted against the invoice. Any shortage or over-supply should be reported to the supplier without delay" (R.02).

"Entering of stock in the stock register. After the stocks have been satisfactorily checked, they should be entered in the stock registers" (R.03).

"All books registered should be stamped" (R.15).

"Each book should be given a registration number according to the entry in the stock register. The registration number of a book should display the following:

- The year in which the book was delivered to the school
- The consecutive/item number in the register
- The quality, i.e. actual number of the book, for example: 93/01/02/01" (R.05).

"After registration, the controlling teacher enters stocks in a large counter book. The stocks (books, equipment) are thereafter issued to class teachers, subject teachers according to their requirements" (R.020).

2.2 Describe Briefly any Steps that could be Taken when Advertising Vacant Posts in a School

"Governing Council meeting. The vacant post is discussed by the council and the principal in a meeting. The school governing council includes this as an item in the agenda of parents' meeting so that parents may be informed" (R.030).

"When the post is being advertised the subjects offered should be mentioned so that relevant candidates may apply. The experience and qualifications of the candidate required should be indicated particularly in senior post" (R.045).

"The closing date for the applications and the date of commencement should be given" (R.040).

"Address and telephone number of the school should also be given" (R.041).

2.3 Briefly Illustrate the Allocation of Duties to Teachers in your School

"Extra-mural activities. There are a number of activities which are divided among teachers. A list of some of these activities include:

- Stocktaking
- Examinations
- Athletics
- Netball
- Soccer
- Rugby
- Volley ball
- Cricket
- Boxing
- Music
- Soft ball
- Table tennis
- Chess
- Swimming
- Catering (R.049).

"Subject allocation. Subjects are distributed among teaching staff in the whole school taking into consideration experience of teachers, size of classes and standard of pupils" (R.051).

Example 2.1Subject Allocation

| Teacher | Subject and Class | Total Periods |
|----------------|----------------------|---------------|
| 1. Principal | History Std. 10 | 23 |
| | A-C 2x8 = 16 | |
| | Xhosa Std. 7 | |
| | A 1x7 = 7 | |
| 2. D-Principal | English Std. 10 | 27 |
| | A-C 3x8 = 24 | |
| | V. Guidance Std. 10 | |
| | A-C 3x1 = 3 | |
| H.O.D. 1 | Xhosa Std. 10 | 29 |
| | A-C 3x8 = 24 | |
| | History Std. 6 | |
| | A 1x3 = 3 | |
| | Religious Ed. Std. 7 | |
| H.O.D. 2 | Afrikaans Std. 10 | 33 |
| | A-C 3x8 = 24 | |
| | Afrikaans Std. 7 | |
| | A 1x7 = 7 | |
| | V. Guidance Std. 8 | |
| | C-D 2x1 = 2 | |
| Teacher A | Mathematics Std. 8 | |

| | | | |
|-----------|---------------------|-------------------|----|
| | C-D | $2 \times 7 = 14$ | |
| | Gen. Science Std. | 7 | |
| | | $1 \times 6 = 6$ | |
| | Gen. Science Std. | 6 | |
| | | $1 \times 6 = 6$ | |
| | Music Std. | 6 | |
| | A-C | $3 \times 2 = 6$ | |
| | Rel. Education Std. | 9 | |
| | A | $1 \times 1 = 1$ | 33 |
| Teacher B | Xhosa Std. | 6 | |
| | A-B | $2 \times 7 = 14$ | |
| | Geography Std. | 8 | |
| | C-D | $2 \times 7 = 14$ | |
| | Geography Std. | 6 | |
| | B-C | $2 \times 3 = 6$ | 34 |
| Teacher C | Mathematics Std. | 10 | |
| | A | $1 \times 8 = 8$ | |
| | Mathematics Std. | 9 | |
| | A | $1 \times 8 = 8$ | |
| | Gen. Science Std. | 6 | |
| | C | $1 \times 6 = 6$ | |
| | Rel. Education Std. | 10 | |
| | A-C | $3 \times 1 = 3$ | |
| | Music Std. | 8 | |
| | A-D | $4 \times 1 = 4$ | 29 |
| Teacher D | Biology Std. | 10 | |
| | A-C | $3 \times 8 = 24$ | |
| | Biology Std. | 9 | |
| | A-B | $2 \times 8 = 16$ | 40 |

| | | |
|-----------|---|----|
| Teacher E | Xhosa Std. 9 A-D $4 \times 8 = 32$ History Std. 6 B $1 \times 3 = 3$ V. Guidance Std. 7 $1 \times 2 = 2$ | 37 |
| Teacher F | Afrikaans Std. 6 A-C $3 \times 7 = 21$ History Std. 7 $1 \times 3 = 3$ Geography Std. 7 $1 \times 3 = 3$ | 27 |
| Teacher G | Afrikaans Std. 8 C-D $2 \times 7 = 14$ Afrikaans Std. 9 A-B $2 \times 8 = 16$ P.T. Std. 6 A-C $3 \times 2 = 6$ | 36 |
| Teacher H | History Std. 8 C-D $2 \times 7 = 14$ History Std. 9 B $1 \times 8 = 8$ Xhosa Std. 6 C $1 \times 7 = 7$ | 29 |
| Teacher I | Afrikaans Std. 8 A-B $2 \times 7 = 14$ Geography Std. 10 B-C $2 \times 8 = 16$ V. Guidance Std. 8 | |

| | | | |
|-----------|---------------------|-------------------|----|
| | A-B | $2 \times 1 = 2$ | 32 |
| Teacher J | Phys. Science Std. | 9 | |
| | A | $1 \times 8 = 8$ | |
| | Phys. Science Std. | 10 | |
| | A | $1 \times 8 = 8$ | |
| | Gen. Science Std. | 6 | |
| | B | $1 \times 6 = 6$ | |
| | Rel. Education Std. | 6 | |
| | A-C | $3 \times 2 = 6$ | |
| | P.T. Std. | 8 | |
| | A-D | $4 \times 1 = 4$ | 32 |
| Teacher K | Accounting Std. | 6 | |
| | A-C | $3 \times 7 = 21$ | |
| | Accounting Std. | 7 | |
| | | $1 \times 7 = 7$ | |
| | Accounting Std. | 8 | |
| | | $1 \times 7 = 7$ | 35 |
| Teacher L | English Std. | 8 | |
| | A-C | $3 \times 7 = 21$ | |
| | English Std. | 7 | |
| | | $1 \times 7 = 7$ | |
| | V. Guidance Std. | 9 | |
| | A-B | $2 \times 1 = 2$ | 30 |
| Teacher M | English Std. | 9 | |
| | A-B | $2 \times 8 = 16$ | |
| | English Std. | 8 | |
| | D | $1 \times 7 = 7$ | |
| | Rel. Education Std. | 8 | |
| | A-D | $4 \times 1 = 4$ | |

| | | |
|-----------|-----------------------|----|
| | Music Std. 9 | |
| | A-B $2 \times 1 = 2$ | 29 |
| Teacher N | Biology Std. 8 | |
| | A-D $4 \times 7 = 28$ | |
| | History Std. 6 | |
| | C $1 \times 3 = 3$ | 31 |
| Teacher O | Mathematics Std. 6 | |
| | A-C $3 \times 7 = 21$ | |
| | Mathematics Std. 7 | |
| | $1 \times 7 = 7$ | |
| | Music Std. 7 | |
| | $1 \times 2 = 2$ | |
| | V. Guidance Std. 6 | |
| | A-C $3 \times 2 = 6$ | 36 |
| Teacher P | English Std. 6 | |
| | A-C $3 \times 7 = 21$ | |
| | Geography Std. 8 | |
| | A $1 \times 7 = 7$ | |
| | Geography Std. 6 | |
| | A $1 \times 3 = 3$ | 31 |
| Teacher Q | Mathematics Std. 8 | |
| | A-B $2 \times 7 = 14$ | |
| | Phys. Science Std. 8 | |

| | | | | | |
|--|-----------|-------|----|--|----|
| | A-B | 2x7 = | 14 | | |
| | P.T. Std. | 9 | | | |
| | A-B | 2x1 = | 2 | | |
| | P.T. Std. | 7 | | | |
| | | 1x2 - | 2 | | 32 |
| | | | | | |

518 N.U. 17
PO Mdantsane
5219 .
4 March 1993

Dear Colleague

RE: QUESTIONNAIRE: EDUCATIONAL PLANNING

The purpose of this questionnaire is to investigate the present educational planning structure in our schools. It would therefore be appreciated if you could give yourself time to answer the whole questionnaire, which is part of research for a Master's degree dissertation. I am sure that you will agree with me that educational planning in all the schools needs attention.

The research is conducted under the supervision of Rhodes University and the questionnaire has been submitted to many senior secondary schools in the Ciskei.

All the information gathered through the questionnaire will be treated as confidential and no individuals or schools will be mentioned in the report.

Please, return the completed questionnaire to me within five days.

Thank you in advance for your help and support in my research.

Yours faithfully

OB MAGQAZA

QUESTIONNAIRE

The purpose of this questionnaire is to investigate the present educational planning structure in the schools. It is constructed on scholastic principles and the identity of the respondent is protected. The respondent is, therefore, requested to be very candid in his answers and the questionnaire must be answered anonymously.

Please answer the questionnaire by circling the appropriate answer:

1. What post do you hold, in this school?
 - (a) Principal
 - (b) Deputy-Principal
 - (c) Head of Department
 - (d) Teacher

2. What is your experience in the post you hold?
 - (a) under 1 year
 - (b) 1 to 3 years
 - (c) 4 to 7 years
 - (d) 8 to 12 years
 - (e) above 13 years

3. What is the grade of your school?
 - (a) Junior Secondary
 - (b) Senior Secondary
 - (c) College of Education

4. When do you start and finish planning for the following year, in your school?
 - (a) This year and finish towards the end of the same year
 - (b) This year and finish on the re-opening of schools next year
 - (c) Start planning on the re-opening of schools and finish after a month
 - (d) Start planning on the re-opening of schools and finish after two weeks
 - (e) Start planning on the re-opening of schools and finish after three days

5. With whom do you start planning for the year?
 - (a) Alone
 - (b) With all the staff members
 - (c) With senior staff
 - (d) With students
 - (e) With staff, students and parents

6. Under the prevailing conditions in schools, the school year-plan is not important.
 - (a) Agree
 - (b) Disagree

7. No teacher should supervise extra-mural activity, e.g. sport, music, etc. in the school; students should see what to do themselves.
 - (a) Agree
 - (b) Disagree

8. When does your school plan the year's examinations?
- (a) A week before the starting of examinations
 - (b) At the beginning of the year
 - (c) Two days before the examinations
9. Each teacher should decide when to submit his tasks to the office.
- (a) Agree
 - (b) Disagree
10. It is important to inform a teacher about his class visit beforehand.
- (a) Yes
 - (b) No
11. Who controls late-coming of students in your school?
- (a) Principal
 - (b) Certain staff members
 - (c) All staff members
12. When a new grant/post is created in your school or there is a vacant post; is the post advertised in the media?
- (a) Yes
 - (b) No
13. If no, explain how the appointment is done.
-
-
-
-

14. On the re-opening of schools after every semester, the principal welcomes the staff members from holidays.

- (a) Yes
- (b) No

15. The orientation of new teachers is performed by:

- (a) Principal, Deputy-Principal and Heads of Departments
- (b) Deputy-Principal alone
- (c) Not done
- (d) All staff members

16. Registration of new students is:

- (a) Two weeks before the actual re-opening of schools
- (b) One week before the actual re-opening of schools
- (c) One day before actual re-opening of schools
- (d) On the actual re-opening day

17. Are new students orientated in your school?

- (a) Yes
- (b) No

18. If yes, how is this orientation done?

.....

.....

.....

.....

19. How many parents' meetings were held in 1992?
- (a) Less than two meetings
 - (b) Two meetings
 - (c) More than three meetings
 - (d) No meetings were held
20. What is the statutory body in your school?
- (a) P.T.S.A. (Parents, Teachers, Students Association)
 - (b) P.T.A. (Parents, Teachers Association)
 - (c) School Committee
 - (d) All the above
 - (e) Other (specify)
 -
21. What part is played in the school by the body identified in question 20?
- (a) Regular meetings with Principal only
 - (b) Recommends appointments of new teachers
 - (c) Address students and teachers during crises or conflict times
 - (d) All the above
 - (e) I do not know its functions

22. Teachers, parents and students met with the above body in 1992.
- (a) Yes
 - (b) No
23. From 1988 to 1992 our school had undertaken tours, both inside and outside Ciskei:
- (a) More than three times
 - (b) Twice
 - (c) Once
 - (d) Never undertook a tour
 - (e) Other (specify)
 -
24. Our school is always represented in Circuit Workshops and Seminars.
- (a) Yes
 - (b) No
25. When is the report-back given after the workshop or seminar?
- (a) Within a week after the workshop
 - (b) After a week
 - (c) After a month
 - (d) The report-back is not given
26. A report-back programme or timetable is drawn up annually.
- (a) Yes
 - (b) No

27. This programme is displayed in the office for every member of staff to see.
- (a) Yes
 - (b) No
28. Each school has different items or articles, like textbooks, setbooks, garden tools, sports equipment, etc. How many items do you record in one stockbook in your school?
- (a) More than four items
 - (b) Four items
 - (c) Three items
 - (d) Two items
 - (e) One item
29. If the item or article is damaged or is lost, what procedure is following in your school?
- (a) Report the damage or loss to the department
 - (b) Only replace the article
 - (c) The damage or loss must be reported to the board of survey who will recommend the writing off of the article to the department
 - (d) Others (specify)
 -
30. When are the articles entered in the stock register, in your school?
- (a) Immediately after delivery and checking
 - (b) When it is damaged or lost
 - (c) At the end of the school term

31. Please describe how stock registration could be administered in a school.

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

32. Describe fully steps that could be taken when advertising vacant posts in a school.

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

33. Illustrate briefly the allocation of duties to teachers in your school.

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

INTERVIEW

The purpose of this interview is to investigate the present educational planning structure in the various schools. It is constructed, purely, on scholastic principles and the identity of the respondent is protected. The results are going to be used in promoting educational management in the schools. The respondent is, therefore, requested to be very candid in his answers in order to give a true picture of what is taking place in his school.

1. Starting time of interview:
2. Date of interview:
3. Place of interview:

4. What post do you hold, in this school?
 - (a) Principal
 - (b) Deputy-Principal
 - (c) Head of Department
 - (d) Teacher

5. What is your experience in this post?
 - (a) under 1 year
 - (b) 1 to 3 years
 - (c) 4 to 7 years
 - (d) 8 to 12 years
 - (e) Above 13 years

6. What is the grade of your school?
 - (a) Junior Secondary
 - (b) Senior Secondary

7. When do you start and finish planning for the following year, in your school?
- (a) This year and finish towards the end of the same year
 - (b) This year and finish on the re-opening of school next year
 - (c) Start planning on the re-opening of schools and finish after a month
 - (d) Start planning on the re-opening of schools and finish after two weeks
 - (e) Start planning on the re-opening of schools and finish after three days
8. When do you complete your planning?
- (a) A month after opening schools
 - (b) In December for the following year
 - (c) In June for the following year
9. Who are involved in the initial stages of planning?
- (a) Parents, students and all staff members
 - (b) Managerial team
 - (c) Students only
 - (d) Staff and students
10. Under the prevailing conditions in schools, the school year-plan is not necessary.
- (a) Agree
 - (b) Disagree

11. It is not important to allocate extra-mural activities to teachers. Each activity can be handled or supervised by any interested teacher or teachers at any time.
 - (a) Agree
 - (b) Disagree

12. When does your school plan the starting of the year's examinations?
 - (a) A week before the starting of the examination
 - (b) At the beginning of the year
 - (c) Two days before the examination

13. It is not important to make an examination timetable.
 - (a) Agree
 - (b) Disagree

14. Each teacher should decide when to submit his tasks to the office.
 - (a) Yes
 - (b) No

15. Do you think it is necessary to inform a teacher about his class visitation in advance?
 - (a) Yes
 - (b) No

16. How do you control late coming of students in your school?

- (a) That is the duty of the Principal
- (b) Certain staff members are in charge
- (c) All staff members are accountable for late coming of students
- (d) There is no control

17. Do you advertise vacant posts in your school?

- (a) Yes
- (b) No

18. If no, explain how the appointment is done:

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

19. On the re-opening of schools after every semester, the Principal welcomes the staff members from holidays.

- (a) Yes
- (b) No

20. Are newly appointed teachers orientated in your school?

- (a) Yes
- (b) No

21. If yes, explain the procedure you follow in orientating them.

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

22. When do you start registering new students in January?

- (a) Two weeks before the actual re-opening of schools
- (b) One week before the actual re-opening of schools
- (c) One day before the re-opening
- (d) On the actual re-opening day

23. Are new students orientated?

- (a) Yes
- (b) No

24. If yes, how is it done? (explain)

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

25. How many parents' meetings were held in 1992?

- (a) Less than two meetings
- (b) Two meetings
- (c) More than three meetings
- (d) No meetings were held

26. What is the statutory body in your school?
- (a) P.T.S.A.
 - (b) P.T.A.
 - (c) School Committee
 - (d) All the above
 - (e) No statutory body
27. What part is played by the body identified in question 26?
- (a) Regular meetings with Principal only
 - (b) Recommends appointments of new teachers
 - (c) Address students and teachers during crises or conflict times
 - (d) All the above
 - (e) I do not know its function
28. Teachers, parents and students were once addressed by the above body in 1992.
- (a) Yes
 - (b) No
29. From 1988 to 1992 our school had undertaken tours, both inside and outside Ciskei.
- (a) More than three times
 - (b) Twice
 - (c) Once
 - (d) Never undertook a tour
 - (e) Other (specify)

30. Does your school send a representative to workshops and seminars organised by the Circuit?
- (a) Yes
 - (b) No
31. When is the report back given after the workshop or seminar?
- (a) Within a week after the workshop
 - (b) After a week
 - (c) After a month
 - (d) A report back is not given
32. Do you have a report back programme or timetable in your school?
- (a) Yes
 - (b) No
33. If yes, where is the programme or timetable displayed?
-
-
-
34. Each school has different items or articles, like textbooks, setbooks, garden tools, sports equipment, etc. How many items do you record in one stockbook or stock register?
- (a) More than four items
 - (b) Four items
 - (c) Three items
 - (d) Two items
 - (e) One item

35. If the item or article is damaged or lost, what procedure is followed in your school?

- (a) Report the damage or loss to the department
- (b) Only replace the article
- (c) The damaged or loss must be reported to the board of survey who will recommend the writing off of the article to the department

(d) Other (specify)
.....
.....

36. When are the articles entered in the stock register?

- (a) Immediately after delivery and checking
- (b) When it is damaged or lost
- (c) At the end of the school term

37. Please describe the subjects you offer in your school.

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

38. Give the enrolment distribution from Stds. 6 to 10.

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

39. How many teachers do you control in your school?

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