

**EDUCATIONAL MANAGEMENT IN INDIAN SECONDARY SCHOOLS IN NATAL**

by

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**\*\*\***

*Dedicated to  
my uncle and aunt,  
Thakorbhai and Kusumben Dayaram,  
my wife, Champawati and children  
Mukund, Kalpana and Prita.*

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## CHAPTER 1

### INTRODUCTION, ORIENTATION AND STATEMENT OF PROBLEM

#### 1.1 Introduction

The smooth and effective functioning of any organization is dependent essentially upon those who are responsible for the running of that organization. The kind of leadership and guidance provided by those who are in charge will, in the ultimate analysis, determine the effectiveness of that organization.

The school is an organization that operates on the basis of the principles outlined above and its functioning effectively or otherwise depends to a great extent on those who are responsible for its management.

Hanson (1985, 1) states that schools are perhaps the most complex of all our social institutions. He attempts to justify his statement by making the following points. First, like other formal organizations, the school must deal with the tasks of structuring, administering and giving direction to a complex mix of human and material resources. Second, unlike most other formal organizations, the school's output is a human product that gives rise to unique problems of management. The body charged with these responsibilities is the school management team comprising the

principal, deputy principal and heads of departments. They are assisted by inspectors/supervisors and teachers.

However, a deeply-rooted and growing discontent with leadership is evident in schools in South Africa and overseas. Writers on educational administration have repeatedly stated that bureaucracy is reducing staff morale and motivation (Hughes et. al., 1985, 239); and that authoritarian officials are causing frustration and conflict (Knezevich, 1975, 202).

In Indian education in South Africa, "supervision" is a term that evokes strong negative reactions among teachers. Educational "bossism", fault-finding which is often a demoralising exercise, prescription by superior officers, authoritarian control and manipulation of staff are the aspects of supervision that teachers resent (Shah, 1982, 6). In-service teachers taking Comparative Education given by the researcher in a college of education have complained about the autocratic nature of management at schools and the absence of consultation. They were agreeably surprised by the degree of autonomy experienced by their counterparts in overseas schools. According to teacher educator Ajam (1983, 12) the situation in Indian schools has not improved. He claims that bureaucratic management in schools displays much colonial rationale. Powers of the management staff are based on outmoded authoritarianism and supported by the twin pillars of coercion and threat.



*Teacher*

\* Badenhorst (1987, 23) notes that although it is largely a school's management team that creates the climate of the school, the teacher, nevertheless, has an important role. The principal and his management team may create a rational framework but it is up to the individual teacher to put management's objectives into effect. The success of the objectives of management depends considerably on the quality of the relationship between teachers and the management staff. Where problems arise, they do so because of the absence of the kind of relationship that would facilitate happy and effective functioning.

A combination of dramatic changes and subtle shifts in recent decades has transformed overseas state schools from a relatively simple social system of clear cut roles and rules to a highly complex community of interdependent forces and relationships (Bolton, 1980, 7). Traditional approaches to the administration by school staff have had to change. Educational executives at all levels are finding it necessary to learn new skills and techniques in personnel management (Ramsey, 1984, 17).

In exercising leadership, the management staff of a school must focus on two essentials, namely: ✓

- a) maximizing the morale of the organization and
- b) maximizing productivity.

Bolton (1980, xiv) states categorically that if management staff are interested in maximizing productivity, they have three approaches available:

- i) change personal management behaviour;
- ii) change the working conditions of subordinates or
- iii) change the behaviour of subordinates.

The first two of these are much easier to manage than the third; but to be done well, all three should be based on evaluative data.

Teachers repeatedly claim that the organizational climate at Indian secondary schools leaves much to be desired (Tasa News, 1988, 5). However, one should not conclude that there is mismanagement or chaos in the administration of secondary schools. On the contrary, from a purely administrative point of view, Indian secondary schools are well managed in the deployment of material resources (Shah, 1985, 8). The point being made here is that there is need for new orientations and fresh perspectives in the management of human resources.

Halpin (1982, 185) confirms the view of many teachers by stating that "the way a person performs in an educational organization is determined in part by individual characteristics and in part by the organizational setting". Synonyms for the term "setting"



are milieu, culture, atmosphere, tone or climate. Such terms refer to the internal quality of the organization, especially as experienced by its members.

In Indian education, one has to visit only a few schools to realise that there are major differences in atmosphere. As one moves from one school to another, one finds that each appears to have a "personality" of its own. Waters (1979, 130) confirms this opinion by making the following comment: "How often has one seen two nearly identical schools, serving the same area, yet on entering the buildings one is aware of different atmospheres? It is often difficult to identify all the factors which can produce such diverse impressions. The personality and style of the head are usually quite significant, and these will directly impinge upon his staff. They are also likely to have set the general tone of the school, and will be reflected in the way people treat each other, address each other, issue instructions and requests and their involvement in school and extra-mural activities".

Against the foregoing background, the rest of this chapter deals with the purpose of this investigation, delimits the study area, describes the problem which is the central issue of the research, defines certain key terms and presents a synopsis of the remaining chapters of the dissertation.

## 1.2 Background to Problem

The task of this study is to assess the role behaviour of the management team with regard to the staff of schools and to recommend newly-defined competencies offered by research and literature to help the management team to run productive schools in a congenial atmosphere. These competencies are supported theoretically and practically by the reports describing successful corporative organizations and by the literature on effective schools (Bethel et. al., 1971, 13). Changes in patterns of industrial and commercial management as a result of on-going research have made their impact on the management of schools. The possession and use of these appropriate management competencies by school executives should enable them to manage the schools more effectively.

Educational administrators were impressed with the success of participative management in Japanese and American industries (House, 1974, 84). School administrators in some western countries have successfully employed participative management in schools (Waters, 1979, 180).

The Systems model has much to commend it because it postulates that the school is a social system or a collection of social systems and emphasises "leadership by consensus", "participative management", and so on, which result in improved organizational climates (Wynn and Guditus, 1984, 13).



In order to adopt a management style that works with today's educational work-force, administrators must first of all understand the concern that lies at the heart of the employee's value system. Employee concern must become management concern if high morale and effective working relationships are to exist (Guba, 1958, 195). This study deals with teachers as key members of the school organization because in the ultimate analysis, it is the teachers who "deliver the goods" and therefore, a well-motivated and satisfied band of teachers will enhance the organizational climate of the school.

Badenhorst (1987, 31) remarks that research has not yet been carried out in South Africa to determine precisely what specific "stressors" are found in education in this country. He further believes that in South Africa, these would differ from one education department to another. Every education system makes certain demands of its teaching personnel. Teachers could be under stress if the demands made by the system are unrealistic and the teacher is unable to meet them.

Educationist Saman (1988, 16) named the following as some of the common "stressors" that affect teachers and influence the organizational climate of Indian secondary schools: excessive and burdensome clerical work at school; absence of participative decision-making in matters affecting the teachers; conflict with management staff regarding routine duties; large classes and lack of time for

planning and preparation; problems with pupils and parents in respect of discipline and academic work; system of evaluation and criteria for merit awards and promotion causing much stress and frustration; control and administration actualised largely through prescriptive measures and uniform policies.

### 1.3 Purpose of Study and Central Issues of the Investigation

The researcher decided to make a critical examination of educational management in Indian secondary schools.

The purpose of the research was to identify the main problems and their causes and to offer solutions. It was hoped that the investigation would reveal new and useful insights into educational management.

Headmaster Balkissoon (1988, 19) states that the Indian principal in South Africa has become a regulation-abiding conservative. Within such a climate, a principal who is faced with an exciting, innovative prospect first asks whether any change falls foul of the regulations. In this context, innovation is seen in terms of regulations, rather than the advantages it might afford to education.

This investigation will examine a variety of areas of management including:



9.

- a) interactive behavioural patterns between management staff and teachers;
- b) staff-development programmes, for example, in-service programmes, and the extent to which they are school-based and linked to improvement goals;
- c) the extent to which staff-management relationships influence school climate;
- d) the effect of management competencies on the relationship between staff and management;
- e) the reading habits of staff in relation to their role as educators;
- f) the role of professional bodies, like teachers' associations, in staff development.

The main questions posed will include:

- a) Is it the bureaucratic model used in our schools that contributes chiefly to the problems experienced?
- b) If it is the model that is at fault then should one not look at more democratic models like the systems model (Kimbrough

and Nunnery, 1983, 305) or humanistic management models (Ramsey, 1984, 183; Hughes et. al., 1985, 284)?

- c) If the management model is not the main cause then do the problems arise in the context or environment in which the model operates?

If the problems relate to personnel elements in the model, for example, inappropriate leadership styles, poor communication or insufficient management training, then recommendations from a growing body of evidence from research need to be considered.

#### 1.4 Delimitation of the Study

Ideally, the study ought to have embraced the total school organization in terms of its physical, material and human resources and interactive behavioural patterns among management staff, teachers, pupils and parents. This would have yielded a more comprehensive evaluation of administration. However, owing to the immensity of such a task, the present research has been subjected to the following constraints:

- a) The researcher has confined the questionnaire to teachers and has excluded pupils, parents and the administrative staff because he believes that teachers are the key members in the school set-up.

- b) The sample was restricted to Natal which has the largest number of Indian secondary schools.
- c) Because educational management is a vast area three key management dimensions were selected for study: management competencies; organizational climate and staff development.
- d) Variables such as the quality of pupils, socio-economics and other background qualities of the community served by the school have not been considered as determinants.
- e) The control-evaluative role functions of the management staff have not been considered fully as determinants of management competencies and staff development programmes.

Other variables such as departmental regulations, the education Acts, supervision by superintendents, systems of evaluation and promotion and the "general politics of the day" have not been considered fully. However, the presence of these cannot be denied. The researcher feels that despite these "external influences" on the organizational climate and management competencies, there is still much scope within the school to make it more conducive to the teaching-learning situation.



### 1.5 Method of Research

A close scrutiny was made of selected education management literature in order to prepare a theoretical background to the investigation. The literature studied was mainly from the United States of America and the United Kingdom. The theory and observations drawn from these served as an invaluable base for understanding and appraising the organizational climate, management competencies and staff development programmes in the schools covered by the study.

A questionnaire was planned to obtain information from teachers of thirty-one secondary schools in Natal selected by random sample techniques. Appropriate statistical methods and techniques were employed to analyse the responses to questionnaires. These will be discussed in detail in later chapters.

### 1.6 Definition of Key Forms

Although important concepts in this investigation will be defined or described when they present themselves for consideration or discussion, it is necessary to avoid ambiguity by giving clear, concise "definitions" of certain key terms:

#### a) Educational Management

Paisey (1981, 2) defines educational management as "the particular

process of relating resources to objectives required in organizations which explicitly exist to provide education". Musaazi (1982, 30) states that if efficiency is to be achieved in schools, it is necessary for the principal to understand how he can organise the activities, the materials and human resources at his disposal to enhance the attainment of his goals. \*

b) Organizational Climate

According to Hoy and Miskel (1982, 185), organizational climate is the set of internal characteristics that distinguishes one school from another and influences the behaviour of people in it. The school climate is an end-product of the school groups - pupils, teachers, management staff, parents - as they work to balance the organizational and individual aspects of a social system.

c) Open Climate

Here, both management staff and teachers work well together and are committed to the tasks at hand.

d) Closed Climate

Here, the management staff and teachers simply appear to go through the motions, with the principal stressing routine matters and the teachers not responding maximally, and usually exhibiting little satisfaction (Hoy and Miskel, 1982, 186).

e) Management Competencies

Management competencies relate to the levels of efficiency of the principal and his management staff (deputy principals, heads of department) in the following functions: decision-making, planning, staffing, providing leadership, directing, co-ordinating, controlling, communicating and budgeting. The organizational plan for a school lays the basis for the procedures by which the principal works with the staff in both instructional and non-instructional areas. Ideally, all members of the staff would participate in the development of the organization (Morphet, et. al., 1982, 299).

f) Staff Development

Staff development is the facilitation of professional and personal growth. It is the totality of educational and personal experiences that contributes to an individual's being more competent and satisfied in an assigned role. Staff development should assist teachers to become more capable and flexible professionals in the classroom.

A positive school climate influences staff development positively (Cawood and Gibbon, 1985, 12). Matthew and Tong (1981, 115) note that knowledge of human nature tells us that everyone needs some external spur, evaluative agent or stimulus to keep him performing at his best and responsive to personal and professional needs.



### 1.7 Synopsis of the Remaining Chapters

Chapter Two studies the literature from both local and overseas publications in respect of educational management. In particular organizational climate of schools, management competencies and staff development programmes will be reviewed. A variety of management models will be examined as well.

Chapter Three will outline the construction and administration of the questionnaire. The random selection of the sample and the pilot study will be explained.

Analysis and interpretation of data will be the main focus of Chapter Four. The information gleaned from questionnaires will be studied for inferences and relationships.

In the final chapter, a summary of the findings will be given. Conclusions will be made based on the findings and appropriate recommendations will be offered.

CHAPTER 2REVIEW OF LITERATURE2.1 INTRODUCTION

As the twenty-first century approaches, the challenges and opportunities which are emerging in the management of education in all parts of the world are increasing in complexity and diversity. All levels of educational managers, ranging from the classroom teacher and the principal of the school to the superintendents of education, face major and generally increasing pressures. These result from a number of factors: the ever widening horizons of education itself; the rapidly changing economic, social and political contexts of educational management; and the continuing, significant changes in social expectations concerning the education service. To all who are concerned with the maintenance, development and improvement of educational management, the challenges and opportunities are both daunting and exciting (Hughes et. al., 1985, xi).

With regard to the management of schools, there is profound concern for the welfare of secondary education at this time of rapid change and growing uncertainty. The significance of these factors (change and uncertainty) was strongly reinforced by the researcher's experience while working in the school situation with fellow teachers. Teachers were concerned with what can be broadly

summarised as the philosophy and management of secondary education. The impact of this concern has been to strengthen and deepen their convictions and attitudes. It has made them re-examine their beliefs and practices and to identify particular areas of stress and controversy in the running of secondary schools today. It was evident that management teams of secondary schools were interested in obtaining some kind of theoretical and practical help. They felt the need for something which might loosely be described as 'training' (so long as it included reassurance) on the one hand, and the acquisition of new skills and management techniques on the other - skills and techniques which would be applicable to the efficient and harmonious administration of schools which have now generally become much larger and more complex (Barry and Tye, 1975, 11).

According to Badenhorst et. al. <sup>Leahor</sup> (1987, 9), teachers can perform their task of educating successfully in schools which are efficiently managed at every level. Although school management may appear to be the responsibility of the management team, the teachers also have a very significant role to play. A teacher is responsible for managing his pupils, and is also himself under the control of others in the school hierarchy. Consequently, the quality of the teacher's work, his ability to handle his charges effectively and his satisfaction in his job are affected by the people responsible for the management of the school.



## 2.2 THE TERMS "MANAGEMENT" AND "ADMINISTRATION"

Some confusion exists about the use of words "management" and "administration". The literature available adds to the confusion. Some authors use the two words inter-changeably. Others insist on a clear demarcation between these words as regards meaning and usage.

An early definition by Roe (1961, 1) is that "administration" is a process which directs the efforts of individuals within organizations toward some common goal through leadership, coordination and/or control. In broad terms, "administration" determines over-all aims for which the group is to strive and establish broad policies under which it is to operate. In the narrow sense, administration may be responsible for only a limited part of the total enterprise and operates completely according to policies established at a higher level in the hierarchy.

On the other hand, "management", it is claimed, deals with both people and things. It concerns itself with people because tasks must be performed by people, and in modern society, tasks have become increasingly cooperative endeavours. Management concerns itself with things because materials must be devised, procured, improved and adapted for use with certain tasks or services (Barry and Tye, 1975, 145).

Educational "administration" refers more to the thinking, qualitative humane and strategic aspects of the comprehensive executive function, while "management" refers more to the doing, quantitative, material and tutorial aspects (Hoyle, 1986, 114).

Books on educational administration in the United States of America generally refer to "administration" as all activities carried out at all levels of the hierarchy (Kimbrough and Nunnery, 1983). A concise definition is given by Stevens (1976, 37). He says administration is the facilitation of the attainment of institutional goals by use of human and material resources.

In Great Britain, the term "management" is now the operative concept in the educational services for all levels of management activity in the hierarchy (Paisey, 1981, 5; Huges et. al., 1985, xii).

In South Africa, Cloete (1975, 18) does not accept that "administration" and "management" are synonymous. He states that 'administration' consists of a more extensive spectrum of processes than does management. He stresses that 'management' should only undertake some of the processes which constitute 'administration'.

Administration, he says, consists of the following processes:

- a) policy-making,
- b) financing,
- c) organizing,

- d) providing and utilising personnel,
- e) determining and improving work procedures, and
- f) control.

He believes that management consists of the following five processes:

- a) planning,
- b) organizing,
- c) command (motivation),
- d) co-ordination, and
- e) control.

The above distinction is exemplified in the South African situation where schools are administered by the State, (namely, House of Delegates, House of Representatives, House of Assembly and Department of Education and Training) and management by the various levels of educational hierarchy.

### 2.3 MANAGEMENT THEORY

The basic aim of science is to find general explanations called "theories".

Feigl (1951, 181) defines "theory" as a set of assumptions from which a larger set of empirical laws can be derived by purely logico-mathematical procedures.



Kerlinger's (1979, 161) more general definition of the term "theory" seems more useful for the social sciences. He states that: "A theory is a set of interrelated constructs (concepts) definitions and propositions that presents a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomena".

In the study of educational administration, the following definition of theory seems more useful: Theory is a set of interrelated concepts, assumptions and generalizations that systematically describe and explain regularities in behaviour in educational organizations (Hoy and Miskel, 1982, 20). Hypotheses may be derived from the theory to predict additional relationships among the concepts in the system. It is also stated that the above definition suggests four things:

Firstly, theory is logically comprised concepts, assumptions and generalizations. Secondly, theory's major function is to describe, explain and predict regularities in behaviour. Thirdly, theory is heuristic, that is, it stimulates and guides the further development of knowledge. Finally, theory guides actions, for it should provide the basis for making decisions about practical everyday questions.

Concepts and theories enable the practitioner to "make sense" out of the complexities of reality and thus provide for strategic and

rational action. Without useful concepts and theories, both researchers and practitioners flounder aimlessly in a random tide of events (Hoy and Miskel, 1982, 23).

Educational administration is a relatively new field. Only in the twentieth century has this discipline developed into a systematic field of study. Attempts by educational administration researchers and writers to survey other disciplines for relevant concepts and theories are also of recent vintage. These disciplines include economics, sociology, psychology and political science. Concepts and principles were sought that could aid our understanding of educational administration. In this regard, public administration and business administration were significant contributors.

### 2.3.1 Management Theory in Commerce and Industry

The development of management theory in commerce and industry can be classified into three periods as follows: the Classical Period, the Neo-Classical Period and the Modern Period.

#### 2.3.1.1 The Classical Period (from 1895 to 1925)

Prominent in this period were: the Bureaucratic Model, created by Max Weber, which emphasizes a concept of authority that is legal and rational; the Scientific Management School of Frederick Taylor which stressed a systematic study of working practices and a corresponding study of management to determine the most efficient

means of controlling the workers, the emphasis on administrative processes by Henri Fayol and Colonel Urwick who advocated general principles of management and the desirability of management activity fostering the morale of employees (Hughes, et. al., 1985, 5).

Because of the increased industrialization during the Classical Period, the early theorists sought to find the best or ideal way of structuring an organization so that it functioned effectively.

#### 2.3.1.2 The Neo-Classical Period (from 1925 to 1940)

Included in this period were the Hawthorne Studies of Elton Mayo which demonstrated the effect of small group dynamics on production (Hughes, etc. al., 1985, 6). Mayo concluded that the relationship of workers with management and each other may be more significant in affecting productivity than the streamline procedures and incentive schemes proposed by the classical theorists. He believed that employee satisfaction and high morale led to greater efficiency.

The behavioural science school with contributions from McGregor and Herzberg developed the concepts of Theory X and Theory Y supervisors (Morphet et. al., 1982, 86). They stated that motivation was made up of two groups of factors, namely, those extrinsic to the job such as policy and administration, supervision, inter= personal relationships, work conditions, salary, status and



security; and those intrinsic to the job which included achievement, recognition of work, responsibility, growth and advancement. The latter, they believed, led to job satisfaction.

During the Neo-Classical period or Human Relations era, assumptions were based on the premise that if the worker has his social needs met, he will be more efficient. Good human relations were regarded as most important in an organization.

#### 2.3.1.3 The Modern Period (from 1940 to 1980's)

This period gave rise to new developments, in particular, Systems Theory, Project Organization and Matrix Organization.

During the Modern period, the Systems theory provided a framework for analysing an organization in relation to its environment. Far too frequently, existing approaches in organization and personal attitudes were directed at a department or a person, without recognizing that this had a ripple effect on other functions and departments.

Lazlo (1972, 11) draws attention to the value of the Systems theory in the following words:

"... systems theory, is the most powerful tool we have today for effecting the unification of scientific knowledge, and the utilization of that knowledge for humanistic needs".

A system is able to function as a whole because of the interdependence of its parts. Systems theory is the study of the pattern of interactions of these parts.

Administration is a social activity and therefore part of a social system. Systems can operate as open or closed systems. Open systems are those that utilize feedback to improve the functioning of the system. The meeting point of the boundaries of contiguous systems is known as the interface. At this point, information or energy from the output of one system can be transferred to the input of another system (Hughes et. al., 1985, 255).

In project management theory, the organization decides to use a specialized team and resources for a given period to accomplish a specific objective. A project leader - the one with the most expertise - launches the project. Members can be drawn from any section of an organization. The members receive their instructions from the project leader and are answerable to him. Once the objective has been accomplished, the members go back to their original undertakings. The relevance of this theory to school educational management has not been explored fully (Megginson, 1972, 13).

When a project organization is superimposed over an existing functional organization, the result is called matrix organization. Vertical or linear control is kept through a hierarchical chain of

command. Natural co-ordination takes place through the contact between the different team members.

In a school, there is a subject department consisting of professional teachers who work together. The head of department is the team leader. Each professional person is responsible to the head of department as well as to the principal (or deputy) of the school (Megginson, 1972, 15).

#### 2.4 EDUCATIONAL MANAGEMENT

Several observational studies of principals suggest that there are many similarities in the activities of principals and managers. The managerial work performed by principals consists mostly of brief, fragmented and varied activities involving scheduled and unscheduled oral interaction with colleagues. This pattern is typical of that found for managers of self-contained, relatively autonomous, geographical units of organizations such as retail stores, banks and service centres. The danger of becoming preoccupied with superficial activities applies to principals as well as to managers. Successful principals are able to meet efficiently routine organizational demands and allocate more time and effort to activities directly related to improving organizational performance, such as curriculum planning, teacher development and so forth (Yukl, 1982, 14).



Brookover et. al. (1979, 16) correctly point out that it is during the daily interactions with teachers and pupils that a principal creates a climate favourable to acceptance and support of new programmes. High expectation, role clarity, cooperative effort and shared norms about order and discipline are the products of the principal's daily managerial behaviour toward teachers and pupils.

The principal's most important functions are:

- a) to develop goals, policies and directions;
- b) to organize the school and design programmes to accomplish the goals;
- c) to procure, manage and allocate resources;
- d) to create a climate for personal and professional growth and development;
- e) to represent the school to the superintendent's office and the outside community

(Ramsey, 1984, 87).

Yukl (1982, 14) points out categorically that the role of the principal has some of the attributes of the first line supervisor and some of the attributes of a middle manager. The need to maintain smooth, orderly operations by monitoring subordinates' activities, solving problems, handling disturbances and maintaining discipline is a salient role requirement for many supervisory positions in business organizations. The need to develop subordinates professionally, to delegate considerable discretion and

responsibility and to oversee the implementation of new programmes are role requirements common to many managers. Both types of roles for school principals are essential, but innovation and bold initiatives occur rarely, whereas routine administration and disturbance handling are daily responsibilities from which there is no escape.

Effective management of the human resources in today's school increasingly rests on the following six fundamental principles of personnel management (Ramsey, 1984, 17):

- a) Leadership today is essentially a matter of building cooperation rather than commanding obedience.
- b) How an organization, whether a private company or public school, manages its human resources determines its productivity, its internal health as a work place and its capacity to cope with crises.
- c) Individuals operate most efficiently and effectively when they feel sustained, valued, useful and recognised.
- d) Very few professionally trained people can continue to be effective over a long period of time if their work is perceived to be mostly mundane or negative in nature.
- e) Managerial expectations are fundamental in fostering positive attitudes towards the institution and the institution's goals which are essential to maximise productivity.
- f) Vitality in an organization is increased when downward loyalty is evident and exercised.

The first step in adopting a modern approach to managing human resources in schools is to understand fully the nature of the new work force that is rapidly occupying classrooms in most nations. This new breed in the educational work force includes both the more militant young "turks", fresh from teacher-education institutions, and mature staff members who feel they have earned their wings and have established themselves as veteran professionals (Chernow et. al., 1976, 10).

In order to adopt a managerial style that works with today's educational work force, school managements must, first of all, understand the concern that lies at the heart of the employee's value system. Employee concern must become management concern if high morale and effective working relationships are to exist. In schools, as elsewhere, the human capital is ultimately the real catalyst for productivity (Blake and Mouton, 1981, 19).

Brodie (1979, 3) outlines the particular areas which are of concern to educational management in schools. Together with these he mentions some of the inadequacies in current practice. These are identified in the following passage:

".... the proposition is that management is a missing dimension in education. The school is a social institution of particular subtlety and sensitivity. The individual teacher has all the pressures which come from working in a situation largely not of his or her making .... There are



distances, organisational and psychological, between the teacher and others who make up the larger educational system. Timetabling and other day-to-day demands squeeze out the time and often the energy and motivation to give adequate thought to the longer term goals. Preoccupation with subject curricula and examinations takes priority over questions of policy, organisation and resources. Objectives and priorities are left implicit and are not regarded as matters for the intimate involvement of staff. The interaction of a school with its environment is often ambiguous. Autonomy, which should bring with it a sense of freedom to initiate and experiment, turns too readily to insularity and conservatism. Tensions which ought to be productive of open debate and of creative development may be left unresolved with relationships at arms-length".

The above-mentioned issues highlight the onerous task of school management.

The school which runs smoothly may convey the misleading impression that it is easy work, whereas the school which moves from crisis to crisis may create the impression that good management is impossible to achieve. Management is a complex human activity whether the viewpoint is that of an individual person in action or that of a group of people in action. In essence management is being subjected to a series of simple but unavoidable questions. The answers to these questions and the ways and means used to find answers to them will vary among schools. The history, size, type and "catchment" area of the school are some of the variables which affect the particular answers given. Over time, new answers must

be found to the old questions and this requires ability, effort and constant vigilance. Some schools are regarded as well managed - they are judged useful for social purposes and their members look on their work as fulfilling. Other schools are seen to be badly managed - the quality of their work is regarded as being poor and their members are alienated from or even hostile to management.

Every conceivable level between the two extremes discussed above may be found in schools (Paisey, 1981, 95).

## 2.5 SCHOOL MANAGEMENT MODELS

A review of theory development in the field of educational administration shows that there have been various eras of emphasis. Kimbrough and Nunnery (1983, 239) focus on the following three eras:

The Traditional Administrative Theory Era;

The Transitional Administrative Theory Era (1930 onwards);

The Systems Theory Era (late 1950's onwards).

### a) The Traditional Era

The traditionalists advocated a number of concepts designed to enhance the ability of an organization to accomplish its objectives with minimal expenditure of human material and fiscal

resources. These included an integrated hierarchy of legal-rational authority, a defined span of control, an impersonal system of superordination and subordination, a set of written rules and regulations that are uniformly applied, employment and promotion based on technical competence to fill the special demands of the job, work division and a line-staff system. Application of these ideas to educational organizations has been widespread.

The concept of span of control is widely recognized in educational organizations, for example, through the use of senior deputy principals, deputy principals and departmental heads. Most educational organizations irrespective of size operate on the basis of written policies and rules and regulations which in theory are to be uniformly applied.

Campbell et. al. (1958, 179) state that the concept of administration process is derived from Fayol's "elements of management" and is defined as "the way by which an organization makes decisions and takes action to achieve its goals".

In brief, the traditional theorists postulated administration as consisting of a series of elements. Whatever concepts are used, there seems to be agreement that for an educational organization to function, decisions must be reached about what is to be done, plans must be first developed in terms of the goals, fiscal and human resources must be allocated in terms of planning, and a



determination must be made of the extent to which the goals were achieved in terms of the predetermined plans and standards (Kimbrough and Nunnery, 1983, 262).

b) The Transitional Era

The transitional period (from 1930 onwards) focused primarily on people and their relationships in organizations. It was value-laden and the central thoughts related to what "ought" to be the place of persons in an organization that is a part of a democratic society. This primarily philosophic orientation based on empirical investigation was complemented by the goal of understanding, explaining and predicting human behaviour and interactions.

Mayo, who investigated the famous Hawthorne studies on group dynamics, holds a point of view which is different from that of the traditional-era theorists. His basic contention is that any enduring society or organization must be based upon a recognition of the motivating desires of the individual and of the group and that all organizational problems were fundamentally human relations problems (Metcalf and Urwick, 1940, 14).

The transitional-era movement which began with an emphasis on treating employees in a humane manner and evolved around a series of key ideas derived from the behavioural sciences, affected educational administration on two fronts. First, there were efforts to democratize the practice of educational administration.

Second, there was a growing emphasis on the utilization of concepts from the other social sciences for the study and practice of educational administration.

In brief, the impact of the transitional-era ideas resulted in educational writers urging democracy in educational administration. The 1950's saw the creation of a national social system, made up of key professors and leading school practitioners, which focused much of its effort on the application of concepts from the behavioural sciences to educational administration. According to Kimbrough and Nunnery (1973, 240) the first five of the following postulates reflect the democratic movement and the remaining four are representative of the behavioural sciences:

- (i) The administrator is a promoter of staff harmony and morale.
- (ii) Administration is a service.
- (iii) Participation is essential in decision making.
- (iv) Group-granted administrative authority is crucial.
- (v) Administrators must strive to provide for the satisfaction of individuals.
- (vi) Social science's methodologies must be employed in educational administration.
- (vii) Leadership behaviour has individual as well as organizational dimensions.

- (iii) The political-social environment influences educational management.
- (ix) Interdisciplinary preparation is necessary for administrative leadership.

The efforts of the transitional era did not result in the demise of the numerous applications of traditional theory. The result was a humanizing of management, a sense of flexibility in bureaucratic enterprises, a lessening of the emphasis on "one best way". The formative years of educational administration as a field of inquiry coincided with the development of the behavioural sciences. The basic viewpoint of the transitional era is still widely accepted by educational administrators (Steers and Porter, 1975, 19).

#### c) The Systems Theory Era

In the late 1950's, scholars concerned with the administration of complex organizations began to think of an organization as a system. The "systems era" in administrative thought had begun. According to Chorofas (1965, 2), "A system is a group of interdependent elements acting together to accomplish a predetermined purpose". An analysis of the elements without consideration of how they interact is inadequate. The basic idea is that to understand a phenomenon we must recognize that the whole is greater than the sum of its parts. There are numerous ways of applying systems





thinking and concepts to the study and practice of educational administration. Kimbrough and Nunnery (1983, 305) offer the following four applications:

- (i) Educational administration is a social process within a social system;
- (ii) Schools and school districts are viewed as social systems;
- (iii) Systems propositions can be used to guide research in educational administration;
- (iv) Systems theory can be used by the practitioner in his day-to-day activities.

The systems theory is not a set of assumptions from which empirical laws can readily be derived by logico-mathematical procedures.

It does not constitute a universal, all-inclusive, substantive body of thought. However, an administrator using this approach will be goal-oriented; will examine the context of problems faced; will be aware of the dynamic interrelations among groups, events and ideas; will seek feedback; will examine various alternatives and will be cognizant of possible long-range impact (Halpin, 1966, 90).

The scope and task of management in the school are represented comprehensively in two modern models proposed by Paisey (1981, 96): an Applied Skills model and a Participation Model. The figure

below reflects what can be called the Applied Skills Model:

APPLIED SKILLS MODEL

(SCHOOL MANAGEMENT MODEL BASED ON INDIVIDUAL SKILLS AND APPLIED FIELDS)

INDIVIDUAL ↓ SKILLS	APPLIED → FIELDS	EDUCATIONAL	EXTERNAL RELATIONS	FINANCE & FACILITIES	STAFF DEVELOPMENT
CONCEPTUAL					
HUMAN					
TECHNICAL					

Figure 2.1

Source: Alan Paisey, (1981, 96). Organization and Management in Schools.

In the Applied Skills Model, conceptual skills are those of comprehensive understanding, the ability to integrate all the elements involved, the ability to perceive possibilities and to relate events to higher order principles. Technical skills are those of "know how", knowledge of procedures and the constraints and resources which govern the work of a school. Human skills are those used to encourage people to give their best efforts to the organization, to create a healthy climate of working conditions, to introduce changes without losing morale and to communicate clearly and in such a manner as to create confidence.

All these skills are needed and may be exhibited in each of the four applied fields. The educational field includes curricular

programme, its objectives, syllabus content, teaching methods and techniques employed. The field of external relations includes creating and sustaining a favourable image of the school in the minds of parents, the media and the many agencies which have an interest in the school. The field of finance and facilities covers all the non-human resources which are available to the school, particularly the use of the school facilities. The field of staff development includes matching of person to job, performance evaluation, redeployment and the progressive increase of staff competencies.

The second model of management in the school operates on the notion of the range of decisions which must be made and the patterns of participation by which they are made. This may be called the Participation Model, presented in Figure 2.



PARTICIPATION MODEL

(SCHOOL MANAGEMENT BASED ON DECISION AREAS AND PARTICIPATION LEVELS)

<div style="display: inline-block; vertical-align: middle;">           DECISION ↓ AREAS         </div> <div style="display: inline-block; vertical-align: middle; margin-left: 20px;">           PARTICIPATION → LEVELS         </div>	DECISIONAL DEPRIVATION	DECISIONAL EQUILIBRIUM	DECISIONAL SATURATION
CURRICULUM CONTENT			
EDUCATIONAL OBJECTIVES			
EVALUATION			
EXTERNAL RELATIONS			
FINANCE			
PUPIL GROUPING			
STAFFING			
TEACHING METHODS/TECHNIQUES			
TIMETABLING/USE OF PLANT			
USE OF MATERIALS/EQUIPMENT			

Figure 2.2

Source: Alan Paisey, (1981, 98). Organization and Management in Schools

In the Participation Model, the nominated items under decision areas represent a set of categories for sorting all the decisions which are made in the course of managing the school. This particular set is not inviolable but is an attempt to encompass every conceivable decision. The term 'participation' in the model refers to the amount of decision-making which individuals are empowered to undertake. It is not uncommon to hear assertions that one person - notably the principal of the school - makes all the decisions. It is possible for individuals in the organization to assess the amount of say which they feel they have in each area. This will reveal either a state of satisfaction or decision equilibrium, a state of unsatisfied demand or decisional deprivation or a state of overwork or decisional saturation (Paisey, 1981, 99).

People differ in the ways in which they want to approach their managerial task. Executives in the business world as well as principals and heads of departments in schools exhibit different behaviours as they go about their work. The principles underlying these differences are important and have differential effects on organisational performance. Leadership behaviour in managerial work is known as management style.

## 2.6 MANAGEMENT STYLE

The head occupies a key position which has been variously depicted as being at the boundary between the school and those outside who have contact with it, at the centre of the school organization or in the neck of an hour glass and subject to internal forces from one section and external ones from the other (Hughes et. al., 1985, 308). For example, the secondary school head in England and Wales is formally charged with control of the internal organization, management and discipline of the school. Though the success of a school clearly depends on many factors, including the skill and dedication of the staff and the support of parents and other members of the community, there is widespread support for the view that the quality of leadership provided by the head is the most significant factor (DES, 1977a; HMSO, 1983).

The management style of an individual may be defined as the characteristic way in which he goes about his managerial tasks in a specific organization, assessed over the long term by those who work with him. Management is concerned in the final analysis with what organization members are doing, what they might be doing and what they should be doing. It is axiomatic that the basis of management is a set of general assumptions about people in organizations (Paisey and Paisey, 1980, 95).



McGregor (1960, 101) developed theories of managers- Theory X and Theory Y. The first adopts a pessimistic stance. Theory X assumes that people do not like work and have to be coerced. People make mistakes and have to be controlled and corrected; people are dishonest and must be supervised and watched. They work only for themselves and are not concerned with company goals and they must be directed. Theory Y sets an optimistic tone. Those who take the Theory Y position expect much from others. Theory Y assumes that people want to work and are interested in their work. They are honest; they can be trusted; they are self-directing; they seek responsibility, and they feel that their own needs can be met in the attainment of the employer's goals. Theory X relies on external control of work as in bureaucratic management while Theory Y relies on self-control and self-direction. It has been argued that a combination of Theory X and Theory Y behaviour is possible and that it may be more desirable as it could be more adaptive. This combination has been named Theory Z (Simmons, 1971, 91).

A number of models have been created to capture the full range of possibilities of management styles. All of them depend in one form or another upon a "two-factor" theory (Paisey, 1981, 115). The first factor emphasises production and is the impersonal dimension; and the second emphasises morale and is the personal dimension. Success emanates from the blend of both factors, although the case for equal emphasis on both has been reinforced by empirically established findings. These include sources as

diverse as heavy industry and schools where it has been found that work output is highest when managerial behaviour has high equal impact on both dimensions.

In professionally staffed organizations, it is usual for institutional heads who are to be appointed to have a strong professional background and expertise in the relevant area. Professionals employed in organizations are liable to have difficulties from time to time in their relationships - not only with their clients or the public at large, but also with those in authority in their employing organization. Professionals, it has been claimed, are unreasonably resistant to administrative control. Because of their specialised training professionals expect to be accorded a large measure of discretion in dealing with matters considered to be within their area of expertise. It is argued that it is by using their trained judgement in professional matters that they can best contribute to the objectives of their employing organization. If they are employed in a highly structured, tight bureaucracy a certain level of endemic conflict, erupting from time to time into major incidents, appears to be an almost inevitable consequence (Hughes et. al., 1985, 271). The teacher has a tremendous responsibility as leader and identity figure, for he is inevitably also the bearer and keeper of our highest cultural values (de Witt, 1981, 11).

It would be unwise to draw general conclusions, particularly as it has been noted that little reliance can be placed on a trait or 'great man' theory of leadership. There is, however, at least one significant characteristic which is common to good educational leaders: it is that each has a strong commitment to the education of those in his charge, and not simply the carrying out of the managerial duties of his office.

Likert (1967, 66) discusses management styles using terms 'job-centred' and 'employee-centred' behaviours and lists four systems of management behaviour in practice. These systems are:

System 1 - authoritarian and coercive.

System 2 - authoritarian but benevolent with a good deal of subservience.

System 3 - consultative with overt rewards.

System 4 - participative group management, with wide involvement in setting objectives and choosing methods.

Systems 3 and 4 are considered relevant to the teaching profession.

In the case of educational management styles, it has been concluded that schools which are generally held to be successful organizations are those in which management believes in consultation, team work and participation. The procedures necessary for this to



happen are not concerned with producing uniformity but in achieving unity. Care should be taken to ensure that the essential purpose of the school as an organization is continually borne in mind. Hierarchical structures and directive management are economical in this regard but may engender frustrations, low morale and disengagement. Participative structures and permissive management incur larger organizational maintenance costs but raise morale and effort. The beginning of management wisdom is to recognize that there is no single and certain way to manage an organization well. Variable circumstances and needs require variable approaches and answers. The manager or principal must constantly exercise judgement about management strategy and the degree and direction of changes in strategy which are necessary. Wisdom is knowing what to do next (Paisey, 1981, 117).

## 2.7 EDUCATIONAL MANAGEMENT IN SOUTH AFRICA

Cawood and Gibbon (1985, 3) note that society demands a much higher calibre of leadership today than in former times. Although much has been written about leadership, it is surprising how little we know about it. In the concept 'leader' a strong emphasis on interpersonal relationships is implied.

Educationists in South Africa, like their counterparts elsewhere, are specifically concerned with the concept of leadership because:

- a) the school's major task is to help young people and youth leaders to develop their potentials;

- b) the school itself needs many pupil-leaders to implement its programme and direct its activities;
- c) daily, the teacher is leader of a group of pupils in a class, on the sportsfield, in clubs or societies;
- d) often the teacher has to assume a leadership role in the community;
- e) more experienced teachers such as subject heads, principals and superintendents have to lead teams of teachers.

In South Africa, principals together with their management staff give considerable attention to educational and instructional leadership factors such as:

- a) staff development in schools;
- b) class visitation and follow up discussions;
- c) viewing the pupils' work;
- d) discussion of educational policy and methodology with individual teachers;
- e) checking of schemes of work and records of work done;
- f) induction and orientation of new teachers;
- g) staff meetings to discuss educational policy and methodology and

- h) discussion about individual pupils with members of staff  
(Cawood and Gibbon, 1985, 9).

The teacher performs the functional task of the education system but management is necessary for this task to be performed effectively.

In South Africa, the education departments at the central management level have policy-making as well as executive functions, while functions at the school level are of a more administrative nature. The various Departments of Education and Culture draw up policy on own affairs in the light of general education policy, handle financing, provide specialised services, co-ordinate education where necessary, plan, control and administer education and promote culture. The teacher is therefore trained, employed, paid for his services, promoted or transferred to various posts and so on, by the Education Department.

At the school level, the principal together with his management staff performs the executive function of running the school.

Badenhorst (1987, 23) states that there is a distinct relationship between a healthy climate in an organization and the team spirit that prevails. There is also a positive relationship between high morale and the performance of the team. High group morale does not develop as a matter of course. On the contrary, the development of high group morale depends on many factors. A few of the most important factors are:



- a) effective leadership;
- b) a predominantly democratic leadership style;
- c) effective, competent management.

In the final analysis the school principal is responsible for everything that happens in his school. A school may have one or more deputy principals, or none at all, depending on the size of the school and the education department.

The deputy principal deputises for the principal but his specific role is not always clearly defined. One of the tasks sometimes assigned to him is to look after the interests of newly-appointed teachers so that he may play an important role in their successful integration into the school system.

The head of a department remains a subject teacher and is released for at least two and a half hours per week from ordinary teaching duties in order to devote time to his commitments as head of department. He is expected to act as a professional leader in his subject. He should, for example, keep abreast of the latest schools of thought on approach, methodology, techniques, evaluation and teaching media. He works directly with teachers and is therefore, an important link between staff and management (Badenhorst, 1987, 57).

## 2.8 EDUCATIONAL MANAGEMENT IN INDIAN SECONDARY SCHOOLS

Sayed (1981, 5) investigated the managerial task of the principal of Indian schools by asking them to respond to a questionnaire. His findings confirm that the managerial task of the principal of an Indian school is a difficult and demanding one. The task of the secondary school principal is even more challenging and demanding than that of the primary school principal. He concludes that the experienced teacher who has had no specialized training in management, must be trained and prepared for his task as principal because the task of the school principal is comparable to that of a highly skilled manager in commerce or industry.

Kathard's (1975, 27) research was undertaken to ascertain the attitudes of Indian teachers in the Durban area towards teaching as an occupation. Though the role of the teacher in the teaching context was examined, the teachers' views on other major aspects of school life were also researched. Kathard included in his study the teacher's attitude towards parents and extra-curricular activities. The role of the principal, the influence of colleagues and the attitudes of parents and pupils as perceived by the teacher towards education were also investigated.

Kathard concludes that there is a web of forces that acts upon the teacher and influences his professional behaviour. The external forces include the State, Education Departments, parents of pupils

and educationists. The internal forces acting on the teacher include the principal, deputy principals, heads of department, colleagues, parents and pupils.

He also notes that in a school, a "good" climate is characterised by teachers who work well together. The principal sets an example by working hard himself. He shows compassion in satisfying the social needs of teachers. He sets up rules and regulations but is also flexible and allows his teachers to offer advice and suggestions and thereby enables them to exercise their qualities of leadership (Kathard, 1975, 31).

Shah (1985, 10) investigated the supervision of instruction in Indian secondary schools. Her study sought to determine how secondary school principals and their management staff perceived their roles as supervisors of instruction, what organization strategies were employed and what supervisory techniques were applied to improve instruction. She assumes the view that supervision is a supportive service which is aimed at the professional growth of teachers. She sums up by stating that more knowledge of supervisory theory and greater refinement of supervisor practice would enhance the quality of teachers and thereby the quality of instruction. She concludes by noting that leadership styles have a strong influence on the management or organizational pattern of schools.



Rameshur (1987, 3) in his research states that the most important function of the head of department is staff development of teachers in his/her department. By creating a general environment conducive to systematic professional development, the head of department could enhance not only the general status of his/her teachers but also improve, in the process, the quality of education for all pupils in the school. He believes that the absence of systematic management training for the position of head of department may be responsible both for the separation between control-evaluative functions and staff development priorities, as well as the inability to cope with the problem of reduced supervision time (Rameshur, 1987, 138). He sums up by stating that the control-evaluative approach in comparison with the teacher-participation approach, often gives rise to teacher alienation, low morale, decline in teacher performance, and a consequent decline in pupil performance.

The theme of the annual conference of the 'Teachers' Association of South Africa for 1988 was "Educational Dynamics and the Bureaucracy". Educationalist (Hartshorne 1988, 3) stated in his opening address that the kind of policy, climate and environment in which South African bureaucrats have been conditioned to operate have the following characteristics: inflexible, doctrinaire, 'we know best', uncritical, authoritarian and a short step away from being arrogant.

Another participant at the conference, Singh (1988, 21), an education superintendent, stated that in Indian schools, an exacerbating factor has been the management style which is power-coercive or emotional, rather than rational and justificatory. Such narrow bureaucratic procedures create alienation and disjunction. Unless a relationship similar to partnership in business exists in an environment committed to innovation in an ethos of change and challenge, innovative practices have little hope of success.

Balkissoon, (1988, 19) a secondary school principal, presented a paper stressing that a progressive-minded principal working within a strongly bureaucratic system finds himself in a stifling climate which kills off any move towards freedom and change. Further, he emphasized that enlightened leadership, from a management point of view, must strive towards democracy in decision-making at school level. For example, does the management decide with their staff who does what or is it simply a case of 'we in the management know better'? He sums up by stating that the striving towards an ideal climate necessitates change - it necessitates an alteration in attitudes and values. However, he adds, that one finds that a conservative style is happily adopted by management who prefer to manage their school along the 'straight and narrow path'.

In another paper, Saman, (1988, 16) a secondary school teacher, stated that too many prescriptions stifle the democratic principle,

individuality and creativity. They also promote domination and authoritarianism and also have a detrimental effect on interpersonal relationships resulting in a certain degree of tension and animosity. Staff members at Indian secondary schools generally become reserved and rarely voice opinions on matters that might appear to be controversial. Teachers feel that they must conform to the rules and regulations if they wish to be promoted or "merited". In such a situation, innovation is unworkable and there is no room for professionalism.

Therefore, in looking for solutions, one should examine the kinds of bureaucracy that exist within the schools. Generally, there is much evidence of the "colonial" rationale that features in the powers of the management of the school. These powers are often based on outmoded authoritarianism and centralised control that are supported by the twin pillars of coercion and threats. A desirable participatory democracy will require in schools a style of management and a concept of power informed by reason and motivated collaboration. At present in most schools bureaucracy requires that respect be given by the young and inexperienced to those with more experience and higher rank or qualifications.

Although numerous studies in connection with personnel management at schools and teacher morale have emerged overseas, only a limited number of such investigations has been conducted in South Africa, particularly in Indian education.



## 2.9 THE MANAGEMENT TEAM AND DIMENSIONS OF MANAGEMENT SELECTED FOR STUDY

### 2.9.1 The Management Team

It is far too simplistic to think that the larger the school, the greater the amount of management activity and the higher the level of difficulty or conversely that the smallest institution with least resources and supporting colleagues is easiest to manage (Taylor, 1975, 4).

To a considerable extent the amount of management work required is in the hands of the organization itself. A small school may be highly complex as an organization requiring a great deal of managing. A large school may be less complex as an organization requiring less managing. In both cases, the volume of management activity required may be undertaken by one person or a few, or it may be shared widely. However, more complexity means more impersonal transactions, the sheer volume of which needs a broader or decentralised management base (Paisey, 1981, 101). Schools in South Africa, today, are generally managed by the principal with his management team. The size of the management team depends on the pupil population of the school.

"Complex" Indian secondary schools are managed by the principal, a senior deputy principal, a deputy principal and heads of

departments of the various subjects or groups of subjects. These schools have a pupil enrolment exceeding 800. In smaller secondary schools known as "S1" (with over 550 pupils) the composition of the management team is similar to that of a "complex" secondary school but the post of senior deputy-principal is excluded. In "S2" schools (pupil enrolment of less than 550), the management is composed of the principal and heads of departments of the various subjects or groups of subjects.

The main areas involving the teaching staff are managed on a broad basis, through departments and departmental heads. The involvement of teaching staff in the other areas of school life however, is a matter of great variability from school to school (Musaazi, 1982, 105). It is often forgotten that the non-teaching staff of a school are also members of the organization. They, too, are potentially able to undertake varying degrees of involvement in deciding on courses of action and helping to shape the kind of organization to which they belong. However, this aspect falls outside the scope of this research.

The dimensions of management selected for specific study are school climate, management competencies and staff development.

### 2.9.2 School Climate

Organization theory tends to treat school organizations as wholes, as entities about which generalizations can be made. Theorists generalise either about "the school" or about "the types of schools". The former may, for example, state "the school has become much more open to outside influence", and the latter that "A is a traditional school while B is an open school". Parents, too, make generalizations about schools as entities, for example, "X is a good school", and actually make decisions about their children's schooling on the basis of this assumption (Hoyle, 1986, 2).

But schools are organizations which by definition are differentiated and have a number of parts or components. Thus, to make generalizations about schools as entities is to make assumptions about the relationship between their parts and the whole. Hoyle (1986, 3) lists the following major components of the school:

- a) Management: The structures and procedures involved in co-ordinating the diverse activities of the school.
- b) Structure of Tasks: Timetables; patterns of pupil grouping; organisation of pastoral care by which transmission of knowledge and skills and the socialisation of pupils, are structured.



- c) Informal Structure: The unplanned patterns of association between teachers, between pupils and between teachers and pupils.

In this study, the researcher is concerned with qualities which transcend these structures and which are variously termed 'cultures' or 'climate'. Central to the concept of 'culture' is the idea of 'value', that which is regarded as worthwhile by members of some group. These values are manifested in the norms which govern behaviour and the symbols which express these values.

'Climate' refers to the ways in which members of the school respond to that membership. Thus, in a school with an 'academic culture' there will be norms which emphasize academic endeavour perhaps symbolised through dress, honours board, staff qualifications and so on (Morphet et. al., 1982, 302). Climate is essentially concerned with the quality of relationship between pupils, between pupils and teachers, between teachers and between the management team and teachers. One of the focal issues of this investigation is the relationship between the management and teachers.

Hoyle (1986, 4) explains that 'culture' and 'climate' are to some extent terms for the same phenomenon but they are treated separately since each has different theoretical and methodological

roots and the relationship between them is far from clear.

Organization theorists have constantly addressed themselves to two fundamental issues, namely:

- a) the relationship between "structures" and "people" in terms of the impact of structures on people and the creation of structures by people.
- b) the relation between the components themselves (Management, Structure of Tasks, Informal Structure etc.) which have become a "depopulated" abstraction; yet organizations are essentially people. The question is, how far and in what ways are the components interrelated and are their interrelationships such that one can treat a school as an entity and as a system?

Morphet et. al. (1982, 83) claim that the climate of human relations differs in school systems depending on whether they are operating under monocratic or pluralistic concepts of administration. The absence of fear of the hierarchy, the feeling of equality and the knowledge that one is master of one's fate beget different personalities in systems at the opposite ends of the monocratic-pluralistic continuum. The monocratic school system tends towards a closed climate, as contrasted to the tendency towards an open climate in a pluralistic system.

### 2.9.3 Management Competencies

The framework of rules, procedures and guidance issued by an education department is invariably substantial within this framework, which at once provides a set of constraints and thereby defines a set of opportunities within which the operational management of the school is conducted. The various rules and items of guidance and procedural requirements which together make up the administrative provisions for a school may be drawn together as a handbook. This may be modified and updated from time to time as necessitated by changes in the law or changes in financial or other areas of government policy concerning education. By implication, the handbooks or administrative documents issued to schools show the nature and extent of the managerial work which must be undertaken to keep a school at a level of operational effectiveness.

Apart from the academic and teaching area of the school, there is the vast array of events and business matters which make up the total life of the school as an organization. This is the area of internal systems and procedures which are part of the existence of a densely populated institution. This is the area of school life, beyond the classroom, where management in particular is involved. Schools possess varying degrees of autonomy for deciding their own affairs in the area of general management of the school, but must always meet certain legal and administrative requirements in addition. These may, however, be sometimes regarded as onerous and irksome to the schools (Paísey, 1981, 105).



The task of management is to oversee the academic and teaching areas and also maintain a systems and procedures area for the school - these are internal. In addition management must be ready to deal with issues which are generated by policies, opinions or actions adopted, expressed and taken by external bodies. Internal difficulties may be harder to deal with, but if an open way of dealing with problems has been created, attitudes and feelings can be explored and solutions achieved. It is important that enterprise and new ideas be encouraged from the different individuals on the staff, and that particular teachers be invited to do things, take on leadership roles and so on (Waters, 1979, 143).

The process of participation takes a very large step forward in management competencies of principals because it acknowledges the right of the teacher not only to have a say and give personal opinion, but to decide along with others on what is to be done and by whom. The principal, by introducing with great care the process of joint decision-making, is not avoiding being the leader, because he must still take responsibility for taking a particular course of action. It is the strong leader who will ask for help, and it will also require strong management competence to get the group to arrive at an agreement. Different view - points have to be brought into harmony. This is a process of reconciliation of ideas to reach an effective consensus of opinion through debate and general discussion rather than a

compromise voting situation which will leave at least some dissatisfied and not so committed (Hoyle, 1986, 94).

Prosser, (1988, 13) a university academic, notes that conflict arises because professionals are expected to act in the best interests of their clients while bureaucrats act in the best interests of their organizations. Professionals control themselves; they exercise rights over competencies and performance; they have a code of ethics which guides their activities; they have self-imposed standards and peer-group surveillance. Teachers are professionals: they have technical expertise, acquired through extensive education and training; teachers provide service of an altruistic kind to their clients. In a bureaucratic organization, however, discipline stems from the major line of authority: performance is controlled by directives received from one's superiors, not by self-imposed standards and peer-group vigilance.

#### 2.9.4 Staff Development

It has been said that a school is only as good as the teachers in it. Waters (1979, 90) believes it can be better than that, with effective leadership. The majority of teachers working in schools are ordinary people with specialized training and varying lengths of experience. It is the duty of the management team to enable the staff to produce superior work and this will require more

sophisticated forms of leadership. The management staff has to look at each individual member of staff and examine ways of enabling him/her to do even those things he/she didn't know he/she could do.

Traditional programmes of staff development have focussed almost exclusively on subject area content, teaching techniques and instructional skills. Increasingly, however, educational leaders at schools are becoming aware that ongoing renewal can be achieved only if the staff members involved are encouraged and enabled to develop as fully-functioning persons, as well as technically-equipped professionals. According to Ramsey (1984, 131), the twofold target of an effective staff revitalization programme for the 1980's is:

- a) staff development (traditional instructional activities) and
- b) self-development (self analysis and personal growth).

Cawood and Gibbon (1985, 34) describe a wide-ranging professional development programme that has evolved over a number of years at Westerford High School in the Cape Province. Staff development is an experiential involvement by teachers in a process of growing. This process is not short term. It is a continuous never-ending developmental activity covering a wide content spectrum. It includes among others: philosophic aspects of education; the goals of a school; the aims and objectives of subject teaching;



skills and processes in teaching; teaching strategies and educational media; educational diagnosis; analysis and evaluation.

Staff development does not primarily consist of interminable lectures in which information on "how-to-do it" recipes are given. Unfortunately, in most schools this still seems to be the attitude to staff development.

Greenaway and Harding (in Hughes et. al., 1985, 436) suggest that staff development may be said to have four aims, namely:

- a) to help staff perform as effectively as possible in their existing roles including support during probation;
- b) to provide opportunities for staff to prepare themselves for changing duties and responsibilities;
- c) to provide opportunities for members of staff to equip themselves for increased responsibility and career advancement;
- d) to enhance job satisfaction.

It is argued that staff-development policies must be initiated within an institution and that they should be an aid to the maintenance of staff morale and the work of the institution.

Heads of departments, deputy principals and the principal should be able to devise and lead courses which would give a greater appreciation for an understanding of the work of the institution as a whole - the structure and philosophy of the pastoral care system; the role of the school counsellor; and the role of the educational psychologists and educational superintendents. The list of possible professional topics for a self-innovated, staff-development programme of in-service training courses would appear to be endless.

While the above are relevant strategies to help staff perform more effectively and to prepare them for changing duties and career advancement, they do not necessarily provide job satisfaction or enrichment. This is more likely to be achieved with Spooner's framework (in Hughes, 1985, 436) where staff are encouraged to act professionally, exploiting their strengths in the classroom situation for the benefit of their pupils. He lists the following aims of staff development :

- a) to involve in policy and decision-making those who have to carry out the policy and, as far as detail is concerned, giving scope for judgement to the person doing the job ;
- b) to treat staff as professional people relying fundamentally on their own standards, self-criticism and devotion to duty and refraining from "nagging them about their peccadilloes";

- c) to recognise that everyone has strengths and weaknesses and to discriminate sufficiently to exploit strengths and to avoid placing teachers in situations where their weaknesses are apparent to all;
- d) to respect different views, diversity of approach and personal idiosyncrasy, recognising that these things add to the richness of living;
- e) to create a related atmosphere in which teachers willingly make voluntary contributions to school-life well above the call of duty;
- f) to spend the maximum amount of time and energy on teaching and learning and to avoid in-fighting, intrigue, introspection and fruitless assessment.

Therefore, staff development programmes assume an essential role in the maintenance of organisational performance and morale. It is necessary to train people to operate successfully both at the management/administration and classroom levels.

In the United Kingdom, the Local Education Authority has started a new scheme to be effected in 1988-1989 called the Grant Related In-Service Training (GRIST) programme. The purpose of the scheme is to support expenditure on in-service training (INSET) so as:



- a) to promote the professional development of teachers;
- b) to promote more systematic and purposeful planning of in-service training;
- c) to encourage more effective management of the teacher force;
- d) to encourage training in selected areas which are to be accorded national priority.

In its objectives the Department of Education and Science (DES) reminded Local Education Authorities (LEA'S) that proposals for training should, among other things, be based upon:

"regular consultation with individual teachers ....., with each school ....., and with other interested bodies such as governors ....."

(Williams, 1987, 2).

The staff development programme (SDP) and in-service training programme (INSET) have had the following beneficial effects in England and Wales :

- a) they have helped to maintain morale by giving additional goals to teachers at a time when teachers felt very much undervalued;
- b) staff are becoming less resistant to change;
- c) greater professionalism is visible amongst the staff;

- d) involvement of staff is evident in curriculum appraisal and development;
- e) improved provision has been made for the pupils in those areas which have been identified by the staff themselves (Williams, 1987, 25).

From the above, it can be seen that staff development is a very important dimension of school management.

## 2.10 CONCLUSION

As work roles are changing in schools everywhere, management is increasingly being required to adopt a more responsive leadership style. The traditional play-it-safe management model, with its built-in suspicion and adversarial relationships is no longer applicable to the modern secondary schools. School leaders at all levels are discovering some new principles of positive personnel management. At the core of this new concept of school leadership are the beliefs that employees must find some inner joy in the work place and that human interaction is ultimately the best teacher for everyone involved (Ramsey, 1984, 184).

Effective management teams are rapidly realizing that for leadership to be successful, teachers must feel that management understands the staff, seeks help where needed and evaluates alternative

courses of action carefully. When these conditions exist, even the new breed of teachers can accept shortcomings by management based on the belief that the process of decision-making has included consideration for all. Staff members at all levels continue to respond to tough, direct leadership as long as it is based on a track record of fair play (Stanton, 1982, 187).

Greater teacher participation appears to be the key. Pressures towards greater teacher participation in school management have stemmed from four sources:

- a) the changes in the socio-political climate since the 1960's;
- b) the growing need for greater teacher collaboration at the levels of power planning and pedagogy arising from curricular change;
- c) the growing complexity of secondary schools which has undermined the "one-man bank" kind of leadership; and
- d) the growth of courses in educational management which have emphasized participative approaches (Morphet et. al., 1982, 85).

Although the general term 'participation' was used in the 1960's and 1970's and has been retained in educational management, it is frequently pointed out that in most schools 'consultation' is the more accurate description (Hoyle, 1986, 2). Consultation implies that the principal seeks the views of colleagues and may then



modify proposals leading to a compromise acceptable to all. If consultation is to be taken seriously, it is essential for the principal to be prepared to consult with staff and to respond to their suggestions.

CHAPTER 3CONSTRUCTION AND ADMINISTRATION OF QUESTIONNAIRE3.1 Introduction

The main objectives of this empirical investigation were:

- a) To obtain the views of practising teachers on management competencies of the management staff at their schools;
- b) To examine the relationships between selected management staff characteristics and the climate of the school;
- c) To discover additional factors affecting the school climate and the nature of these factors;
- d) To identify and examine the nature and adequacy of existing staff development "programmes" in Indian secondary schools;
- e) To offer possible explanations for the responses obtained from the questionnaires;
- f) To offer recommendations for the improvement of personnel management models and practices at school level.

### 3.2 Design and Methods of Research

A close scrutiny was made of selected educational management literature in order to prepare a theoretical framework for the investigation. The present investigation qualified to be categorized as descriptive research (Good, 1963, 244). The research design chosen for this study was the survey (Black and Champion, 1976, 84). Data was to be obtained through a questionnaire.

These reference materials served as an invaluable source for the selection of criteria to appraise the organizational climate, management competencies and staff development provisions in the schools.

Exploration of literature sources facilitated the initial formulation of questions. It was decided (See Chapter One) to prepare a questionnaire only for teachers because they are the ones who are mainly affected by the management skills of the management staff. Furthermore, teachers are the most likely sub-group in a school to offer relevant responses to questions on school management problems.

Another reason for deciding to confine the questionnaire to teachers was that the Teachers Association of South Africa (TASA) representing more than eight thousand Indian teachers has for many years been complaining of undesirable bureaucratic tendencies in educational management in Indian schools (TASA News, 1988, 5).



The questionnaire device was considered appropriate for this investigation as it has numerous advantages as an instrument for gathering data:

- a) It is less time-consuming than the interview method and is far more economical than the latter;
- b) It can be completed at leisure and a broader spectrum of views can thus be obtained;
- c) The administration and scoring of the questionnaire are not very complex;
- d) It facilitates the eliciting of responses to controversial issues and standard instructions do not influence the results (Black and Champion, 1976, 384).

Although the questionnaire device facilitates research, it has to be used with care as it also has some shortcomings which include:

- a) The difficulty of covering all aspects of the topic if the questionnaire is to be of reasonable length;
- b) The problem of analysing and quantifying data obtained in the unstructured part of a questionnaire;

- c) The Likert-type alternatives in the structured questionnaire do not always represent precisely and accurately the views of the respondents;
- d) Often, the returns are low and it is not possible to make really valid generalisations (Ary et. al., 1972, 169).

Good (1963, 271) points out that one cannot always expect accuracy in responses obtained from questionnaires as different individuals could interpret the same question differently. However, he states further that it is estimated that the questionnaire technique for gathering data is used in more than one-half of the total research studies in education. While many questionnaires seek factual information, others are concerned with obtaining opinions, attitudes and interests.

However, Behr (1973, 72) categorically states that the questionnaire continues to be, if properly constructed and administered, the best available instrument for obtaining information from widely spread sources.

### 3.3 Development of the Questionnaire

A great deal of time and thought was spent on the development of the questionnaire. The main objectives of the questionnaire were to ascertain from the teachers the following:

- a) The quality of the organizational climate of the school;
- b) The nature and adequacy of staff-development provisions at schools and
- c) The management competencies of management staff.

The questionnaire was prepared to obtain specific information on:

- a) The principal and his management staff as educational leaders: problem-solvers, motivators, decision-makers and communicators;
- b) Work-facilitation:
  - i) the elimination of unnecessary red-tape and rules;
  - ii) making available resources for teaching programmes;
- c) Staff-cohesiveness: rapport, staff-support, warmth, trust;
- d) Quality of organizational climate of the school: teacher morale, human relationships, sensitivity to others' needs;
- e) The existing as well as desired management competence skills: forward planning, willingness to receive ideas, educational vision;
- f) The nature and adequacy of staff development provisions:

encouragement to staff in executing new developments, guidance, staff upgrading.

The above mentioned items were designed to form a teacher-survey questionnaire containing scaled items (Likert-type) pertaining to job satisfaction and teachers' perceptions of various aspects of the organizational climate, staff development and management competencies.

The questionnaire was sub-divided into five sections, (see Appendix A). These were:

SECTION 1: Biographical data from respondents (questions 1 to 12).

SECTION 2: Elements of school climate:

There were fourteen closed items and respondents had to indicate their degree of agreement to each. Item 15 was open-ended thus allowing for additional information from teachers on school climate.

SECTION 3: Components of management competencies:

There were fourteen closed items and respondents had to evaluate the quality of management competencies at their schools. The fifteenth item was open-ended to allow for additional comments on management competencies.



SECTION 4: Aspects of staff development:

There were fourteen closed items and respondents had to evaluate the quality of staff development provisions. A fifteenth item was open-ended to allow for additional comments on staff development.

SECTION 5: Information pertaining to job satisfaction of the teachers:

Four items were closed: two related to reading of subject-related literature and two related to membership of teachers' associations. Two items were open-ended, calling for comments on teaching as a profession. The seventh item was open-ended to allow for additional comments on educational management.

The open-ended questions enable the respondents to state their views freely and give reasons as well. These questions probably evoke fuller and richer responses and probe more deeply than closed questions. The open-ended or free-response items frequently go beyond statistical data or factual information to enter the area of hidden motivations that lie behind attitudes, interests, preferences and decisions. However, the work of tabulating and summarizing these responses is time-consuming and often very tricky (Behr, 1973, 73).

Therefore, a combination of both closed and open forms of questions was included in the questionnaire. Research has found that a good questionnaire should contain both (Black and Champion, 1976, 385; Popham, 1981, 282).

The questionnaire was eventually cut down to sixty-four items in the hope that respondents would not regard filling in the questionnaire as a long and laborious task.

Before the questionnaire was put into its final form, a pilot study was carried out amongst colleagues at a college of education and also among teachers living in the researcher's neighbourhood. The pilot study is a small preliminary study that follows the same steps as the main study. By doing this mini-study the researcher is able to identify possible problems and limitations in the methodology. He can also eliminate ambiguities in the phrasing of questions and in the choice of alternatives to responses (Ary et. al., 1972, 160).

The respondents of the pilot study made some constructive criticisms and helpful suggestions. These were incorporated into the final questionnaire.

### 3.4 Administration of Questionnaire

Permission to administer the questionnaire to teachers at Indian secondary schools was requested from the Acting Chief Executive Director, Administration: House of Delegates, Department of Education and Culture on 7 October 1987 (See Appendix B).

Permission was granted on 12 November 1987 to administer the questionnaire in Indian secondary schools selected by random sampling techniques (See Appendix C).

Indian secondary schools in Natal appear in a list published by the Department of Education and Culture: Administration: House of Delegates (issue date 7 September 1987). These schools were grouped for research purposes into the following five regions or clusters:

- a) Durban and its surrounding areas;
- b) North Coast Area: secondary schools from Mount Edgecombe to Stanger on the North Coast of Natal;
- c) South Coast Area: secondary schools from Isipingo to Port Shepstone on the South Coast of Natal;
- d) The Midlands of Natal: secondary schools in Pietermaritzburg and surrounding areas;

- e) Northern Natal: secondary schools which extend from Estcourt in the south to Newcastle in the north.

There are one hundred Indian secondary schools in Natal (List of Institutions, published by the House of Delegates, issue dated 07-09-1987). Schools were randomly selected from each region using cluster sample techniques on a pro-rata basis. Eighteen schools were selected from the Durban and surrounding areas, four schools from the Midlands of Natal, three schools each from Northern Natal, North Coast and South Coast of Natal. The total number of Indian secondary schools selected was thirty-one. About five hundred respondents to the questionnaire were considered to constitute a fair sample - approximately twenty-five per cent of the secondary school teachers in Natal. In other words, five hundred questionnaires were to be distributed amongst thirty-one selected schools. Sixteen questionnaires and a covering letter to the principals (See Appendix D) were posted to each of the thirty-one schools. The proportionate stratified random sampling technique was employed in administering the questionnaires in each of the selected schools. The assistance of the principal was enlisted in the administration of the questionnaires. The questionnaires were to be distributed as follows:

- a) 8 male teachers and 8 female teachers (the ratio of male teachers to female teachers in Indian schools approximates 1 : 1 (TASA News, 1988, 3)).



b) Teachers were to be selected so as to include the relatively inexperienced teacher, the moderately experienced teacher and teachers with considerable experience:

- i) Less than 5 years teaching experience - 2 males and 2 females.
- ii) Between 5 and 10 years teaching experience - 2 males and 2 females.
- iii) Between 11 and 15 years teaching experience - 2 males and 2 females.
- iv) More than 15 years teaching experience - 2 males and 2 females.

Black and Champion (1976, 281) state that whenever the investigator possesses some knowledge concerning the population under study, for example, the age or sex distribution of the population, he may wish to use (like the present researchers did) a proportionate stratified random sampling plan. Such a plan is useful for obtaining a sample that will have specified characteristics in 'exact' proportion to the way in which those same characteristics are distributed in the population.

The confidentiality of the information required was made clear to the respondents of the questionnaires in a separate letter attached to the questionnaire..

Each school in the random sample was supplied with 16 questionnaires each in a self-addressed, postage-paid envelope for the convenience of the respondents.

The date of return of the questionnaire was stipulated as 26 February 1988. By this date, 250 completed questionnaires from a total of 496 were returned. This constituted a 50% return. A reminder (See Appendix E) was posted to the principals of each of the thirty-one schools with an extension date of 18 March 1988. This brought in further 48 questionnaires thus giving an overall 60% return. Eight questionnaires were returned unanswered and no reasons were given.

The analysis and interpretation of the 290 questionnaires follow in the next chapter.

## CHAPTER 4

### ANALYSIS OF THE QUESTIONNAIRE

(See Appendix A for questionnaire)

#### 4.1 Introduction

The major objective of the questionnaire was to obtain the views of Indian secondary school teachers on various aspects of educational management at school level, particularly:

- a) issues affecting the school climate;
- b) factors related to management competencies;
- c) staff development provisions.

This chapter analyses the data and gives possible explanations for them. Chapters 4 and 5 attempt to provide theoretical formulations on the basis of findings from the analyses and to offer meaningful links between educational theory and educational practice.

#### 4.2 The Chi-Square ( $\chi^2$ ) Statistical Test of Significance

The interpretation of data is facilitated by the use of the Chi-square statistic. The Chi-square statistic ( $\chi^2$ ) is a test of significance which compares observed frequencies with expected frequencies (Downie and Heath, 1970, 197). It is a measure of the discrepancy between observed and expected frequencies (Freund

and Wilbourne, 1977, 330). Observed frequencies are obtained empirically while expected frequencies are generated on the basis of some hypothesis or theoretical speculation (Ferguson, 1966, 191).

In this study, the  $\chi^2$  statistic is used to test for significant differences between proportions. Critical values for  $\chi^2$  are taken at the 5%, 1%, 0,1% levels. Symbols used are:

- a)  $p < 0,05$  to denote significance at the 5% level;
- b)  $p < 0,01$  to denote significance at the 1% level;
- c)  $p < 0,001$  to denote significance at the 0,1% level.

#### 4.3 Analysis and Interpretation of Data from Questionnaire

##### 4.3.1 Biographical Data

The biographical data of respondents is analysed under the following sub-headings:

##### a) Age Distribution of Respondents

In order to obtain a representative view of educational management, it was decided to obtain information from various age groups. The following table shows the distribution of the respondents according to chronological age:



TABLE 4.1AGE DISTRIBUTION OF RESPONDENTS

Age Categories	Number	Percent
Between 20 and 30 years	139	48
Between 30 and 40 years	105	36
Between 40 and 50 years	37	13
Between 50 and 60 years	9	3
TOTAL	290	100

A statistically rewarding feature emerging from the analysis was that about half the respondents (48%) were under 30 years old while about half (52%) were over 30 years old. A more balanced and less biased evaluation of educational management is expected with "equal" numbers of responses from both the young and not-so-young teachers. Ramsey (1984, 88) describes these categories as the young "turks" and "mature" veterans respectively.

In spite of the request to principals to distribute questionnaires equally over the four age-groups, it is clear that more of the younger teachers responded to the questionnaire than the older ones. This difference was highly significant.  $\chi^2 = 148,54$ ;  $p < 0,001$ . It would appear that younger teachers feel more strongly about educational management problems and are less inhibited about airing their views than are the older ones.

b) Sex Distribution of Respondents

Views of both male and female teachers were considered vital to the research. Therefore, an effort was made in the selection of the random sample to canvass the opinions of both male and female teachers regarding school management. The principal was requested to distribute the questionnaires so that fifty percent of the respondents would be male and fifty percent female. The following table shows the distribution of male and female teachers who responded to the questionnaire:

TABLE 4.2SEX DISTRIBUTION OF RESPONDENTS

Sex	Number	Percent
Males	137	47
Females	153	53
TOTAL	290	100

Almost equal numbers of male (47%) and female teachers (53%) responded to the questionnaire thus minimising the influence of gender bias in this particular variable. The researcher was more successful with gender than with age (Table 4.1).

The difference between the numbers of males and females in the sample was not significant.  $\chi^2 = 0,88$ ;  $p > 0,05$ .

The gender pattern of teaching staff in Indian schools is approaching a pattern similar to that in most parts of the world where women teachers outnumber men substantially. The situation obtaining in White and Black schools in South Africa is similar to this finding.

c) Marital Status of Respondents

Table 4.3 reflects the spread of the teachers who responded to the questionnaire on the basis of marital status:

TABLE 4.3

MARITAL STATUS OF RESPONDENTS

Marital Status	Number	Percent
Never Married	73	25
Married	199	69
Divorced/Widowed	18	6
TOTAL	290	100

A small number of the respondents (6%) were either divorced or widowed.

One-quarter of the respondents (25%) were single. This figure probably includes young teachers who had joined the teaching profession comparatively recently.

Most of the respondents (69%) were married teachers. This augurs well for stability in respect of relationships between staff and management and among staff. Rudd and Wiseman (in Morrison and McIntyre, 1984, 111) found that "poor human relations among the school staff" was a source of complaint second only to salaries in its frequency. According to Rudd and Wiseman (in Morrison and McIntyre, 1984, 112), separated or divorced teachers are more dissatisfied than other teachers and it is probably common for them to form "anti-social" sub-groups.

However, the difference in numbers in this survey between married teachers and the rest is highly significant.  $\chi^2 = 40,22$ ;  
 $p < 0,001$ .

The following table shows the distribution of the marital status of respondents according to gender:



TABLE 4.3.1MARITAL STATUS OF MALE AND FEMALE RESPONDENTS

Marital Status	Males		Females		Total
	No.	%	No.	%	
Married	109	80	90	59	199
Single / Divorced / Widowed	28	20	63	41	91
Total	137	100	153	100	290

A significantly greater proportion of males (80%) than females (59%) were in the married group.  $\chi^2 = 14,44$ ;  $p < 0,001$ .

d) Teaching Experience of Respondents

The views and opinions on school management of teachers of varying experience were sought in this investigation to minimise the influence of bias in this particular variable.

The distribution of teachers according to experience is shown in table 4.4:

TABLE 4.4TEACHING EXPERIENCE OF RESPONDENTS

Teaching Experience	Number	Percent
Less than 5 years	95	33
6 - 10 years	71	25
11 - 15 years	58	20
More than 15 years	66	22
TOTAL	290	100

Table 4.4 shows that there was a fairly consistent spread of teaching experience over the different categories with less experienced staff slightly more prominent numerically.

A  $\chi^2$  of 10,49 ( $p > 0,05$ ) confirms that the differences in respondent numbers in the various experience categories were not significant.

The distribution of teaching experience according to marital status is contained in the table below:

TABLE 4.4.1TEACHING EXPERIENCE OF MARRIED AND THE OTHER RESPONDENTS

Total Teaching Experience	Married		Others		Total
	No.	%	No.	%	
Equal to or less than 10 years	72	36	76	84	148
More than 10 years	127	64	15	16	142
TOTAL	199	100	91	100	290

A significantly greater proportion of married teachers (64%) in comparison with those who were either single, divorced or widowed (16%) had more than 10 years of teaching experience.  $\chi^2 = 55,99$ ;  $p < 0,001$ . This numerical bias towards experienced, married teachers enhances the prospects of reliable and valid responses to the questionnaire.

e) Teaching Experience in Present School

Teaching experience of respondents at their present schools is reflected in the following table:

TABLE 4.5TEACHING EXPERIENCE IN PRESENT SCHOOL

Teaching Experience	Number	Percent
Less than 5 years	176	61
6 - 10 years	76	26
11 - 15 years	22	8
More than 15 years	16	5
TOTAL	290	100

A majority of the respondents (61%) had less than 5 years of teaching experience at the schools where the questionnaire was completed.

When one compares the distribution in table 4.5 with that in table 4.4, one infers that teachers' movement from one school to another is common. Such moves are necessitated mainly by promotions, transfers and redundancies.

The advantage of this teacher mobility is that it gives the researcher the opportunity to obtain data from respondents with experience of different school management requirements.

The differences in teaching experience among the various categories were highly significant.  $\chi^2 = 227,12$ ;  $p < 0,001$ .



f) Grading of Secondary Schools

The following table, reflects the grading of the respondents' schools and the number of respondents from each category:

TABLE 4.6GRADING OF SECONDARY SCHOOLS

Grade of School	Number	Percent
Complex Secondary School	92	32
S1 Secondary School	144	50
S2 Secondary School	54	18
TOTAL	290	100

Complex secondary schools (generally with an enrolment of over 800 pupils) offer a greater variety and combination of courses. They are mainly urban. About one-third (32%) of the respondents were from such schools.

The majority of secondary schools (generally with an enrolment of between 550 and 850 pupils) are "S1" and are generally suburban. Half the respondents (50%) were from these schools.

"S2" secondary schools (generally with an enrolment of less than 550 pupils) are smaller secondary schools in which there are primary school classes (ranging from class one to standard four) attached to them. A limited number of courses and combinations at the secondary level are offered at these schools. Most of these "S2" schools are rural.

The differences between the numbers of respondents from the 3 categories of secondary schools are highly significant.  $\chi^2 = 218,78$ ;  $p < .0,001$ .

g) Qualification Grade/Category of Respondents

Table 4.7 reflects the qualification grading of respondents:

TABLE 4.7

GRADE/CATEGORY OF RESPONDENTS

Grade/Category	Number	Percent
(M + 1)/a	4	1
(M + 2)/b	4	1
(M + 3)/c	102	35
(M + 4)/d	100	34
(M + 5)/e	61	21
(M + 6)/f	19	8
(M + 7)/g	-	-
TOTAL	290	100

One can conclude from table 4.7 that Indian secondary school teachers are, in the main, adequately qualified. Thirty-four percent of the respondents had an M + 4 qualification which is the desired qualification for secondary school teachers. Thirty-five percent of respondents were in the M + 3 category which was the minimum qualification for secondary teachers up to 1984.

A very small group of respondents (2%) of under-qualified teachers were in secondary schools. This is a very heartening feature in Indian education where the number of unqualified or underqualified teachers is small in comparison with the situation in Black schools. It is pleasing to note that a large number of respondents (29%) had qualifications in excess of M + 4. Indian education is in a relatively privileged position to have such highly qualified personnel on its teaching staff.

If M + 4 is taken as the minimum appropriate teaching qualification at the secondary level then the number of teachers (180) with at least M + 4 is significantly greater than those (110) with lower qualifications.  $\chi^2 = 16,98$ ;  $p < 0,001$ .

The following table shows the qualification grading of respondents according to marital status:

TABLE 4.7.1QUALIFICATION GRADING OF RESPONDENTS ACCORDING TO MARITAL STATUS

Marital Status	M + 3 and below		More than M + 3		Total
	No.	%	No.	%	
Married	70	64	129	72	199
Single /Divorced /Widowed	40	36	51	28	91
TOTAL	110	100	180	100	290

A significantly greater proportion of teachers with qualifications higher than M + 3 (72%) were married when compared to those with lower qualifications (64%).  $\chi^2 = 6,58$ ;  $p < 0,05$ .

#### h) Terms of Employment of Respondents

The following table shows the number of respondents employed in temporary or permanent capacities:



TABLE 4.8TERMS OF EMPLOYMENT OF RESPONDENTS

Terms of Employment	Number	Percent
Temporary	39	13
Permanent	251	87
TOTAL	290	100

A very large majority of the respondents (87%) were employed in a permanent capacity. This augurs well for Indian education as greater stability of staff is ensured and staff morale, consequently, is not expected to be under serious threat. Paisey (1981, 107) lists insecurity of employment - fears of dismissal or redundancy - as one of the stress factors affecting teachers.

A small group of respondents (13%) were employed in a temporary capacity. Teachers employed in a temporary capacity in Indian education in recent years include newly-qualified teachers. This situation is cause for great concern.

One of the 1988 Tasa conference resolutions (Tasa Journal, 1988, 29) was that the Department of Education and Culture in the House of Delegates apply its previously established policy of employment whereby newly-qualified teachers were placed on the permanent staff subject to the normal probationary period and other conditions of service.

i) Period of service since obtaining professional qualifications

Table 4.9 reflects the teaching experience of respondents since obtaining professional qualifications.

TABLE 4.9

PERIOD OF SERVICE SINCE OBTAINING PROFESSIONAL QUALIFICATION

Period of Service After Qualifying	Number	Percent
Less than 5 years	107	37
6 - 10 years	59	20
11 - 15 years	59	20
More than 15 years	65	23
TOTAL	290	100

There was little difference between the total teaching experience of the respondents (refer to Table 4.4) and the period of service since obtaining professional qualifications. This implies that almost all the teachers in the sample entered the profession as qualified teachers. This is not unexpected and is gratifying.

j) Academic Qualification of Respondents

In South Africa prospective secondary school teachers could either enrol at a college of education or at a university. As a result, some teachers have degrees while others have diplomas whereas in the United States of America and United Kingdom teaching is a graduate profession.

The following table reflects the academic qualifications of the respondents:

TABLE 4.10

ACADEMIC QUALIFICATIONS OF RESPONDENTS

Qualifications	Number	Percent
Graduates	148	51
Non-Graduates	142	49
TOTAL	290	100

Table 4.10 indicates that 51% of respondents were graduates. Of these, 53% obtained Bachelor of Arts degrees, 11% Bachelor of Commerce degrees, 9% Bachelor of Science degrees and 27% Bachelor of Pedagogics degrees. Responses also revealed that 12% of teachers

had Honours degrees while 16% had Bachelor of Education degrees and 1% (two in number) had Masters degrees.

However, it must be pointed out that the non-graduates (49%) in the sample were by no means under-qualified. Most of them were specialist secondary school teachers who obtained diplomas at colleges of education. Many of them had registered at universities to complete their degrees either by part-time study or by correspondence (refer to Table 4.12).

k) Teaching Specializations of Respondents

The following table shows the distribution of areas of teaching specialization of respondents:

TABLE 4.11

TEACHING SPECIALIZATIONS OF RESPONDENTS

Area of Specialization	Number	Percent
Secondary School Subjects	259	89
Primary School Subjects	31	11
TOTAL	290	100

A large majority of the respondents (89%) were professionally qualified to teach secondary school subjects.



A small number of respondents (11%) were primary school specialists. However, it must be borne in mind that while some teachers' initial qualifications were for the primary phase, they continued their studies subsequently and as a result were transferred to secondary schools. Further Bachelor of Pedagogics (primary) teachers with majors in secondary school subjects were given posts in secondary schools.

1) Professional and Academic Upgrading of Respondents

Table 4.12 reflects a break-down of current studies of respondents.

TABLE 4.12

PROFESSIONAL AND ACADEMIC UPGRADING OF RESPONDENTS

Present Study Direction	Number	Percent
Degree	149	51
Diploma	17	6
Not Studying	124	43
TOTAL	290	100

Just over half the respondents (51%) were studying further for either their first degrees or post-graduate degrees.

The questionnaire revealed that a very substantial percentage of those studying (94%) were doing so by correspondence and only a small percentage (6%) attended part-time classes. Of those studying for degrees, 44% were studying for the Bachelor of Arts degree, 13% for the Bachelor of Commerce degree, 5% for the Bachelor of Science degree, 11% for an Honours degree and 27% for the Bachelor of Education degree.

The Diploma respondents (6%) were studying for advanced diplomas in education, for example, Diploma in Library Science, Diploma in Resource Centre Management, Diploma in Datametrics and Diploma in Remedial Education.

The fact that 43% of the sample were not studying is worth looking into.

Table 4.12.1 shows the gender distribution of respondents and their study pursuit:

TABLE 4.12.1

THE GENDER DISTRIBUTION OF RESPONDENTS WHO WERE STUDYING/  
NOT STUDYING

	Males		Females		Total
	No.	%	No.	%	No.
Studying	91	66	75	49	166
Not Studying	46	34	78	51	124
TOTAL	137	100	153	100	290

A significantly greater proportion of males (66%) than females (49%) were pursuing further studies  $\chi^2 = 8,94$ ;  $p < 0,01$ .

Married women will not have as much time as they would like to study further.

Table 4.12.2 shows distribution of marital status and study pursuits of respondents:

TABLE 4.12.2MARITAL STATUS OF RESPONDENTS WHO WERE STUDYING/NOT STUDYING

Marital Status	Studying		Not Studying		Total
	No.	%	No.	%	No.
Married	103	62	96	77	199
Single / Divorced / Widowed	63	38	28	23	91
TOTAL	166	100	124	100	290

A significantly greater proportion of teachers not studying were married (77%) compared to 23% from the other group.  $\chi^2 = 7,99$ ;  $p < 0,01$ .

Table 4.12.3 shows the distribution of teaching experience of respondents and their study pursuits:

TABLE 4.12.3TEACHING EXPERIENCE OF RESPONDENTS WHO WERE STUDYING/NOTSTUDYING

	Teaching Experience				Total
	10 Years And below		More than 10 Years		
	No.	%	No.	%	No.
Studying	106	72	60	42	166
Not Studying	42	28	82	58	124
TOTAL	148	100	142	100	290



A significantly greater proportion of less experienced teachers (72%) were engaged in further studies compared to the more experienced teachers (42%).  $\chi^2 = 86,34$ ;  $p < 0.001$ . The desire to study further appears to be stronger in the younger teachers. This is not unexpected.

#### 4.3.2 School Climate

##### 4.3.2.1 Introduction

An analysis of the responses in respect of the school climate is discussed below. The responses are divided into the following three sections:

- a) Responses that were generally critical of elements of school climate (12 Items);
- b) Responses that generally spoke favourably of elements of school climate (1 Item);
- c) Responses in which opinions were divided about elements of school climate (1 Item).

Further, additional comments that were made by respondents in the open section of the questionnaire were analysed and typical comments were incorporated under the appropriate sections.

Responses were further analysed, in terms of qualification, grading, marital status, gender, teaching experience and pursuit of further studies. Those responses that produced significant differences are discussed under appropriate sections.

#### 4.3.2.2 Responses that were critical of elements of school climate

Twelve sets of responses fell in this category and are discussed below:

##### a) "Routine duties interfere with the job of teaching"

Table 4.13 shows the distribution of responses to the above statement:

TABLE 4.13

#### ROUTINE DUTIES INTERFERE WITH THE JOB OF TEACHING

(Q2.01)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	122	96 (218)	33	31	8 (39)
Percent	42	33 (75)	11	11	3 (14)

A large percentage of the respondents (75%: 42% strongly agree plus 33% agree) indicated that routine duties interfered with the job of teaching. Routine duties include play-ground duties, collection of funds, serving relief for absent staff members, inspection of hair and uniforms, and the checking on absentees of the previous day. These duties reduce the time available to the teacher for preparation, marking and "catching his breath".

Those critical of routine duty interference were a highly significant majority over those who disagreed (14%).  $\chi^2 = 124,66$ ;  $p < 0,001$ .

The following are typical of many of the salient open-ended additional comments made by respondents with regard to interference from routine duties:

- i) "The teachers' load is unbearable and they are treated as robots. Everything about teaching is unprofessional".
- ii) "The school climate should be relaxed. In such an atmosphere, the teacher can execute his duties to the best of his ability".

It would appear that teachers are under tremendous pressure to meet "dead-lines" and to be at the right place at the right time.

Further analyses revealed that a significantly larger number of male respondents (90%) stated that routine duties interfered with the job of teaching in comparison with female respondents (80%).  
 $\chi^2 = 5,23; p < 0,05$ .

b) "Administrative paperwork at school is burdensome"

The following table indicates the respondents' views on this item:

TABLE 4.14

ADMINISTRATIVE PAPERWORK IS BURDENSOME

(Q2.02)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	179	61 (240)	18	22	10 (32)
Percent	62	21 (83)	6	8	3 (11)

A very large majority of the respondents (83%) found administrative paperwork burdensome. It would appear that this clerical work included detailed written preparation under specific headings for scrutiny and for counter-signing by heads of departments. A detailed analyses of every class test is required for filing purposes. Comprehensive minutes of discussions and meetings have to be compiled and filed for future reference.



Those critical of administrative paperwork were a highly significant majority when compared with those who disagreed (11%).  $\chi^2 = 159,04$ ;  $p < 0,001$ .

Many respondents stated categorically under "additional comments" that too much emphasis was placed on records.

Other typical comments by respondents in this respect were:

- i) "The school climate is unhealthy because little time is devoted to teaching and to pupils because of excessive paperwork".
- ii) "Teaching has become 'paperbound' type of work - there is too much emphasis on clerical work".

It would appear that teachers are strongly opposed to excessive demands by management for meticulous record-keeping which takes away a lot of preparation/teaching time. It would appear that record keeping at Indian secondary schools needs to be streamlined so that more time could be devoted to teaching and to assisting pupils.

Ramsey (1984, 88) is sympathetic with teachers by pointing out that overloading of non-teaching chores (paperwork and "reportmania") is a definite obstacle to positive staff performance.

Further analyses revealed significant differences in responses to the statement that administrative paperwork is burdensome. The statement was endorsed by the following sub-groups:

- i) a greater percentage of teachers who were either single, divorced or widowed (96%) than the group comprising married respondents (85%);  $\chi^2 = 6,94$ ;  $p < 0,01$ ;
- ii) a larger proportion of male respondents (98%) than female respondents (79%);  $\chi^2 = 24,32$ ;  $p < 0,001$ .
- c) "Staff meetings are formal and prescriptive"

The following table reflects the views of respondents on the above statement:

TABLE 4.15

STAFF MEETINGS ARE FORMAL AND PRESCRIPTIVE

(Q2.03)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	74	116 (190)	35	50	15 (65)
Percent	26	40 (66)	12	17	5 (22)

A majority of respondents (66%) claimed that staff meetings were formal and prescriptive.

Teachers who were "critical" of staff meetings formed a significant majority.  $\chi^2 = 61,26; p < 0,001$ .

The following are some representative additional comments that were made by respondents in respect of staff meetings:

- i) "Interaction between management staff and teachers is distant and impersonal, especially at formal staff meetings".
- ii) "Decision-making at staff meetings is really one big farce. Decisions are made prior to these meetings and are presented merely as a matter of formality".

There appears to be a strong need for teachers to have a greater say in the decision-making process. There is a great deal of resistance from staff where the management is highly prescriptive.

Waters (1979, 151) states that if meetings are too structured and controlled, there may be too little real interaction between members of staff and the management. If the principal is able to encourage open, spontaneous discussion within a permissive atmosphere by exercising only light control from the chair, staff morale will be greatly improved.

Further analyses revealed significant differences in responses.

The following sub-groups accepted the statement that staff

meetings were formal and prescriptive:

- i) a larger proportion of male respondents (81%) than female (68%);  $\chi^2 = 6,12$ ;  $p < 0,05$ ;
- ii) a greater percentage of respondents who were studying (81%) as opposed to those who were not studying (69%);  $\chi^2 = 5,09$ ;  $p < 0,05$ .
- d) "They are open to criticism without being defensive"

Table 4.16 shows the distribution of the responses to this item.

TABLE 4.16

MANAGEMENT IS OPEN TO CRITICISM WITHOUT BEING DEFENSIVE

(Q2.09)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	34	44 (78)	40	122	50 (172)
Percent	12	15 (27)	14	42	17 (59)

A majority of the respondents (59%) stated that management staff were not open to criticism without being defensive. This state of affairs is typical of bureaucratic management.



The difference between those who agreed that management was open to criticism without being defensive (27%) and those who disagreed (59%) is highly significant;  $\chi^2 = 35,34$ ;  $p < 0,001$ .

The following are typical additional comments that were made by respondents in this regard:

- i) "Teachers are not able to air their views without fear of victimisation".
- ii) "New promotees (deputy principals, heads of department) tend to be full of themselves and overwhelm feeble-minded principals into drastic changes which tend to disorientate teachers and pupils".
- iii) "Management rule by threats. All activities are done to seek glory and cheap popularity".

It would appear that management staff should get their priorities in order. It is imperative that they listen to teachers if the school is to become more conducive to improved teaching and learning.

Moderate differences in opinion are normal and expected in any human institution. However, educational leaders should welcome subordinates as both contributors and critics (Marland, 1981, 29).

Further analyses revealed that a significantly larger percentage of male respondents (83%) rejected the statement that management was open to criticism without being defensive than the group comprising female respondents (59%);  $\chi^2 = 16,67$ ;  $p < 0,001$ .

e) "The management staff is sensitive to others' needs"

Table 4.17 reflects the distribution of the responses to this item:

TABLE 4.17

MANAGEMENT STAFF IS SENSITIVE TO OTHERS' NEEDS

(Q2.07)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	27	45 <sup>(72)</sup>	66	103	49 <sup>(152)</sup>
Percent	9	16 <sup>(25)</sup>	22	36	17 <sup>(53)</sup>

Just over half of the respondents (53%) rejected the statement that management staff is sensitive to others' needs. Over one-fifth of the respondents (22%) decided to be non-committal.

The difference in opinion of respondents between those who were agreeably disposed towards management sensitivity to others' needs (25%) and those who were not (53%) is highly significant;  $\chi^2 = 39,04$ ;  $p < 0,001$ .

Some typical additional comments by respondents in this regard were:

- i) "Management tends to work for themselves rather than for the staff".
- ii) "Dictatorial attitude is evident in schools".

There appears to be a strong lack of trust and confidence in teachers by management staff. There is need for greater cooperation and understanding between management and teachers. The importance of a team spirit cannot be over-emphasised in the running of a school.

De Witt (1981, 169) states that the principal who still adopts towards a group of thoroughly trained colleagues, an attitude of "I am in command and woe to the teacher who wants to air his own views", will at most be a tyrant and with such an attitude he will never deserve the honourable title of educational leader. The principal, in most schools, is the kingpin of the management staff.

Further analyses revealed significant differences in responses to the statement that management staff were sensitive to others' needs. The statement was rejected by following sub-groups:

- i) a greater percentage of teachers with higher qualifications (77% with M + 4 or higher) than those with lower qualifications

(51%);  $\chi^2 = 15,74$ ;  $p < 0,001$ ;

ii) a larger proportion of married respondents (73%) than those who were single, widowed or divorced (54%);  $\chi^2 = 7,75$ ;  $p < 0,01$ ;

iii) a larger number of less experienced teachers (77% with 10 years of experience or less) than those with more experience (57%);  $\chi^2 = 11,02$ ;  $p < 0,001$ ;

iv) a greater percentage of respondents who were studying (74%) as opposed to those who were not (61%);  $\chi^2 = 4,28$ ;  $p < 0,05$ .

From the above, it would appear that married teachers with higher qualifications and the less experienced teachers who were studying were prominent in rejecting the view that management staff was sensitive to others' needs.

f) "The management staff is willing to admit mistakes and make changes"

Table 4.18 shows the distribution of the responses to this item.



TABLE 4.18MANAGEMENT IS WILLING TO ADMIT MISTAKES AND MAKE CHANGES

(Q2.10)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	19	64 (83)	59	92	56 (148)
Percent	7	22 (29)	20	32	19 (51)

Over half the respondents (51%) rejected the statement that management is willing to admit mistakes and make changes. One-fifth of the respondents were non-committal in their views on this item.

It is interesting to note the similarity in responses between those in Table 4.16 and Table 4.18. There is a positive correlation between the responses in respect of management's openness to criticism without being defensive and those on management's willingness to admit mistakes and make changes. This is not unexpected as the issues are closely related.

The difference between the views of respondents who were agreeably disposed (20%) to this item and those who were not (51%) is highly significant;  $\chi^2 = 18,3$ ;  $p < 0,001$ .

Support for these views of teachers comes from Ramsey (1984, 88) who states that the following are some of the most common failings that foster disharmony and poor human relations in the school:

- i) avoidance behaviour - a consuming concern for escaping criticisms, controversy and unpopular positions;
- ii) failure to see and treat all employees as individuals capable of growth and change;
- iii) adopting a closed-door policy;
- iv) rationalizing personal weaknesses.

Some of the additional comments of respondents that typified those of others were:

- i) "Friction occurs frequently between teachers and management staff".
- ii) "Management is not constant in its demands and requirements and this causes frustration among teachers".
- iii) "Attitude of management is generally derogatory and domineering".

Teachers would like to be treated as professionals and equal-partners in the running of the school. They strongly oppose the

master-servant mentality that exists in many schools.

Further analyses revealed significant differences in responses to the above-mentioned item which was rejected by the following sub-groups:

- i) a greater percentage of male respondents (72%) as opposed to female respondents (57%);  $\chi^2 = 5,86$ ;  $p < 0,05$ ;
- ii) a larger proportion of respondents who were not studying (72%) than those who were studying (57%);  $\chi^2 = 5,03$ ;  $p < 0,05$ .

From the above it would seem that male teachers who were not studying were prominent in rejecting the view that management was willing to admit mistakes and make changes.

- g) "The quality of human relationships between management staff and the teachers is high"

Table 4.19 shows the distribution of responses to this item:

TABLE 4.19

QUALITY OF HUMAN RELATIONSHIPS BETWEEN MANAGEMENT AND TEACHERS  
IS HIGH

(Q2.14)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	6	59 <sup>(65)</sup>	79	98	48 <sup>(146)</sup>
Percent	2	20 <sup>(22)</sup>	27	34	17 <sup>(51)</sup>

Just over half of the respondents (51%) described the quality of human relationships between management staff and the teachers as unsatisfactory. Over one-fifth of the respondents (27%) decided to remain non-committal on this item.

The difference between those respondents who were agreeably disposed (22%) to the statement on the quality of human relationships and those who were not (51%) is highly significant;  $\chi^2 = 31,10$ ;  $p < 0,001$ .

This disturbing state of affairs is taken up by de Witt (1981, 170) who states that the super-autocrat cannot really make a positive contribution in the area of harmonious human relations. He chooses the "easier" option of an excess of rules, prescriptions and commands. External discipline and school organization may even impress an outsider, but the responsible, thoughtful teacher is so inhibited



in the course of time that his creativity, initiative and thought are stifled.

Some additional comments that generalised those of other respondents were:

- i) "Management staff are conniving and lethargic".
- ii) "It appears that there are two armed camps - the management staff on one side and teachers on the other side".
- iii) "Teachers work under tremendous pressure and hostility".
- iv) "Management staff literally 'spy' on the activities of teachers".

It is obvious that the quality of relationships between management staff and teachers leaves much to be desired. This unsatisfactory interpersonal relationship has a direct influence on the tone of the school and the education of the child. It would appear that the skills of interpersonal relationships need further development.

Further analyses revealed significant differences in responses to the above-mentioned item emerging from the following sub-groups which rejected the statement that the quality of human relationships is high.

- i) a greater percentage of teachers with higher qualifications (78% with M + 4 or higher) than those with lower qualifications (56%);  $\chi^2 = 10,79$ ;  $p < 0,01$ ;
- ii) a larger proportion of married respondents (77%) than the group comprising single, divorced or widowed teachers (53%);  $\chi^2 = 12,43$ ;  $p < 0,001$ ;
- iii) a larger number of less experienced teachers (86% with 10 years of experience or less) than those with more experience (56%);  $\chi^2 = 21,28$ ;  $p < 0,001$ .

From the above, it would seem that the married teachers with higher qualifications as well as younger teachers with less teaching experience rejected the view that the quality of human relationship between management and teachers is high.

h) "The morale of teachers is high"

The following table reflects the views of respondents in respect of the morale of teachers:

TABLE 4.20MORALE OF TEACHERS IS HIGH

(Q.2.13)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	34	48 <sup>(82)</sup>	65	85	58 <sup>(143)</sup>
Percent	12	17 <sup>(29)</sup>	22	29	20 <sup>(49)</sup>

Nearly half of the respondents (49%) described the morale of the teachers as low.

There may be numerous contributing factors for the low morale in Indian secondary schools. Apart from the various challenges and problems that exist in education today, the poor inter-personal relationship between teachers and management staff is a contributing factor as illustrated in Table 4.19.

There has been an increase in the resignation figures of Indian teachers (according to the Chief Executive Director of Indian Education; Daily News, 19 August, 1988). According to a spokesman of the Teacher's Association of South Africa, (Sunday Times, 14 August 1988) many teachers are attracted by employment in commerce and industry where the conditions of service are more humanistic than in the teaching profession.

Over one-fifth of the respondents (22%) decided to remain non-committal for some reason or other. One possible reason is that this group does not feel free to express itself for fear of reprisal.

The difference between the opinions of respondents who were agreeably disposed to this item (29%) and those who were not (49%) is highly significant;  $\chi^2 = 16,54$ ;  $p < 0,001$ .

Ramsey (1984, 86) states that too often morale sags and personnel management is impaired because management falls prey to seemingly inconsequential attitudes, behaviour, habits and practices that negate other efforts to promote harmony among staff members. The cumulative impact can be devastating to the general interpersonal climate within the school.

Some additional comments that carry the sentiments of many others on this item were:

- i) "The morale of teachers is low because of insecurity of post and the dictatorial attitude of management".
- ii) "Teachers seem to be generally very unhappy. Something has to be done immediately to avert a total disaster".
- iii) "The school climate is very depressing - needs to be improved drastically to uplift teacher morale".



It is clear that some of the teachers are not happy. There is a need to investigate further the reasons for this low morale.

Further analyses revealed significant differences in responses to the statement that the morale of the teachers is high. The statement was rejected by the following sub-group:

A greater percentage of male respondents (72%) as opposed to female respondents (56%);  $\chi^2 = 5,74$ ;  $p < 0,05$ .

i) "They are honest and fair in their interaction with others"

The following table shows the views of respondents to this item:

TABLE 4.21

THEY ARE HONEST AND FAIR IN THEIR INTERACTION WITH OTHERS

(Q2.11)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	26	54 (80)	72	92	46 (138)
Percent	9	17 (26)	25	32	17 (49)

About half of the respondents (49%) stated that the management staff were not honest and fair in their interaction with others. This appears to be a serious indictment. One quarter of the respondents

decided to remain non-committal. This is a surprisingly large number.

The difference in opinion between those who were agreeably disposed (26%) to the above statement and those who were not (49%), is highly significant.  $\chi^2 = 15,44$ ;  $p < 0,001$ .

Many respondents claimed that management staff displayed a great deal of favouritism. Others described the school atmosphere as tense and riddled with anxiety. Some stated that teachers were belittled and reprimanded in the presence of colleagues and pupils.

It seems that there is a lack of proper professional conduct between management staff and teachers. There is a need for management staff to be trained as educational leaders.

Further analyses revealed significant differences in response to the above-mentioned item. Responses from the following sub-groups rejected the statement that management are fair and honest:

- i) a greater percentage of teachers with higher qualifications (87% with M + 4 or higher) than those with lower qualifications (30%);  $\chi^2 = 76,06$ ;  $p < 0,001$ ;

- ii) a larger proportion of married respondents (73%) than single, widowed or divorced teachers (43%);  $\chi^2 = 18,97$ ;  $p < 0,001$ ;
- iii) a larger number of less experienced teachers (93% with 10 years of experience or less) than those with more experience (42%);  $\chi^2 = 60,94$ ;  $p < 0,001$ ;
- iv) a greater percentage of those studying (93%) as opposed to those who were not (30%);  $\chi^2 = 92,68$ ;  $p < 0,001$ .

From the above, it would appear that married teachers with higher qualifications and younger teachers who were studying, rejected strongly the statement that management were honest and fair in their interaction with others.

- j) "They explain the reasons for their actions"

Table 4.22 shows the distribution of responses to this item:

TABLE 4.22THEY EXPLAIN THE REASONS FOR THEIR ACTIONS

(Q2.08)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	34	63 (97)	51	98	44 (142)
Percent	12	22 (34)	18	34	14 (48)

About half the respondents (48%) claimed that management did not explain the reasons for their actions. This is indicative of poor communication and is regrettable. Nearly one-fifth of the respondents decided to remain non-committal.

However, differences in views between those who were agreeably disposed to the item (34%) and those who were not (48%) is highly significant.  $\chi^2 = 8,48$ ;  $p < 0,01$ .

Tong and Matthew (1982, 37) state that good leadership implies mastery in the field of human relationships and effective communication. For the educational leader these two matters are inseparable instruments in his task of uniting pupils, teachers and parents in a close educational community.



Respondents' additional comments emphasized that teachers were usually the last people to know about changes. Many changes were made without consultation with the teachers concerned.

Like all good leaders, the principal with his management staff should be aware that his knowledge and understanding of his teachers' satisfaction/dissatisfaction in their jobs depends not so much on what he tells them to do, but on what he draws out in a friendly conversation. A leader like this is spontaneously accepted by all his subordinates.

k) "I have found them to be understanding and compassionate"

Table 4.23 reflects the distribution of responses to this item.

TABLE 4.23

MANAGEMENT STAFF ARE UNDERSTANDING AND COMPASSIONATE

(Q.2.12)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	22	70 <sup>(92)</sup>	66	77	55 <sup>(132)</sup>
Percent	8	24 <sup>(32)</sup>	23	27	18 <sup>(45)</sup>

A large number of respondents (45%) felt management staff was not understanding and compassionate. Over one-fifth of the respondents (23%) decided to remain non-committal.

However, the difference in views between those who were agreeably disposed to this item (32%) and those who were not (48%) is highly significant.  $\chi^2 = 7,14$ ;  $p < 0,01$ .

A study of the additional comments revealed that many respondents found the head of department to be understanding and compassionate but not the principal. With others - a smaller number - the opposite was true. This probably accounts for about one-third of the respondents (32%) agreeing with the statement.

The following are samples of common negative additional comments that were made by respondents:

- i) "The teacher as an individual is ignored. He/she is treated as an educational computer".
- ii) "Distinct division between management staff and teachers - even on social occasions".
- iii) "A large rift exists between management and teachers because of the manner in which authority is exercised".

It is clear that the teachers are crying-out for recognition as professionals. Teachers want to be recognised as responsible and accountable persons. For this to materialise, they require the support and understanding of management staff.

Further analyses revealed significant differences in responses to this item from the following sub-groups who rejected the statement that management was understanding and compassionate:

- i) a greater percentage of teachers with lower qualifications (76% with M + 3 or lower) than those with higher qualifications (49%);  $\chi^2 = 16,55$ ;  $p < 0,001$ ;
- ii) a larger proportion of the group comprising single, divorced or widowed (80%) than those who were married (48%);  $\chi^2 = 21,63$ ;  $p < 0,001$ ;
- iii) a larger number of more experienced teachers (70% with over 10 years experience) than those with less experience (43%);  $\chi^2 = 16,65$ ;  $p < 0,001$ ;
- iv) a greater percentage of respondents who were not studying (85%) as opposed to those who were studying (40%);  $\chi^2 = 42,27$ ;  $p < 0,001$ .

From the above, it would seem that those who were single, divorced or widowed and those with lower qualifications, as well as the more experienced teachers who were not studying were strongly inclined to reject the view that management staff were understanding and compassionate.

1) "The management staff sets an example by working hard"

Table 4.24 shows the distribution of responses to this item:

TABLE 4.24

MANAGEMENT SETS AN EXAMPLE BY WORKING HARD

(Q2.05)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	25	60 <sup>(85)</sup>	73	83	49 <sup>(132)</sup>
Percent	9	21 <sup>(30)</sup>	25	29	16 <sup>(45)</sup>

A large number of respondents (45%) disagreed with the statement that the management staff sets an example by working hard. Nearly one-third of the respondents (30%) agreed that the management staff sets an example by working hard. Here also, some respondents stated that the head of department worked hard and not the principal or the deputy principal. A smaller number stated that the opposite was true. Respondents found some difficulty in



evaluating the entire management staff by a single comment.

One-quarter of the respondents decided to remain non-committal on the issue. This is a surprisingly large number.

However, the difference in opinion between those who disagreed (45%) and those who agreed (30%) is highly significant.  $\chi^2 = 10,17$ ;  $p < 0,01$ .

Respondents stated repeatedly under "additional comments" that management staff often chose the smaller classes with the brighter pupils for themselves.

It would appear that many teachers were not favourably disposed to management. There is an obvious need for greater mutual respect.

Further analyses revealed that a significantly larger percentage of teachers who were not studying (70%) rejected the statement that management sets an example by working hard as opposed to those who were studying (53%);  $\chi^2 = 7,11$ ;  $p < 0,01$ .

#### 4.3.2.3 Responses That Were Favourable Towards Elements of School Climate

The following item is the only one that evoked a positive response:

- a) "The management staff helps teachers to solve personal problems"

Table 4.25 reflects the distribution of responses to this item:

TABLE 4.25

MANAGEMENT HELPS TEACHERS TO SOLVE PERSONAL PROBLEMS

(Q2.06)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	77	75 (152)	36	72	30 (102)
Percent	27	26 (53)	12	25	10 (35)

Just over half the respondents (53%) agreed with the statement that management helped teachers to solve personal problems. This indicates that management is helpful to some degree when it comes to the personal well-being of teachers. However, over one-third of respondents (35%) disagreed with this item. This, of course, does not augur well for good human relationships or a favourable school climate.

The difference in opinions between those who responded favourably (53%) and those who did not, is highly significant.  $\chi^2 = 9,84$ ;  $p < 0,01$ .

A few respondents stated under "additional comments" that some members of the management staff went out of their way to be helpful to teachers. They described the school climate as pleasant with a co-operative management staff.

Further analyses revealed significant differences in responses to the statement that management staff helped teachers to solve personal problems:

a) Sub-groups supporting the statement were:

- i) a larger proportion of married respondents (67%) than the group comprising single, divorced or widowed teachers (42%);  
 $\chi^2 = 14,2$ ;  $p < 0,001$ ;
- ii) a greater percentage of male respondents (73%) than female respondents (42%);  $\chi^2 = 248,52$ ;  $p < 0,001$ ;
- iii) a larger number of respondents who were studying (76%) than those who were not studying (39%);  $\chi^2 = 36,08$ ;  $p < 0,001$ .

From the above, it would seem that the married male teachers and those who were studying supported more strongly the view that management helped teachers to solve personal problems.

b) Sub-group rejecting the statement

A greater percentage of respondents with lower qualifications (71% with M + 3 or lower) rejected the statement compared with 24% of those with higher qualifications;  $\chi^2 = 53,48$ ;  $p < 0,001$ .

4.3.2.4 Responses in Which Opinions Were Divided About the Elements of School Climate

The following statement is the only one that evoked a response that showed division of opinion.

a) "The rules set by the management are never questioned"

Table 4.26 reflects the distribution of responses to the above item:

TABLE 4.26

RULES SET BY MANAGEMENT ARE NEVER QUESTIONED

(Q2.04)	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number	48	78 (126)	50	78	36 (114)
Percent	16	28 (44)	17	28	11 (39)



While a large number of respondents (44%) agreed with the statement, a fairly large number of respondents (39%) disagreed. It would seem that there are differences in democratic procedures amongst schools.

Just under one-fifth of the respondents (17%) decided to remain non-committal.

Marland (1981, 29) states that teachers show much enthusiasm when allowed to participate regularly and actively in the decision-making process.

Some typical "additional comments" in this regard were:

- i) "Some members of the management staff are scared of higher authorities - therefore, they steam-roll teachers".
- ii) "Today's secondary school is not conducive to 'true' education - too much prescription - too much to do in too short a time".
- iii) "More freedom should be allowed with respect to teaching. In this way, more would be achieved both by the teachers and pupils".

It would appear that teachers do not feel free to experiment and to be creative in their teaching strategies. Greater co-operation between management staff and teachers would help to alleviate the situation.

Further analyses revealed significant differences in responses to the statement that rules set by management are never questioned. These emerged from the following sub-groups:

a) Sub-groups supporting the statement

- i) a larger number of male respondents (64%) than female respondents (21%);  $\chi^2 = 132,2$ ;  $p < 0,001$ ;
- ii) a greater percentage of teachers who were studying (66%) as opposed to those who were not studying (34%);  $\chi^2 = 23,53$ ;  $p < 0,001$ .

b) Sub-groups rejecting the statement

A greater percentage of the group comprising single, divorced or widowed (63%) than those respondents who were married;  $\chi^2 = 10,2$ ;  $p < 0,01$ .

From the above, it would appear that teachers who were unhappy about management's autocracy were married male teachers who were not studying.

### 4.3.3 Management Competency

#### 4.3.3.1 Introduction

An analysis of the responses with regard to management competencies is discussed below. The responses are divided into the following three categories:

- a) Responses that rated favourably current management competency components (7 Items).
- b) Responses that were critical of existing components of management competencies (4 Items).
- c) Responses that were neither enthusiastic nor critical of components of management competencies (4 Items).

Additional comments and further analysis are dealt with in a manner similar to that for school climate. However, it is interesting to note that teachers responded favourably to more items in management competency (7 Items) than in school climate (1 Item).

#### 4.3.3.2 Responses That Were Favourable Towards Current Management Competency Components

The following seven sets of responses rated current management competency components favourably:

a) "Priority Placed on Pupil Achievement"

Table 4.27 shows the distribution of responses to this item:

TABLE 4.27

PRIORITY PLACED ON PUPIL ACHIEVEMENT

(Q3.14)	High	Above Average	Average	Below Average	Low
Number	81	97 <sup>(178)</sup>	86	17	9 <sup>(26)</sup>
Percent	28	33 <sup>(61)</sup>	30	6	3 <sup>(9)</sup>

A majority of the respondents (61%) stated that a great deal of priority was placed on pupil achievement. A further 30% rated the priority placed on pupil achievement as average. This situation, in the main, related to good examination and test results.

Only 9% of the respondents rated priority on pupil achievement as below average or low. The difference in views between those who evaluated the statement as above average or high (61%) and those who evaluated it as below average or low (9%) is highly significant.

$$\chi^2 = 115,32; p < 0,001.$$



Respondents indicated under "additional comments" that a great deal of emphasis was placed on the matriculation examination results. It was believed by management that "good" matriculation examination results were very important for the reputation of the school. Further, good results also enhanced the chances of the staff obtaining merit awards and promotions.

Further analyses revealed significant differences in responses rating "Priority placed on pupil achievement". This statement was rated highly by the following sub-groups:

- i) a greater percentage with higher qualifications (98% with M + 4 or higher) than those with lower qualifications (51%);  $\chi^2 = 53,4$ ;  $p < 0,001$ ;
- ii) a larger proportion of married respondents (94%) than the group comprising single, widowed or divorced (62%);  $\chi^2 = 30,56$ ;  $p < 0,001$ ;
- iii) a larger number of male respondents (92%) than female respondents (83%);  $\chi^2 = 3,98$ ;  $p < 0,05$ ;
- iv) a larger number of less experienced teachers (94% with 10 years of experience or less) than those with more experience (76%);  $\chi^2 = 13,86$ ;  $p < 0,001$ ;
- v) a greater percentage of those studying (96%) as opposed to those who were not (57%);  $\chi^2 = 48,79$ ;  $p < 0,001$ .

From the above, it would appear that married male teachers with higher qualifications, and the younger teachers who were studying were more prominent in their higher rating of priority placed on pupil achievement.

b) "Their ability to organise and delegate duties"

The following table reflects the distribution of responses to this item:

TABLE 4.28

ABILITY TO ORGANISE AND DELEGATE DUTIES

(Q3.07)	High	Above Average	Average	Below Average	Low
Number	60	88 <sup>(148)</sup>	101	29	12 <sup>(41)</sup>
Percent	21	30 <sup>(51)</sup>	35	10	4 <sup>(14)</sup>

A large number of respondents (51%) agreed with the statement that management staff displayed a pronounced efficiency in organising and delegating duties. A fairly large number of respondents (35%) evaluated this ability as satisfactory. These responses indicate that management staff show considerable potential in the skills of organisation and delegation.

However, there could be negative overtones in this apparently positive response. Organisation and delegation of duties often included the assigning of routine functions which management did not wish to undertake themselves. This is revealed in additional comments from respondents.

The difference in opinions between those who rated management highly on this item (51%) and those who did not (14%) is highly significant.  $\chi^2 = 60,58$ ;  $p < 0,001$ .

Paisey (1981, 102) speaks positively regarding organisation and delegation of duties when he states that the process of delegation is a process of sharing management work.

However, Waters (1979, 59) warns that the principal must see that he does not delegate to others tasks which are clearly his responsibility however unpleasant they appear to be.

Representative additional comments by respondents on the competency component discussed above were:

- i) "Delegation of duties - particularly extra-curricular activities with management staff excluded - is common".
- ii) "Always delegating duties unilaterally rather than working in liaison with teachers".

- iii) 'Management tend to be 'poor' organisers but are above average in 'delegating' duties'.

It would appear that teachers strongly oppose management's practice of delegating routine tasks to the teachers. If management is really interested in the maximum growth and development of teachers, it must be ready to share authority and responsibility for running the school (Waters, 1979, 98).

Further analyses revealed significant differences in responses to the ~~above~~-mentioned item. This statement was rated highly by the following sub-groups:

- i) a greater percentage of teachers with higher qualifications (94% with M + 4 or higher) than those with lower qualifications (27%);  $\chi^2 = 87,93$ ;  $p < 0,001$ ;
- ii) a larger proportion of married respondents (96%) than the group comprising single, widowed or divorced teachers (33%);  $\chi^2 = 87,87$ ;  $p < 0,001$ ;
- iii) a larger number of less experienced teachers (87% with 10 years of experience or less) than those with more experience (68%);  $\chi^2 = 9,72$ ;  $p < 0,01$ ;
- iv) a greater percentage of respondents who were studying (87%) as opposed to those who were not (71%);  $\chi^2 = 7,36$ ;  $p < 0,01$ .



From the above, it would seem that married teachers with higher qualifications and the younger teachers who were studying featured prominently among those giving higher evaluation to management's ability to organise and delegate duties.

c) "Attention to forward planning by the management team"

Table 4.29 below shows the distribution of responses to this item:

TABLE 4.29

ATTENTION TO FORWARD PLANNING BY MANAGEMENT

(Q3.01)	High	Above Average	Average	Below Average	Low
Number	28	66 <sup>(94)</sup>	155	23	18 <sup>(41)</sup>
Percent	10	23 <sup>(33)</sup>	53	8	6 <sup>(14)</sup>

A third of the respondents (33%) found management to be at least above average when it came to forward planning. Over half the respondents (53%) evaluated this component of competency as average. Only 14% evaluated this aspect as unsatisfactory. It would appear, therefore, that a large number of respondents (86%) were satisfied with this competency and this speaks well for management.

The difference in views between those who rated this item above average or high (33%) and those who rated it below average or low (14%) is highly significant.  $\chi^2 = 20,8$ ;  $p < 0,001$ .

The following are representative of the negative statements given by respondents under "additional comments":

- i) "Management seem to be more organised today yet teachers are so unsure on so many issues".
- ii) "Management are generally sticklers for rules".

It would seem that management copes adequately with forward planning for the school. Morphet et. al. (1982, 139) say of planning that the most promising procedure seems to be through perceptive leadership and systematic planning with rather than for people.

- d) "Management's relationship with parents"

The following table shows the distribution of responses to this item:

TABLE 4.30MANAGEMENT'S RELATIONSHIP WITH PARENTS

(Q3.13)	High	Above Average	Average	Below Average	Low
Number	26	81 <sup>(107)</sup>	141	34	8 <sup>(42)</sup>
Percent	9	28 <sup>(37)</sup>	48	12	3 <sup>(15)</sup>

A very large number of the respondents (85%) were satisfied with management's relationship with parents. Of these, 37% rated the relationship above average or high while 48% described the situation as satisfactory. Only 15% were dissatisfied with management's relationship with parents.

The difference in opinion between those who rated their views as above average or high (37%) and those whose rating was below average or low (15%) is highly significant.  $\chi^2 = 28,36$ ;  $p < 0,001$ .

The above findings concur with Waters (1979, 162) who recommends that from the school's point of view, it is important to enlist the interest and goodwill of the parents and invite them to support the staff in the work that they are doing in school.

De Witt (1981, 153) states that a problem facing good parent-teacher relationship is that parents do not know how they can be involved in the school apart from making complaints and helping to collect funds. The parent has co-responsibility for the spirit and fundamental direction of the school.

e) "Management's educational vision"

Table 4.31 reflects the distribution of responses to this item:

TABLE 4.31

MANAGEMENT'S EDUCATIONAL VISION

(Q3.04)	High	Above Average	Average	Below Average	Low
Number	18	79 <sup>(97)</sup>	138	37	18 <sup>(55)</sup>
Percent	6	27 <sup>(33)</sup>	48	13	6 <sup>(19)</sup>

A very large number of respondents (81%) described management's educational vision as satisfactory or better. About one-fifth of the respondents (19%) rated it as below satisfactory. It is encouraging to note that about one-third of the respondents (33%) were impressed with management's educational vision by rating it as above average or high.



The difference in views between those who rated the statement as above average or high (33%) and those who rated it as below average or low (19%) is highly significant.  $\chi^2 = 11,6$ ;  $p < 0,001$ .

Gorton (1983, 263) states that the problem, probably, is how management see their role as educational leaders. If they see their role as that of instructing, directing or ordering staff, the response to this type of leadership may tend to be either passive, restive or perhaps hostile. If management see their role as being consultants, resource persons or facilitators, the response of the staff under this kind of leadership tends to be one of greater participation and more group cohesion.

Further analysis revealed significant differences in responses to the statement, "Management's educational vision". This statement was rated highly by the following sub-groups:

- i) a greater percentage of teachers with higher qualifications (81% with M + 4 or higher) than those with lower qualifications (55%);  $\chi^2 = 9,84$ ;  $p < 0,01$ ;
- ii) a larger proportion of married respondents (82%) than the group comprising single, divorced or widowed teachers (55%);  $\chi^2 = 9,94$ ;  $p < 0,001$ ;

- iii) a greater percentage of respondents who were not studying (81%) as opposed to those who were studying (43%);  
 $\chi^2 = 23,88; p < 0,001$ .

From the above, it would appear that married teachers with higher qualifications who had stopped studying were more prominent in their higher rating of management's educational vision.

- f) "Management's initiative and readiness to lead"

The following table reflects the distribution of responses to this item:

TABLE 4.32

MANAGEMENT'S INITIATIVE AND READINESS TO LEAD

(03.06)	High	Above Average	Average	Below Average	Low
Number	20	74 <sup>(94)</sup>	129	34	33 <sup>(67)</sup>
Percent	7	26 <sup>(33)</sup>	44	12	11 <sup>(23)</sup>

One-third of the respondents (33%) described management's initiative and readiness to lead as above average or high. Over one-fifth (23%) were not satisfied with this component of management competency.

The fact that nearly half of the respondents (44%) rated this component of management competency as average is not confidence-inspiring. The educational leader must be able to inspire and influence his staff in such a way that he brings out the best in each member. He must be more than a formal leader who drives his subordinates to the utmost in order to carry out his duties as an effective administrative supervisory officer.

The difference in opinions between those who rated the statement above average or high (33%) and those whose rating was below average or low (23%) is significant.  $\chi^2 = 4,52$ ;  $p < 0,05$ .

g) "Preference to work with individuals rather than with groups"

Table 4.33 reflects the distribution of responses to this item:

TABLE 4.33

PREFERENCE TO WORK WITH INDIVIDUALS RATHER THAN WITH GROUPS

(Q3.05)	High	Above Average	Average	Below Average	Low
Number	21	67 <sup>(88)</sup>	147	26	29 <sup>(55)</sup>
Percent	7	23 <sup>(30)</sup>	51	9	10 <sup>(19)</sup>

Under one-third of the respondents (30%) claimed that management staff had a strong preference to work with individuals rather than with groups. Half of them (51%) rated this component of management competency as average. A small number (19%) rated this item below average or low.

It would appear that an educational leader who prefers to work with individuals usually works with a host of rules and regulations. The one-to-one situation minimises the opportunity for much discussion and confrontation. Management staff preferred to work with individuals so that they could exercise their authority more easily.

The difference in views of respondents between those who rated this statement above average or high (30%) and those whose rating was below average or low (19%) is highly significant.  
 $\chi^2 = 7,6; p < 0,01.$

Further analyses revealed significant differences in responses to the above item. This statement was rated highly by the following sub-groups:

- i) a greater percentage of teachers with higher qualifications (71% with M + 4 or higher) than those with lower qualifications (40%);  $\chi^2 = 12,58; p < 0,001;$



- ii) a larger proportion of married respondents (71%) than the group comprising single, divorced or widowed teachers (44%);  $\chi^2 = 9,66$ ;  $p < 0,01$ ;
- iii) a larger number of less-experienced teachers (76% with 10 years of experience or less) than those with more experience (47%);  $\chi^2 = 12,95$ ;  $p < 0,001$ ;
- iv) a greater percentage of those studying (81%) as opposed to those who were not (42%);  $\chi^2 = 22,16$ ;  $p < 0,001$ .

From the above, it would appear that married respondents with higher qualifications as well as less experienced teachers who were studying gave high ratings to management's preference to work with individuals rather than with groups. An interesting question is why do these two "divergent" sets of teachers hold similar views?

#### 4.3.3.3 Responses That Were Critical of Existing Components of Management Competencies

The following responses were critical of management competencies:

- a) "Their willingness to take risks"

Table 4.34 shows the distribution of responses to this item.

TABLE 4.34MANAGEMENT'S WILLINGNESS TO TAKE RISKS

(Q3.11)	High	Above Average	Average	Below Average	Low
Number	16	26 <sup>(42)</sup>	99	89	60 <sup>(149)</sup>
Percent	6	9 <sup>(15)</sup>	34	31	21 <sup>(52)</sup>

Over half the respondents (52%) stated that management was not prepared to take risks. About a third of the respondents (34%) rated this item as average. Only 15% gave firm credit to management's willingness to take risks.

The teachers' standpoint is supported by Lipham (1964, 122) who points out that management staff who perceive the need for change but are unwilling to run the risk of alienating some people are unlikely to engage in leadership behaviour to try to bring about needed change.

It has become general knowledge that conformity and uniformity have a limited function in education. Teaching is essentially future oriented. For this reason, educational leaders must be able to look at least a decade or two ahead and must help to prevent making schools more efficient in achieving obsolete aims

(Ayars, 1957, 209). What awaits us in the twenty-first century needs leadership anticipation from management staff.

The difference in views of respondents between those who rated management's willingness to take risks as above average or high (15%) and those whose rating was below average or low (52%) is highly significant.  $\chi^2 = 59,94$ ;  $p < 0,001$ .

Some typical additional comments critical of this particular leadership behaviour were:

- i) "Management follows department's rules and regulations too closely".
- ii) "Management prefer to 'pass the buck on'."

Management who are reluctant to take necessary risks should however, recognise that educational administration today is badly in need of improvement and frequently requires risk-taking.

Further analyses revealed significant differences in responses to this component of management competency. This statement was rated poorly by the following sub-groups:

- i) a greater percentage of teachers with higher qualifications (89% with M + 4 or higher) than those with lower qualifications (47%);  $\chi^2 = 38,86$ ;  $p < 0,001$ ;

- ii) a larger proportion of married respondents (88%) than the group comprising single, widowed or divorced teachers (50%);  
 $\chi^2 = 66,35$ ;  $p < 0,001$ ;
- iii) a larger number of less experienced teachers (86% with 10 years of experience or less) than those with more experience (67%);  $\chi^2 = 10,55$ ;  $p < 0,001$ ;
- iv) a greater percentage of respondents who were studying as opposed to those who were not (58%);  $\chi^2 = 27,28$ ;  
 $p < 0,001$ .

From the above, it would seem that married teachers with higher qualifications; as well as less experienced teachers who were studying were more prominent in their lower rating of management's willingness to take risks.

- b) "Degree of commitment to improve everybody's lot"

The following table shows the distribution of responses to this item.



TABLE 4.35DEGREE OF COMMITMENT TO IMPROVE EVERYBODY'S LOT

(Q3.08)	High	Above Average	Average	Below Average	Low
Number	20	40 <sup>(60)</sup>	120	65	45 <sup>(110)</sup>
Percent	7	14 <sup>(21)</sup>	41	22	16 <sup>(38)</sup>

A relatively small number (21%) regarded management's commitment to improve everybody's lot as above average or high. A larger number of respondents (41%) described this component of management competency as satisfactory. An equally large number (38%) rated this item as below average or low. This is a serious indictment on management and does not augur well for school climate.

Teachers need the goodwill and friendship of the management staff with whom they share their professional lives. A feeling of security among professional partners is essential for real job satisfaction (Ramsey, 1984, 132).

The difference in views between those who rated this item as above average or high (21%) and those whose rating was below average or low (38%) is highly significant.  $\chi^2 = 14,7; p < 0,001$ .

Respondents' additional comments are typified by the following statements:

- i) "The system has produced a rather bizarre human, motivated only selfishly".
- ii) "Management should spend time on creating a more trustworthy and worthwhile liaison between teachers and pupils".

It is obvious from the above findings and comments that the management staff lack a strong commitment to improve everybody's lot. The school management works with a number of people, including pupils, teachers and parents. Although no single individual or group should be considered to be more important than another, there is no doubt that management's relationship with the staff will significantly influence the self-concept and efficiency of teachers.

Further analyses revealed significant differences in responses to the above-mentioned item.

a) The statement was rated highly by the following sub-groups:

- i) a greater percentage of teachers with lower qualifications (92% with M + 3 or lower) than those with higher qualification (10%);  $\chi^2 = 15,74$ ;  $p < 0,001$ ;
- ii) a larger proportion of the group comprising single, widowed

or divorced teachers (79%) than married teachers (9%);

$$\chi^2 = 85,12; p < 0,001.$$

b) The statement was rated poorly by the following sub-groups

i) a larger number of female respondents (71%) than male respondents (52%);  $\chi^2 = 5,98; p < 0,05;$

ii) a greater percentage of respondents who were studying (93%) as opposed to those who were not (45%);  $\chi^2 = 41,29; p < 0,001.$

From the above, it would appear that generally, highly qualified, married, male teachers who were not involved in studies were prominent among those dissatisfied.

c) "Management's composure in situation of stress"

Table 4.36 shows the distribution of responses to this item.

TABLE 4.36MANAGEMENT'S COMPOSURE IN SITUATION OF STRESS

(Q3.10)	High	Above Average	Average	Below Average	Low
Number	18	41 (59)	134	54	43 (97)
Percent	6	14 (20)	46	19	15 (34)

A fairly large group of respondents (34%) indicated that management's composure in situations of stress was unsatisfactory. This is indicative of management's inability to cope with such situations. Nearly half the respondents (46%) rated this component of management competency as average. Only 20% spoke highly of management's composure in situations of stress.

The difference in views between those who rated this item as above average or high (20%) and those who rated it below average or low (34%) is highly significant.  $\chi^2 = 14,7$ ;  $p < 0,001$ .

Teachers' feelings are typified by the following additional comment:

"Crisis situations are not approached in a rational manner".

Most management staff recognise the importance of developing and maintaining high staff satisfaction and morale but many are not able to achieve these goals. One problem which appears to be



common is management stress. Stress is believed to be manifested by feelings of frustration, great pressure and lack of control over one's emotions and environment. Gorton (1983, 529) offers solace to management by stating that stress is inevitable in most jobs of an administrative nature and that a stress-free job is probably not only unlikely but may not even be desirable for maximum productivity. If a person can become an effective problem-solver, management can offer a rewarding and successful career.

Further analyses revealed differences in responses evaluating management's composure in situations of stress. This property was rated poorly by the following sub-groups:

- i) a larger proportion of married respondents (68%) than the group comprising single, widowed or divorced teachers (49%);  $\chi^2 = 5,29$ ;  $p < 0,05$ ;
- ii) greater percentage of respondents who were studying (69%) as opposed to those who were not (54%);  $\chi^2 = 4,15$ ;  $p < 0,05$ .

From the above, it would seem that dissatisfaction comes mainly from married teachers and those who were studying.

d) "Willingness to receive ideas from teachers"

The following table reflects the distribution of responses to this item:

TABLE 4.37WILLINGNESS TO RECEIVE IDEAS FROM TEACHERS

(Q3.02)	High	Above Average	Average	Below Average	Low
Number	15	43 <sup>(58)</sup>	138	62	32 <sup>(94)</sup>
Percent	5	15 <sup>(20)</sup>	48	21	11 <sup>(32)</sup>

About half the respondents (48%) rated management's willingness to receive ideas from teachers as average. Only 20% of respondents described it as above average or high. An alarmingly large group of respondents (32%) stated that management was not willing to receive ideas from teachers.

The difference in views between those rated it as above average or high (20%) and those whose rating was below average or low (32%) is highly significant.  $\chi^2 = 8,52$ ;  $p < 0,01$ .

Cantor (1953, 271) states that ideas and feedback from teachers are vital to effective management of schools. Good relationships will only occur, and be maintained if there is effective communication from the top to the bottom of the hierarchy and vice versa.

Respondents' typical additional comments on this component of management competency were:

- i) "Dictatorial attitude is very evident in schools. Little or no communication exists between management staff and teachers".
- ii) "All educators should be on par with one another when there is exchange of ideas".
- iii) "Teachers are estranged from management's decisions".

Communication in a school ought to be multi-directional. It is not only vertical communication which needs to be in good working order, but also the sideways dialogue - between departments, amongst teachers, to and from ancillary works and with parents, so that no one is left out or feels left out.

#### 4.3.3.4 Responses That Were Neither Enthusiastic nor Critical About Components of Management Competencies

There were 3 such items:

a) Management's effectiveness in dealing with pupils

Table 4.38 shows the distribution of responses to this item. .

TABLE 4.38

MANAGEMENT'S EFFECTIVENESS IN DEALING WITH PUPILS

(Q3.12)	High	Above Average	Average	Below Average	Low
Number	24	62 <sup>(86)</sup>	127	52	25 <sup>(77)</sup>
Percent	8	21 <sup>(29)</sup>	44	18	9 <sup>(27)</sup>

Under half the respondents (44%) rated management's effectiveness in dealing with pupils as average. The number of teachers who regarded management staff as above average or high (29%) were similar in number to those who rated this item as below average or low (27%). It is clear that a large group of respondents were not impressed by management's effectiveness in dealing with pupils. It would appear that management could be more constructive in dealing with pupils and their problems.

As expected, the difference in opinion of respondents who rated this item of management competency as above average or high (29%) and those whose rating was below average or low (27%) is not significant  $\chi^2 = 0,5; p > 0,05$ .



Respondents' typical "additional comments" were that management staff were either too strict or too lenient when it came to dealing with pupils.

There is a great deal of pressure on teachers for faultless class management and perfect teacher-pupil relationships. To a great extent, teachers depend on management support in dealing with pupils so that a healthy educational environment can be provided for the teaching-learning situations. This is particularly important in the present times when the home is less supportive as an educational resource, especially in rural areas but also in urban settlements like Phoenix and Chatsworth.

b) "Attention to public relations by the school"

The following table reflects the distribution of responses to this item.

TABLE 4.39

ATTENTION TO PUBLIC RELATION BY THE SCHOOL

(Q3.03)	High	Above Average	Average	Below Average	Low
Number	16	53 <sup>(69)</sup>	146	46	29 <sup>(75)</sup>
Percent	6	18 <sup>(24)</sup>	50	16	10 <sup>(26)</sup>

Half the respondents (50%) rated management's attention to public relations as average. A fairly large group of respondents (26%) were not impressed by management's attention to public relations. A similar number of respondents (24%) rated this component of management competency as above average or better.

As expected the difference between those who were impressed (24%) and those who were not (26%) is not significant.  $\chi^2 = 0,25$ ;  $p > 0,05$ .

Barry and Tye (1975, 224) who support good public relations by the school state that schools are often hampered by the prevalence of the "us" and "them" image. To destroy this image effectively, the school must involve itself in the life of the community and the community in the life of the school. It is of the highest importance to care about the quality of a school's external relationships, to nurture them, and to keep them healthy and robust.

It has become apparent that there is a growing trend toward greater expectations on the part of the public to become involved in school decision-making and for the school to be held accountable for its educational effectiveness. Gorton (1983, 439) believes that parents will become equal partners with professionals to decide what schools can and cannot do. The truth of the matter is that without community participation and support, schools cannot succeed.

Further analyses revealed significant differences in responses to the above aspect of public relations among specific subgroups:

a) Sub-groups responding positively:

- i) a greater percentage of teachers with lower qualifications (79% with M + 3 or lower) than those with higher qualifications (33%);  $\chi^2 = 26,53$ ;  $p < 0,001$ ;
- ii) a larger proportion of the group comprising single, divorced or widowed teachers (73%) than the married respondents (36%);  $\chi^2 = 16,94$ ;  $p < 0,0001$ .

b) Sub-groups responding negatively

A greater percentage of respondents who were studying (71%) as opposed to those who were not (36%);  $\chi^2 = 17,86$ ;  $p < 0,001$ .

From the above, it would appear that married, better qualified teachers and those who were studying were more inclined to give lower evaluation to this item.

c) "Calm management of crises involving staff"

Table 4.40 reflects the distribution of responses to this item.

TABLE 4.40

CALM MANAGEMENT OF CRISES INVOLVING STAFF

(Q3.09)	High	Above Average	Average	Below Average	Low
Number	15	52 <sup>(67)</sup>	138	53	32 <sup>(85)</sup>
Percent	5	18 <sup>(23)</sup>	48	18	11 <sup>(29)</sup>

Almost half the respondents (48%) rated this component of management competency as average. Of the remainder, one group of respondents (23%) spoke creditably of this aspect of management competency while the remainder (29%) rated it as below average or low. However, the difference between these two groups is not significant.  $\chi^2 = 2,14; p > 0,05$ .

Ramsey (1984, 54) is of the opinion that some hostilities or confrontations are normal and must be expected in any human institution. When conflicts do occur, management should deal with them directly and in ways that enable all parties involved to save face and feel supported. The goal of good management is to reduce or eliminate localized problem areas in ways that help individuals to perform more effectively and contribute to keeping the school programme on track while fostering schoolwide harmony and progress.



The following were some typical additional comments:

- i) "Management is not willing to stand up for teachers on issues that need to be rectified".
- ii) "Management is not concerned about subordinates' welfare".

In seeking to solve crises involving staff, management should hold personal conferences with staff members involved instead of ignoring such situations in the hope that they will resolve themselves on their own.

Further analyses revealed significant differences in responses to the above-mentioned item from the following sub-groups:

- a) The statement was rated highly by the following sub-groups.
  - i) A greater percentage of teachers with lower qualifications (78% with M + 3 or lower) than those with higher qualifications (30%);  $\chi^2 = 18,44$ ;  $p < 0,001$ .
  - ii) A larger proportion of the group comprising single, divorced or widowed teachers (77%) than the married respondents (31%);  $\chi^2 = 16,25$ ;  $p < 0,001$ .

- b) This item was rated poorly by the following sub-groups.

A greater percentage of those studying (73%) as opposed to those who were not (34%);  $\chi^2 = 22,66$ ;  $p < 0,001$ .

From the above, it would appear that younger single teachers were impressed by management's handling of crises involving staff while married teachers were less impressed.

#### 4.3.4 Staff Development

##### 4.3.4.1 Introduction

An analysis of the responses in respect of staff development follows. The responses are divided into the following three categories:

- a) Responses that rated staff development components favourably (6 Items);
- b) Responses that rated staff development components unfavourably (3 Items);
- c) Responses that were neither favourable nor unfavourable towards staff development components (5 Items).

Additional comments and further analyses are dealt with in a manner similar to that outlined for management competencies and school climate. However, it is interesting to note that teachers responded neither favourably nor unfavourably to more items (5 items) in staff development than in school climate (1 item) or management competency (4 items). Also there were fewer additional comments by respondents in respect of staff development than for school climate or management competency. Under "further analyses", there were fewer significant differences in responses amongst the various categories of sub-groups:

#### 4.3.4.2 Responses That Rated Staff Development Components Favourably

Responses to the following six statements spoke favourably of staff development provisions:

- a) "The amount of communication between teachers and heads of department".

Table 4.41 shows the distribution of responses to this item.

TABLE 4.41

AMOUNT OF COMMUNICATION BETWEEN TEACHERS AND HEADS OF  
DEPARTMENTS

(Q4.06)	High	Above Average	Average	Below Average	Low
Number	62	104 <sup>(166)</sup>	93	19	12 <sup>(31)</sup>
Percent	21	36 <sup>(57)</sup>	32	7	4 <sup>(11)</sup>

A majority of respondents (57%) indicated that they were very satisfied with the amount of communication between themselves and the head of department. Further, another 32% rated this item as satisfactory. Only a small number (11%) indicated their dissatisfaction to this component of staff development.

Overall, the responses augur well for staff development. Further, this is indicative that the relationship between the teachers and the heads of departments is not autocratic in nature. Another factor which contributes to the good staff-head relationship is that the teachers today are better qualified in their area of specialization and therefore there is more "collegial" communication between staff members and heads of departments.



The difference between those who rated this aspect of staff development as above average or high (57%) and those whose rating was below average or low (11%) is highly significant.  $\chi^2 = 92,52$ ;  $p < 0,001$ .

Marland (1971, 31) states that the responsibility for the individual teacher rests clearly and heavily on the care, concern and involvement of the head of department. To achieve this there must be a "two-way" communication between teachers and the heads of department. This appears to be generally the case in Indian secondary schools.

b) "Opportunities for contribution to the subject committee".

The following table shows the distribution of responses to this item.

TABLE 4.42

OPPORTUNITIES FOR CONTRIBUTION TO THE SUBJECT COMMITTEE

(Q4.05)	High	Above Average	Average	Below Average	Low
Number	64	94 (158)	108	17	7 (24)
Percent	22	32 (54)	37	6	3 (9)

Over half the respondents (54%) indicated that they were extremely satisfied with the opportunities for contribution to the subject committee meetings. An additional 37% of respondents rated this component of staff development as average. The relationship on a professional level between teachers and heads of departments is therefore, healthy and provides a good platform for a cordial relationship.

The difference between those who rated this item as above average or high (54%) and those whose rating was below average or low (9%) is highly significant.  $\chi^2 = 98,66$ ;  $p < 0,001$ .

Further analyses revealed significant differences in responses to the above-mentioned item. This statement was highly rated by the following sub-groups:

- i) a greater percentage of respondents with higher qualifications (92% with M + 4 or higher) than those with lower qualifications (61%);  $\chi^2 = 18,83$ ;  $p < 0,001$ ;
- ii) a larger proportion of married respondents (99%) than the group comprising single, divorced or widowed teachers (42%);  $\chi^2 = 83,86$ ;  $p < 0,001$ ;
- iii) a larger number of male respondents (92%) than female respondents (82%);  $\chi^2 = 4,55$ ;  $p < 0,05$ ;

- iv) a greater percentage of respondents who were studying (94%) as opposed to those who were not (63%);  $\chi^2 = 26,47$ ;  $p < 0,001$ .

From the above, it would appear that married male teachers with higher qualifications and those who were studying were strongly inclined to give high ratings to heads of departments for opportunities to contribute to subject committees.

- c) "The amount of useful advice/guidance received from the head of department".

Table 4.43 illustrates the distribution of responses to this item.

TABLE 4.43

USEFUL ADVICE RECEIVED FROM HEAD OF DEPARTMENT

(Q4.04)	High	Above Average	Average	Below Average	Low
Number	47	83 (130)	96	33	31 (64)
Percent	16	29 (45)	33	11	11 (22)

A large number of respondents (45%) indicated that they were extremely happy with the amount of useful advice/guidance that they received from the head of department. Another 33% rated this

component of staff development as average. It would therefore appear that teachers acknowledge positively the advisory contributions of the head of department.

The difference between those who rated this item of staff development above average or high (45%) and those whose rating was below average or low is highly significant.  $\chi^2 = 22,46$ ;  $p < 0,001$ .

It is encouraging to note that heads of department are able to achieve this high rapport and it speaks well for this section of management.

Further analyses revealed significant differences in responses to this item of staff development. This statement was rated highly by the following sub-groups:

- i) a greater percentage of teachers with higher qualifications (72% with M + 4 or higher) than those with lower qualifications (57%).  $\chi^2 = 4,11$ ;  $p < 0,05$ ;
- ii) a greater percentage of respondents who were studying (74%) as opposed to those who were not (56%);  $\chi^2 = 6,8$ ;  
 $p < 0,01$ .

From the above, it would seem that teachers with higher qualifications and those in pursuit of further studies were highly impressed with the amount of useful advice/guidance they received from the head of department.



- d) "Extent to which the management staff keeps up-to-date with developing trends in education".

The following table shows the distribution of responses to this component of staff development.

TABLE 4.44

EXTENT TO WHICH MANAGEMENT KEEPS UP-TO-DATE WITH  
DEVELOPING TRENDS

(Q4.12)	High	Above Average	Average	Below Average	Low
Number	29	102 <sup>(131)</sup>	91	47	21 <sup>(68)</sup>
Percent	10	35 <sup>(45)</sup>	31	16	8 <sup>(24)</sup>

A large number of respondents (45%) stated that management kept up-to-date with developing trends in education. An additional 31% rated this component of staff development as average. This reflects creditably on management.

The difference between those who rated this item of staff development as above average or high (45%) and those whose rating was below average or low (24%) is highly significant.  $\chi^2 = 19,94$ ;  $p < 0,001$ .

Further, one must give credit to officials in the Department of Education in the House of Delegates and the subject societies of the Teachers' Association of South Africa for keeping management and teachers up-to-date with developing trends in education. Furthermore, training programmes have been conducted recently (1988) by both organisations for the various subgroups of management staff. These courses included managerial, curricular and pastoral topics for members of the management staff.

Further analyses revealed significant differences in responses to the above-mentioned item of staff development. The item was rated highly by the following sub-groups:

- i) a greater percentage of teachers with higher qualifications (72% with M + 4 or higher) than those with lower qualifications (44%);  $\chi^2 = 11,04$ ;  $p < 0,001$ ;
- ii) a larger proportion of married respondents (73%) than the group comprising single, divorced or widowed teachers (37%);  $\chi^2 = 19,63$ ;  $p < 0,001$ ;
- iii) a greater percentage of respondents who were studying (82%) as opposed to those who were not (43%);  $\chi^2 = 18,74$ ;  $p < 0,001$ .

From the above, it would appear that married teachers with higher qualifications and those who were studying gave higher ratings to

management for keeping up-to-date with developing trends. It is possible that those who are studying further are aware whether management keeps up-to-date with developing trends or not.

- e) "Priority placed by management on teacher upgrading - both academic and professional qualifications".

Table 4.45 reflects the distribution of responses to this item of staff development:

TABLE 4.45

PRIORITY PLACED BY MANAGEMENT ON TEACHER UPGRADING

(Q4.13)	High	Above Average	Average	Below Average	Low
Number	31	100 <sup>(131)</sup>	92	48	19 <sup>(67)</sup>
Percent	11	34 <sup>(45)</sup>	32	17	6 <sup>(23)</sup>

There is a great deal of emphasis and priority placed on teacher upgrading - both academically and professionally - according to a large number of respondents (45%). Another 32% rated this component of staff development as average while 23% rated this item below average or low.

The difference between those who rated the item as above average or high (45%) and those whose rating was below average or low (23%) is highly significant.  $\chi^2 = 20,68$ ;  $p < 0,001$ .

A large number of Indian teachers (57% in the survey) continued to study either part-time or by correspondence to obtain further academic and professional qualifications. It must be pointed out that increased remuneration and opportunities for promotion are also associated with improved qualifications.

Further analyses revealed significant differences in responses to the abovementioned item of staff development. The statement was rated highly by the following sub-groups:

- i) a larger proportion of married respondents (78%) than the group comprising single, divorced or widowed teachers (58%);  
 $\chi^2 = 4,4$ ;  $p < 0,05$ ;
- ii) a larger number of female respondents (72%) than male respondents (56%);  $\chi^2 = 5,57$ ;  $p < 0,05$ ;
- iii) a greater percentage of respondents who were studying (78%) as opposed to those who were not (57%);  $\chi^2 = 9,0$ ;  
 $p < 0,01$ .



From the above, it would seem that management encourage staff to upgrade themselves and that married teachers and female teachers are prominent in accepting this challenge.

- f) "Encouragement received in executing new developments in the teaching of a subject".

The following table reflects the distribution of responses to this dimension.

TABLE 4.46

ENCOURAGEMENT RECEIVED IN EXECUTING NEW DEVELOPMENTS IN  
THE TEACHING OF A SUBJECT

(Q4.01)	High	Above Average	Average	Below Average	Low
Number	37	86 (123)	122	32	13 (45)
Percent	13	30 (43)	42	11	4 (15)

A large number of respondents (43%) were impressed with the kind of encouragement they received in executing new developments in the teaching of a subject. A further 42% rated this dimension of staff development as average. One expects this assistance to come mainly from heads of departments (See Table 4.43).

The difference between those who rated this aspect of staff development as above average or high (43%) and those whose rating was below average or low (15%) is highly significant.  $\chi^2 = 36,22$ ;  $p < 0,001$ .

Credit must also be given to the subject societies of the Teachers' Association of South Africa and superintendents of education for holding workshops and seminars regularly to assist teachers with new developments.

Matthew and Tong (1981, 115) state that staff development is increasingly recognized to be a prerequisite for school development. Effective use of resources requires attempts to match the needs of the institution with the development and in-service needs of the staff.

#### 4.3.4.3 Responses That Rated Staff Development Components

##### Unfavourably:

Responses to the following 3 items reflected unfavourably on staff development provisions:

- a) "Extent to which teaching as a career lived up to the expectations teachers had for it before they entered it".

The following table shows the distribution of responses to this item.

TABLE 4.47EXTENT TO WHICH TEACHING AS A CAREER LIVED UP TO EXPECTATIONS

(Q4.14)	High	Above Average	Average	Below Average	Low
Number	14	60 (74)	60	80	76 (156)
Percent	5	21 (26)	21	28	25 (53)

Teachers appeared to be seriously disappointed with their chosen career. Over half the respondents (53%) expressed decisive dissatisfaction with their expectations of teaching as a career. Of the remainder, 21% rated this aspect of staff development as satisfactory while 26% of the respondents rated it as above average or better.

The difference in opinion between those who rated it as above average or high (26%) and those whose rating was below average or low (53%) is highly significant.  $\chi^2 = 29,24$ ;  $p < 0,001$ .

The above findings contradict the optimism of de Witt (1981, 96) who states:

"There are few occupations with such a rich potential for romanticism and real job satisfaction as the teaching profession".

The following additional comments which are representative of teachers' feelings were made by respondents:

- i) "Staff can reach many heights and fulfil many objectives if certain members of the management team do not pressurise and exercise restraints";
- ii) "There is little or no growth as far as the individual teacher is concerned - individuality is stifled";
- iii) "Some members of management are helpful whilst others are selfish, arrogant and bossy".

Is it not high time that both the school management and educational authorities investigate some of the issues that are causing teacher frustration? Teacher dissatisfaction is adversely affecting education as a whole and in particular the school as a teaching-learning environment.

Further analyses revealed significant differences in responses to the above-mentioned item. This statement was rated poorly by the following sub-groups:

- i) a greater percentage of teachers with lower qualifications (81% with M + 3 or lower) than those with higher qualifications (60%);  $\chi^2 = 10,45$ ;  $p < 0,001$ ;



- ii) a larger proportion of the group comprising single, divorced or widowed teachers (35%) than the married teachers (60%);  
 $\chi^2 = 13,71$ ;  $p < 0,001$ ;
- iii) a larger number of male respondents (85%) than the female respondents (52%);  $\chi^2 = 29,06$ ;  $p < 0,001$ ;
- iv) A greater percentage of those who were not studying (85%) as opposed to those who were studying (54%);  $\chi^2 = 24,76$ ;  
 $p < 0,001$ .

It would appear that lower ratings came mainly from lower-qualified, unmarried teachers who were not engaged in further studies.

- b) "Extent to which programme provides opportunities for teachers to make decisions in matters which are of concern to them"

Table 4.48 reflects the distribution of responses to this dimension of staff development.

TABLE 4.48

EXTENT TO WHICH PROGRAMME PROVIDES OPPORTUNITIES FOR  
TEACHERS TO MAKE DECISIONS

(Q4.10)	High	Above Average	Average	Below Average	Low
Number	14	36 <sup>(50)</sup>	110	80	50 <sup>(13)</sup>
Percent	3	12 <sup>(15)</sup>	38	28	19 <sup>(47)</sup>

Almost half the respondents (47%) expressed strong dissatisfaction with the opportunities for teachers to make decisions in matters which are of concern to them. Only 15% spoke positively of this component of staff development while 38% rated this dimension as average.

The difference in views between those who rated this item as above average or high (15%) and those whose rating was below average or low (47%) is highly significant.  $\chi^2 = 35.56$ ;  $p < 0.001$ .

Apparently, decision-making at Indian secondary schools is almost the exclusive right of the management staff. This probably accounts for the general frustration amongst the teaching staff. There is a definite need for teachers to participate actively in the decision-making process.

Ramsey (1984, 181) advises management staff to adopt the principle of the "plural executive" by including appropriate staff members in the decision-making process whenever possible. Administrative survival necessitates delegation. Effective team building requires active, responsible and meaningful involvement by many people.

Respondents' typical additional comments in respect of the above-mentioned item of staff development were:

- i) "a 'shut up and do what I say' syndrome";
- ii) "innovations are stifled by counter statements".

It would appear that management adopts an autocratic style of leadership in Indian secondary schools. Authentic participatory decision-making can help to meet the needs of both the individual teacher and the organization simultaneously (Ramsey, 1984, 183).

Further analyses revealed significant differences in responses to the above-mentioned component of staff development. This statement was rated poorly by the following sub-groups:

- i) a large proportion of married respondents (89%) than the group comprising single, divorced or widowed teachers (33%);  $\chi^2 = 58,55$ ;  $p < 0,001$ ;

- ii) a larger number of less experienced teachers (88% with 10 years of experience or less) than those with more experience (54%);  $\chi^2 = 25,87$ ;  $p < 0,001$ ;
- iii) a greater percentage of respondents who were studying (95%) than those who were not (44%);  $\chi^2 = 58,19$ ;  $p < 0,001$ .

It would appear that young teachers who were in pursuit of further studies were more prominent among those giving lower ratings.

- c) "Extent to which management team realises that every teacher is capable of making some unique contribution to the improvement of education"

Table 4.49 shows the distribution of responses to this item.

TABLE 4.49

EXTENT TO WHICH MANAGEMENT REALISES THAT EVERY TEACHER  
CAN MAKE SOME CONTRIBUTION TO EDUCATION

(Q4.11)	High	Above Average	Average	Below Average	Low
Number	16	50 (66)	117	74	33 (107)
Percent	5	17 (22)	40	26	12 (38)



Almost two-fifths of the sample (38%) expressed the view that management underestimated the capabilities of teachers in making contributions to the improvement of education. Only 22% rated this dimension of staff development as above average or high while 40% described this item as average.

The difference in opinions between those who rated this dimension as above average or high (22%) and those whose rating was below average or low (38%) is highly significant.  $\chi^2 = 9,72$ ;  $p < 0,01$ .

De Witt (1981, 35) warns against the above situation by stating that potential leaders should be protected during their formative, subordinate years from having their personalities undermined. Otherwise, those teachers will never qualify for top teaching positions in which dynamic leadership is essential.

#### 4.3.4.4 Responses That Were Neither Favourable nor Unfavourable Towards Staff Development

There were 5 sets of responses in this category.

- a) The amount of useful advice/guidance received from the principals

The following table shows the distribution of responses to this dimension of staff development.

TABLE 4.50AMOUNT OF USEFUL ADVICE RECEIVED FROM PRINCIPAL

(Q4.02)	High	Above Average	Average	Below Average	Low
Number	39	67 <sup>(106)</sup>	100	42	42 <sup>(84)</sup>
Percent	14	23 <sup>(37)</sup>	35	14	14 <sup>(28)</sup>

A large number of respondents (37%) were extremely happy with the advice they received from the principal. Another 35% rated this component of staff development as satisfactory. It would appear that professional guidance received from the principal is not really found wanting. However, a fairly large number of respondents (28%) rated the principal's contribution as below average or low. The responses approximate a normal spread.

The difference between those who rated this item as above average or high (37%) and those whose rating was below average or low (28%) is not significant.  $\chi^2 = 2,54$ ;  $p > 0,05$ .

- b) "Extent to which administration of school provides experience for teachers in accepting responsibilities"

The following table shows the distribution of responses to this item:

TABLE 4.51

OPPORTUNITIES FOR TEACHERS TO ACCEPT RESPONSIBILITIES

(Q4.09)	High	Above Average	Average	Below Average	Low
Number	21	74 (95)	124	43	28 (71)
Percent	7	26 (33)	43	15	9 (24)

Teachers' responses to this component of staff development showed a pattern of normality. A majority of the teachers (43%) rated this item as average. About one-third of respondents (33%) indicated their high satisfaction with this dimension of staff development. A slightly smaller group (24%) rated this aspect as unsatisfactory.

The difference in views between those who rated this item as above average or high (33%) and those whose rating was below average or low (24%) is not significant.  $\chi^2 = 3,46$ ;  $p > 0,05$ .

Some respondents noted under additional comments that a number of routine administrative duties were "palmed" onto the teaching staff whereas they could have been done by the clerical staff or by the management staff themselves. Those functions that require decision-making are not delegated to the teaching staff.

However, teachers conceded that even heads of departments complained of insufficient opportunities for assuming responsibilities.

- c) "Extent to which leadership on the part of teachers in educational matters is looked upon as a threat to authority of the management"

The following table reflects the distribution of responses to this item.

TABLE 4.52

EXTENT TO WHICH LEADERSHIP ON THE PART OF TEACHERS IS  
LOOKED UPON AS A THREAT TO MANAGEMENT

(Q4.08)	High	Above Average	Average	Below Average	Low
Number	40	52 (92)	119	40	39 (79)
Percent	14	18 (32)	41	14	13 (27)



The largest group of respondents (41%) believed that when they displayed leadership qualities management felt moderately threatened. About one-third (32%) stated that management really felt threatened. Another 27% indicated that leadership on part of teachers in educational matters was not looked as a threat to management authority. The spread of opinions of teachers reflects a normal distribution. As expected, the difference between those who rated this aspect as above average or high (32%) and those whose rating was below average or low (27%) is not significant.  $\chi^2 = 0,98$ ;  $p > 0,05$ .

Waters (1979, 155) states that today's teaching staff would expect some change in the management's decision if teachers are genuinely listened to. However, these meetings with the principal are often a facade.

Management should believe in consultation and be prepared to take others' views into account rather than operating like old-fashioned autocrats.

Further analyses revealed significant differences in responses to the above-mentioned component of staff development. Those critical of management came from the following sub-groups:

- i) a greater percentage of teachers with lower qualifications (72% with M + 3 or lower) than those with higher qualifications (31%);  $\chi^2 = 27,13$ ,  $p < 0,001$ ;

- ii) a larger proportion of the group comprising single, divorced or widowed respondents (78%) than married teachers (27%).

$$\chi^2 = 41,94; p < 0,001;$$

- iii) a larger number of less experienced teachers (69% with 10 years of experience or less) than those with more experience (38%);  $\chi^2 = 24,64; p < 0,001$ .

It would appear that younger, single, less experienced and lower-qualified teachers were more prominent in their criticism of management.

- d) "The amount of useful advice/guidance received from the deputy-principal"

Table 4.53 shows the distribution of responses to this item.

TABLE 4.53

AMOUNT OF USEFUL ADVICE RECEIVED FROM THE DEPUTY-PRINCIPAL

(Q4.03)	High	Above Average	Average	Below Average	Low
Number	12	74 (86)	100	55	49 (104)
Percent	4	26 (30)	34	19	17 (36)

Responses approximate a normal spread. About one-third of the respondents (30%) indicated that they were very satisfied with the kind of guidance they received from the deputy-principal. On the other hand just over one-third of the respondents (36%) indicated their dissatisfaction while 34% rated the deputy principal's contribution as satisfactory.

The difference in views between those who rated this component of staff development as above average or high (30%) and those whose rating was below average or low (36%) is not significant.

$$\chi^2 = 1,7; p > 0,05.$$

Matthew and Tong (1981, 61) describe the role of the deputy-principal as that of helping teachers with their onerous tasks.

The deputy-principal 'will offer substantial help, he/she will need to intervene at every level from classroom to the principal's office, yet never appear threatening, prescriptive nor interfering'.

Further analyses revealed significant differences in responses to this item from the following sub-groups:

a) Subgroup responding positively:

- i) a greater percentage of teachers with lower qualifications (85% with M + 3 or lower) than those with higher qualifications (30%);  $\chi^2 = 46,62; p < 0,001;$

- ii) a larger proportion of the group comprising single, widowed or divorced teachers (85%) than married respondents (30%);

$$\chi^2 = 44,75; p < 0,001;$$

- iii) a greater percentage of respondents who were not studying (78%) as opposed to those studying (28%);  $\chi^2 = 43,95$ ;  $p < 0,001$ .

b) Sub-groups responding negatively

A larger number of less experienced teachers (75% with 10 years of experience or less) than those with more experience (44%);

$$\chi^2 = 16,53; p < 0,001.$$

It would appear that the young, single teachers with lower qualifications gave higher ratings for the deputy-principal while the more experienced teachers were less impressed.

e) Motivational forces operating in schools

Table 4.54 shows the distribution of responses to this component of staff development.



TABLE 4.54MOTIVATIONAL FORCES OPERATING IN SCHOOLS

(Q4.07)	High	Above Average	Average	Below Average	Low
Number	19	62 <sup>(81)</sup>	129	47	33 <sup>(80)</sup>
Percent	6	21 <sup>(27)</sup>	45	16	12 <sup>(28)</sup>

A large number of respondents (45%) rated motivational forces operating at their school as average. Of the remainder 28% responded negatively while 27% responded positively. Respondents varied in their views and it would appear that motivational forces operating in schools could improve for the benefit of education in general and school management in particular.

The difference in views between those who rated this aspect of staff development as above average or high and those whose rating was below average or low is not significant.  $\chi^2 = 0,006$ ;  $p > 0,05$ .

"Motivational forces" represent many of the intangible elements of the work place that most employees admit are crucial to their continuing satisfaction and maximal productivity. These factors are important, like salary or fringe benefits are, in determining workers' attitude and contentment. Successful provision of

incentives for staff members usually rests squarely on the personality and style of the educational leaders involved (Ramsey, 1984, 78).

#### 4.3.5 General Information

##### 4.3.5.1 Introduction

In this section, information was sought from respondents with regard to their reading habits, membership of teachers' associations, job satisfaction and their overall views of educational management at Indian secondary schools.

The analyses of the responses is presented in the following sequence:

- a) Responses relating to reading of professional books and journals;
- b) Responses relating to membership of teachers' associations;
- c) Responses relating to teaching as a profession;
- d) Responses relating to educational management in general at Indian secondary schools.

#### 4.3.5.2 Responses relating to reading of professional books and journals:

##### a) Reading of professional journals:

Table 4.55 shows the responses of teachers.

TABLE 4.55

#### READING OF PROFESSIONAL JOURNALS

Number of Journals Read per Month	Number	Percent
More than 3	18	6
1 - 3	184	64
None	88	30
TOTAL	290	100

A large number of respondents (70%) read at least one professional journal per month. An alarmingly high percentage (30%) did not read professional journals. The need for teachers to keep up-to-date with current issues cannot be over emphasised. The difference in numbers between those who indicated that they read one journal or more and those who indicated that they did not read any, is highly significant.  $\chi^2 = 44,8$ ;  $p < 0,001$ .

Possible handicaps revolve around the availability and suitability of professional journals for practising secondary school teachers. Another possible reason is the lack of time.

b) Reading of professional books

Table 4.56 reflects the responses of teachers.

TABLE 4.56

READING OF PROFESSIONAL BOOKS

Number of Professional Books Per Month	Number	Percent
More than 3	70	24
1 - 3	179	62
None	41	14
TOTAL	290	100

A very large number of respondents (86%) read at least one professional book per month. A smaller percentage (14%) did not read any. Probable reasons for this situation could be those offered for professional journals.

However, it must be pointed out that the high number of respondents (86%) who read, probably included teachers who were continuing their studies.



The difference in numbers between those who read at least one professional book per month and those who did not is highly significant.  $\chi^2 = 149,2$ ;  $p < 0,001$ .

#### 4.3.5.3 Responses Related to Membership of Teachers' Association

The responses of teachers regarding membership of teachers' association are analysed below:

##### a) Membership of teachers' associations

Table 4.57 reflects responses of teachers regarding membership.

TABLE 4.57

#### MEMBERSHIP OF A TEACHERS' ASSOCIATION

Membership of a Teachers' Association	Number	Percent
Yes	221	76
No	69	24
TOTAL	290	100

A very high percentage (76%) of the sample are members of a teachers' association. This is good for the teaching profession. A teachers' association provides a forum for teachers to exchange ideas. Over one-fifth of the respondents (24%) did not belong to

a teachers' association.. This is a relatively large percentage. Probable reasons for not belonging to a teachers' association could be dissatisfaction with the association or the financial implications of being a member. It must be pointed out that it is not compulsory for Indian teachers to be members of a teachers' association in order to practise their vocation.

The difference in numbers between those who were members and those who were not is highly significant.  $\chi^2 = 79,66$ ;  $p < 0,001$ .

According to a spokesman of the Teachers' Association of South Africa, there are about 9 500 teachers employed by the Department of Education and Culture in the House of Delegates. Of those, 8 550 (90%) are members of TASA - a greater percentage of the population than in the sample.

b) Satisfaction of members with their association

Table 4.58 shows the distribution of responses.

TABLE 4.58SATISFACTION WITH TEACHERS' ASSOCIATION

Satisfaction With Teachers' Association	Number	Percent
Yes	120	54
No	101	46
TOTAL	221	100

The respondents were divided almost equally about their satisfaction with a teachers' association. The difference between those who said, "Yes" and those who said, "No" is not significant.  $\chi^2 = 1,64$ ;  $p > 0,05$ .

Some of the common reasons given by respondents for not being satisfied with their membership of the teachers' association were:

- i) The approach of the teachers' association to the problems of the practising teachers was too moderate - not 'militant' enough.
- ii) Some respondents claimed that there was poor rapport between teachers and the officials of the teachers' association. They emphasised that the association had lost sight of its more important aim, that is, to cater for the needs of teachers.

- iii) Some members felt that the association did not exert much influence in determining educational policy.
- iv) Some members stated that the moneys allocated to subject societies were inadequate for promoting professional growth.
- v) The married female teachers emphatically stated that not enough was being done for them in respect of housing subsidies, parity in salary with their male counter parts and the question of maternity leave benefits.
- vi) Some respondents claimed that the teachers' association had become too large to cater for the needs of individual teachers and their personal problems.
- vii) Some suggested strongly that there was a need for more consultation with the Education Department in respect of placements, working conditions, teaching loads, size of classes and promotions of teachers.

While some of the above comments made by respondents who were members appear to be justified, others need to be investigated further.

It would appear that the day-to-day problems of teachers ought to be taken up more forcefully by the association. A powerful, active, credible teachers' association can contribute



significantly to the many problems teachers face within the context of educational management.

De Witt (1981, 225) clarifies the role of a teachers' association or society whose activities cover all matters which it considers to be in the direct or indirect interest of the teaching profession. It is responsible to its members for its action. The teachers' association is primarily the mouthpiece of teachers who group themselves and act in an organised context on the basis of specific considerations.

Teachers should make greater use of their association to give vent to their built-up frustrations. Also, the teachers' association could play a more significant role in ironing out some of the grievances between teachers and management staff.

#### 4.3.5.4 Open-ended Questions

The open-ended questions which were designed to allow respondents to state their views as fully and freely as possible are presented below together with the analysis of the responses.

- a) "What is the greatest satisfaction that you derive from your work in school?"

A very large number of respondents stated that the greatest satisfaction that they derived from their work in school was the

joy and satisfaction of teaching pupils. They enjoyed teaching pupils who appreciated what was being done for them.

De Witt (1981, 109) supports this view of teachers when he states that the teachers' human relations with his pupils determine - more than anything else - his happiness in the teaching profession. The dedicated educator is not an ivory-tower idealist, nor one who is blinded by unrealistic philosophies; his feet are firmly on the ground; he enjoys his work and in spite of daily problems and challenges, he experiences real job satisfaction.

More specifically, respondents claimed that they enjoyed imparting and sharing knowledge with pupils; teaching pupils to think; helping them to widen their academic background; teaching pupils attitudes and values; obtaining good results in tests and examinations; observing in pupils overall growth (physical, emotional and mental); helping pupils to help themselves; and building cordial relationships between teacher and pupil both inside and outside the classroom.

It is heartening to observe that so many teachers enjoy teaching. The teacher who sees his work as a vocation, does much more than is expected of him contractually. He/She is willing to go beyond official hours of duty as well. He/She is also willing, both during and after school hours, not only to help the weak pupils, but also to inspire the gifted pupils and help them to unfold their potential to the full. Such teachers require

educational leaders to help and support them in their vocation. In such an atmosphere of mutual respect and trust between management and teachers, nobody feels threatened and individual effort is harmonised to the overall benefit of the school's educative tasks.

b) Additional comments in respect of educational management in Indian secondary schools

Respondents to the survey were provided adequate space to make additional comments on educational management in Indian secondary schools. These responses are synthesised under 3 subheadings:

i) Unsatisfactory relationship between teachers and management

Most of the respondents commented that the unsatisfactory relationships that existed between teachers and management staff contributed to a large extent to their frustrations and unhappiness. Some of the common comments in this regard were:

"Teachers should be made to feel that they are working with the management staff instead of under them".

"There is more scope for 'Two-way' communications between management staff and teachers".

"Pettiness in school administration should be curtailed".

"A great deal of favouritism exists in schools".

"Management should strive to create a stronger bond between the teaching staff and themselves".

"Management staff must take a course in school management and human relations".

ii) Bureaucratic attitude of management

Other complaints related to the bureaucratic attitude of management. Some of the common comments were:

"Some members of the management staff are self-indulgent, lazy, uninspiring and status-conscious rather than task-orientated".

"Too much of stress arising from supervision".

"Clerical work seems to have more weight than the actual teaching of pupils".

"Management relies heavily on pleasing superintendents of education - in so doing they have burdened teachers with additional written records".

"Management is characterised by blinding prejudices which are often enforced on teachers".

"Management follows too rigidly standardised policies of the education department".

"Management staff should stop 'policing' teachers".

"The management team should take a more serious interest in the pupils and parents and stop 'hounding' teachers".



iii) Poor leadership qualities

Respondents criticised the leadership qualities of management staff by stating that management were not progressive enough to be educational leaders. Some common criticisms were:

"Management lacked foresight in planning in an organised and systematic way".

"Management needed to exercise more discretion when delegating duties to teachers".

"Some management staff seemed to sacrifice their principles just to tow the line with the rest of the management staff".

"Teachers should be allowed to voice their opinions without fear of victimisation".

"Management staff should provide the impetus for teachers 'to give their heart and soul' to teaching".

The above are serious allegations by teachers and it would appear that management is not aware of some of them. Teachers need goodwill, friendship and leadership from management with whom they share their professional lives. A happy school in which a healthy atmosphere prevails is conducive to teaching and learning. In staff relations, sympathy, encouragement, appreciation and understanding are some of the main agents that bring out the best in persons.

CHAPTER 5SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS5.1 SUMMARY OF FINDINGS

- a) CHAPTER ONE: This chapter gave the background to the problem investigated, namely, the poor quality of relationships between the management staff and teachers in schools. Attention was focused on elements of school climate, components of management competencies and dimensions of staff development. Teachers' problems were discussed. These included , organizational climate which, at Indian secondary schools, left much to be desired; the belief that the kind of leadership and personal interaction provided by the management staff of the school would, in the ultimate analysis, determine the organizational climate of the school. The aim of the research was to identify some of the main problems and their causes and to offer possible solutions. The following key terms were defined: educational management, organizational climate, open climate, closed climate, management competencies and staff development.
- b) CHAPTER TWO: In chapter two, literature from both local and overseas publications on educational management at school level was reviewed. A brief development of management theory from the Classical period to the Modern period was

discussed. Evolution of school management models was outlined, beginning with the Traditional Administration Theory era, followed by the Transitional and Systems eras. Available models of educational management indicated that the management staff may strive for high, moderate or low levels of staff participation in the management of the school.

- c) CHAPTER THREE: This chapter discussed the construction and administration of the questionnaire. The questionnaire sought biographical data of respondents; their responses to the questions on the elements of school climate, components of management competencies and dimensions of staff development; teachers' reading habits of professional literature; their satisfaction with membership of teachers' associations and their views on educational management. Sixteen questionnaires were posted to each of the thirty-one Indian secondary schools in Natal, selected randomly from five regions using both the cluster sample and random sample techniques. In total, 290 questionnaires were analysed.

- d) CHAPTER FOUR: Chapter four analysed the responses and offered discussion.

- i) BIOGRAPHICAL DATA

A larger number of younger teachers (under 40 years) responded to the questionnaire. Almost equal numbers of male and female

teachers responded. Many of the respondents (69%) were married. An equitable distribution of teachers over the different categories of teaching experience was obtained. Sixty-three percent of the respondents had the desired minimum (M + 4) qualification. Only 2% were underqualified. Thirteen percent of the respondents were employed in a temporary capacity. It was notable that 57% were pursuing further studies.

ii) SCHOOL CLIMATE

Teachers were generally unhappy with the following aspects of school climate: emphasis and excess of routine duties and administrative paperwork; formal, prescriptive staff meetings; defensive management staff who were not open to criticism; insensitivity to others' needs; lack of willingness to admit mistakes and make changes; poor quality of human relationships; low morale among teachers; management's not being honest and fair and not explaining reasons for their actions; absence of understanding and compassion; poor example set by management to promote hard work.

However, teachers spoke more favourably of management with regard to assistance in solving personal problems. Respondents' ratings of item, "Rules set by management are never questioned", were inconclusive.



### iii) MANAGEMENT COMPETENCIES

Teachers generally commended management staff on the following components of management competencies: priorities on pupil achievement; organising ability; forward planning; relationship with parents; educational vision; initiative to lead; preference to work with individuals.

However, teachers were more critical of the following components of management competencies: risk taking; commitment to improve everybody's lot; composure in situation of stress and willingness to receive ideas.

The responses to the following items of management competencies were inconclusive: public relations; dealing with pupils and crises involving staff.

### iv) STAFF DEVELOPMENT

Teachers praised the management staff for the following dimensions of staff development: new developments in subject; advice from heads of department; contributions to subject committees; teacher-upgrading priority; communication with head of department; and keeping up-to-date with developing trends.

Teachers criticised the following dimensions of staff development: teaching as a career; participative decision-making; and teacher contribution to education.

The findings in respect of the following items of staff development were inconclusive: useful advice from principal and deputy-principal; provision of opportunities for teachers to accept responsibility; teacher leadership viewed as a threat; motivational forces operating in school.

v) GENERAL

In the answers to the open-ended questions, teachers criticized the autocratic form of decision-making, absence of humanitarian management and the bureaucratic form of school organisation.

The major conclusions drawn from responses of teachers to the entire questionnaire are presented next.

## 5.2 CONCLUSIONS

Below are listed the main findings of this empirical investigation:

### 5.2.1 Conclusions Relating to Issues and Problems to Which Teachers Responded Unfavourably

#### a) LACK OF INVOLVEMENT IN DECISION-MAKING

Teachers were heavily critical of the lack of opportunities for them to contribute to significant decision-making.

Many teachers complained bitterly that the rules set by the management team were not to be questioned and that often management failed to explain the reasons for their actions.

The rationale for involving others in the decision-making process is that it can aid acceptance and implementation of decisions because people who are involved are more likely to understand the decision and be more committed to its success (Gorton, 1980, 241).

b) POOR INTERPERSONAL PROFESSIONAL RELATIONSHIP

The findings in this study revealed that teachers were concerned about the poor interpersonal relationships which greatly hindered a congenial atmosphere at the professional level.

\*The following typical statements from teachers gave emphatic endorsement to the above view: 'poor quality of human relationships between teachers and management staff'; 'management staff's not being understanding and compassionate'.

Teachers believed that the professional relationships lacked a genuine, mutual trust. However, many teachers did indicate that management staff helped members of staff to solve personal problems.

c) POOR COMMUNICATION BETWEEN TEACHERS AND MANAGEMENT

Teachers stated that communication in the main was from the top of the school hierarchy to the bottom. There was little or no communication from the bottom of the hierarchy to the top. Teachers were required in most cases, to carry out a number of instructions but nobody cared about how they felt about certain tasks. In more severe examples, teachers stated that management staff suffered from a syndrome known as "Do as I say and not as I do!"

d) HEAVY BUREAUCRATIC ATTITUDE

Teachers complained of the heavy bureaucratic attitude of management staff and this attitude in turn, had a negative influence on the school climate.

The following strong negative responses support the above conclusion: "Management are not sensitive to others' needs"; "they are unwilling to admit mistakes and make changes"; "they do not provide reasons for their actions".

e) EXCESSIVE ROUTINE ADMINISTRATIVE DUTIES

Teachers strongly opposed the amount of emphasis placed by management staff on mundane, administrative requirements. Teachers were of the opinion that at times, they were evaluated



exclusively on the kind of records they maintained rather than on their ability to teach effectively. Management staff found it more "convenient" to assess a teacher's records than to assess his teaching skills.

Teachers complained bitterly that routine duties interfered with teaching and administrative paperwork was burdensome.

f) GREATER EMPHASIS ON THE SUPERVISORY FUNCTION THAN ON STAFF DEVELOPMENT

Another major finding in the present study was that management staff concentrated more on the supervisory function than on the professional development of teachers. Respondents stated that a number of reports were written on teachers in respect of their clerical records.

Teachers complained that management staff preferred to discuss matters with individuals rather than with all members of the department. They were of the opinion that teaching was restricted to a set of rules prescribed by either the management staff or some "higher authority".

g) MANAGEMENT'S LACK OF CO-OPERATION, CO-ORDINATION AND CONCERN

The present investigation revealed that there appears to be a lack of co-operation, co-ordination and concern on the part of management

staff. From the analyses of responses under "additional comments", it was apparent that some members of the management staff were motivated by the incentive of further promotion. It would appear that some members of management were more concerned with pleasing their superiors than with what was good for the teachers. Teachers found some management staff to be highly autocratic in their management style.

h) RIGID ADHERENCE TO DEPARTMENTAL REGULATIONS

Teachers claimed that management staff were too prescriptive in their demands and followed departmental regulations too closely. The management staff were not particularly sensitive to maintaining a balance between innovation within a school and retaining some form of control over broad policy terms.

A generally strong negative response to the item "management's willingness to take risks" supports this conclusion.

Teachers felt that the management staff needed to be strong supporters of a caring, organizational climate particularly when it came to the evaluation of teachers. They felt that departmental rules and regulations have to be "adapted" to suit the needs of the school.

i) POOR IMAGE OF TEACHING AS A CAREER

A large majority of respondents claimed that teaching as a career failed to live up to their expectations. It is characteristic of professionals that they prefer to regard themselves as members of a team, each having independent responsibility and being answerable to a co-ordinator rather than to a supervisor. The tension which may be created by hierarchial structures for teachers who value classroom autonomy may well be exacerbating by increasingly insistent demands for regular assessment and close supervision of teachers.

Typical negative responses like the following support this conclusion: "the morale of teachers is low"; "management's commitment to improve everybody's lot is lacking".

5.2.2 Conclusions Relating to Issues and Problems to Which Teachers Responded Favourably

a) EFFICIENT EDUCATIONAL LEADERSHIP OF HEADS OF DEPARTMENTS

Generally this dimension of leadership in Indian secondary schools appears to be sound. Most teachers spoke positively about existing qualities of leadership among departmental heads.

Teachers gave them much credit for: their ability to organise and delegate duties; attention to forward planning; educational

vision; initiative and readiness to lead. Heads of Departments were praised for keeping up-to-date with new developments in the teaching of their subjects; for allowing contributions from staff to the subject committee; for offering advice to teachers; and for providing good communication channels between teachers and heads of departments.

Negative responses aimed more at principals included: "management tended to be defensive when criticized"; "they were not honest and fair"; "they did not work hard"; "they failed to retain composure in situations of stress".

b) CONCERN FOR PUPIL ACHIEVEMENT

This investigation revealed that a high priority was placed on pupil achievement by management staff. Teachers, however, claimed that it was a pity that pupil achievement was pursued mainly in terms of external examination results. Less recognition was given to teachers who produced good results in internal examinations.

Committed and concerned teachers were also anxious to see pupils do well. In this regard, they claimed that they required the moral support of the management staff but at most times, this was wanting. Teachers complained that management staff liked to take credit for good examination results but poor results were often blamed on the teachers.



### 5.2.3 General Conclusions

#### a) HIGH QUALIFICATIONS OF INDIAN TEACHERS

Indian schools are in a fortunate position where a large majority of the teachers have the minimum qualification of M + 3. An encouragingly large number possessed the desired minimum M + 4 qualification. Over half the number of respondents (51%) in this study were graduates. It was heartening to note that 57% of the respondents were pursuing further studies. This augurs well for the future of education in Indian schools.

#### b) SCHOOL CLIMATE POSED A BIGGER PROBLEM THAN MANAGEMENT COMPETENCIES OR STAFF DEVELOPMENT

From the analyses of the responses, teachers were more dissatisfied with school climate than with management competencies or staff development. Of the 14 closed items in each section, respondents spoke negatively of 12 of these items in respect of school climate; of 4 items on management competencies and of 3 items on staff development.

To the credit of the management staff, teachers indicated that they were happy with the assistance and co-operation they received in respect of academic and professional upgrading, and executing new developments in the teaching of subjects.

c) EXISTING MODEL - A CONTRIBUTOR TO PROBLEMS IN SCHOOL  
MANAGEMENT

From the findings in this research, one can conclude that the bureaucratic model used in Indian secondary schools is a significant cause of the problems experienced. The findings also indicate that problems emanated from the context and environment in which the bureaucratic model operated. Teachers complained of the autocratic form of decision-making and the poor interpersonal relationships that existed.

Heads of departments are known to blame the principal for the autocratic, prescriptive practices that prevail in Indian schools. Principals in turn attribute this bureaucratic situation to the uncompromising demands of superintendents of education. Thus a vicious circle is apparent.

d) DISSATISFACTION WITH TEACHERS' ASSOCIATION

A number of teachers in the survey who were members of a teachers' association indicated dissatisfaction with their membership. Teachers felt strongly that a teacher's association could play a more active role in improving the teacher-management relationships and promoting a positive, open school climate.

e) A DISTURBINGLY LARGE NUMBER OF NON-COMMITTAL RESPONDENTS

A very large number of respondents rated their responses to the various items in the questionnaire as "unsure" (or "average"). These non-committal responses could be attributed to various reasons. One of them, perhaps, is the fear of victimisation for speaking critically of management staff. Another possible reason is that teachers lacked convictions in their beliefs.

5.3 RECOMMENDATIONS FOR IMPROVING MANAGEMENT

Both local and overseas literature (De Witt, 1981; Badenhorst, 1987; Hoy and Miskel, 1982; Ramsey, 1984) suggest that teachers prefer to work in schools where they feel wanted, where they believe the programme is on the move, where they think their contribution is important and appreciated and where they feel that the management is understanding and fair. Those persons placed in a position of control of a school must therefore realize that the quality of teaching will suffer and the aim of the school will not be achieved optimally if the control they exercise makes their staff unhappy.

Criticisms can never be eliminated completely from the management-teacher relationships. It is the manner in which identification of weaknesses and suggestions for improvement are done that is questionable. Constructive criticism can have a major impact on

individuals, and the total staff morale can largely determine whether or not the criticism produces results desired by all.

Against the foregoing background, a few recommendations are offered to enhance the quality of teacher - management relationships.

#### 5.3.1 Raising Teacher Morale

Management staff attempting to obtain high teacher morale and maximum productivity in a school must be concerned with substantial levels of agreement in relation to bureaucratic expectations, personal needs of teachers and organizational goals.

Morale can only soar where the possibility of achieving outcomes is real and recognised. One fundamental function of positive management is to make the working environment as rich and unfettered as possible. To accomplish this end, management staff must identify those obstacles which most commonly limit the teaching staff's chances of success.

If the management staff of the school can minimise some of these obstructions, pathways to better performance and increased satisfaction would be opened. A good educational leader can build a programme to make the school setting a work place charged with positive interpersonal relationships, mutual support and employee excitement.



### 5.3.2 Providing Participative Leadership and Decision-Making

It is high time that teachers be allowed to play a more active role in the management of the school and in the decision-making process. For this to materialise, management staff will have to provide opportunity and support.

Rameshur (1987, 121), a superintendent of education, rightly points out that management staff are generally unaware of the fact that participative leadership and decision-making strategies are essential to create the conditions which promote professional growth of teachers.

Further support comes from Badenshorst (1987, 125) who states that teachers require an organizational climate in which they are given the opportunity to participate in decision-making processes and which allows for creativity, originality and self-realization for all. Such an organizational climate would also promote effective management and sound communication.

Democratic participative procedures neither relieve educational leaders of responsibility nor reduce their workload. On the contrary, participative-management leaders have a more complex and difficult task than authoritarian leaders who announce their decisions and expect them to be implemented. Despite the extra effort required of management staff, participative leadership

seems to be crucial for success. Therefore, it is strongly recommended that management staff have a thorough theoretical and empirical grasp of participative leadership styles.

### 5.3.3 Modification of Existing Model

During the 1960's and early 1970's considerable attention was directed towards change and innovation in educational management and improved teacher morale. During the mid-1970's, a shift toward individual accountability became clear. The 1980's saw specific emphases on, inter alia, participative management, joint decision-making and consensus. These represent a departure from the traditional "caretaker" form of management.

The researcher, therefore, recommends a modification of the bureaucratic model operating in Indian secondary schools. It is strongly suggested that management work constructively within the existing model but emphasise participation, joint decision-making and consensus. The essence of such an approach is a shift from supervisory control derived from essentially autocratic management to a new form of leadership rooted in a commitment to the concept of positive motivation as a means of fostering productive working relationships for the attainment of necessary objectives.

#### 5.3.4 Systematic Management Training

Systematic management training for the management staff of schools is essential for a balanced, effective execution of their role functions. If management staff were equipped with the technical knowledge and skills of management, they would be more fully aware of their role priorities, more conscious of the various tensions inherent in the demands of their status and more alert to the negative consequences of an authoritarian style of management.

These management training programmes could be offered by the educational authorities to candidates who are presently holding promotion posts on an in-service basis. Universities and colleges of education could offer such training programmes as post-graduate courses to prospective candidates for promotion posts.

#### 5.3.5 Staff Development Programmes

The findings in the present study indicate that the management staff lack the technical know-how to organise and implement effective staff development programmes. To be successful in promoting the professional development of teachers, school management staff need to have a thorough grasp of the theory and practice of staff development.

A successful staff development programme includes concrete and specific objectives. There is an emphasis on application and practicality. There must be management staff involvement. It must provide opportunities for individualization as well. Successful staff development programmes should feature a commitment to on-going growth of its members.

The initial step in formulating a comprehensive programme of staff development must be to conduct some form of assessment of teacher interests and needs.

Management staff should take cognizance of the following points when planning a staff development programme:

Firstly, they should tailor their staff development efforts to match the maturity level of the individual teachers involved.

Secondly, they must remember that changing teacher behaviour is delicate, difficult and time-consuming.

Thirdly, renewal and revitalization programmes for teachers are essential.

The primary tools required for a successful staff development programme are empathy, patience and a working knowledge of what makes a good teacher (Reaves et. al., 1957, 329).



In conclusion it must be noted that changing times and maturing staff members have brought increased demands on staff development programmes. The continuous development of the school's human resources has become a critical survival function for effective education managers in the 1980's.

#### 5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

The following recommendations for further research are made:

##### 5.4.1 Other Sub-Groups and Activities Involved in Educational Management

This study covered only some of the aspects of educational management in Indian secondary schools. The main focus was on the relationship between teachers and management staff. Other studies of management could investigate the relationships among the members of management staff; the management staff-superintendent relationship; the management staff-pupil relationship; and management staff-parent relationship.

##### 5.4.2 Specific Managerial Processes

Other processes of management could be studied singly or in homogeneous groups, for example, communication; delegation of duties; decision-making; forward planning. This study was an

assessment of selected management components. Another study could relate to assessment by the management staff of issues relating to administration.

#### 5.4.3 Promotions to the Post of Management Staff

An in-depth investigation into the system of promotions to any post of management is recommended. It is necessary to establish whether the present system of promotions uses criteria that are reliable and, if found deficient, then a sound, new system should be developed scientifically.

#### 5.4.4 The Need for Special Training of Educational Leaders of Schools

Research is necessary to examine the need for additional qualifications in management before personnel are appointed to promotion posts. In the United States, for example, a master's or doctor's degree is the pre-requisite for principalship in almost all the states.

If research evidence supports additional qualifications, then the curriculum and related issues for such qualifying courses become an additional concern for researchers.

#### 5.4.5 The Role of Teachers' Associations in Ameliorating Teacher's Problems

The theme of the 1988 annual TASA conference was "Education Dynamics and the Bureaucracy". Papers delivered at this conference dealt with the effects of bureaucratic management on education in terms of its stifling effects on the entire education system. It was suggested that such management tended to impose its "will" on principals who in turn followed a similar pattern in their schools and this resulted in the stifling of innovation, flexibility and creativity. Under the circumstances, it is recommended that TASA initiate a research investigation into management using as basis the information emanating from the papers presented so that some of the problems highlighted at this conference might be alleviated.

#### 5.4.6 The Role of the Superintendent (Inspector) of Education in Educational Management in Schools

Research is recommended on the role of the superintendent (inspector) of education in the educational management of schools. Rameshur (1987) investigated the role of heads of departments in the management of schools while Sayed (1981) researched the problems and issues related to the principalship of schools. The present researcher has analysed the teachers' viewpoints on school management. A complementary study on the role of the superintendent in school management is recommended.

### 5.5 CONCLUDING REMARKS

It is evident that the management of a secondary school is a difficult and demanding task. Therefore, the co-operation and assistance of teachers is vital for the smooth running of the school. The need for strong educational leaders who are more confident, self-secured, cheerful, sociable and resourceful cannot be overemphasised. Such educational leaders must emphasise consensus and joint decision-making to develop a favourable school climates in which teachers and pupils can be happy partners.



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APPENDIX A

QUESTIONNAIRE



M. DAYARAM: REGISTRATION NO. 2724

M. ED. UNIVERSITY OF DURBAN-WESTVILLE

QUESTIONNAIRE

Strictly Confidential

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Dear Colleague

You are a member of a group selected by random sample to complete the enclosed questionnaire on Educational Management in Indian Secondary Schools.

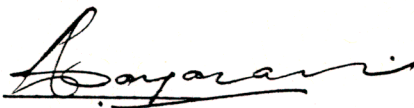
The information required is intended for research towards a M. Ed. degree with the University of Durban-Westville. I realise that your time is very precious, but would still like to ask you to be so kind as to give me about 15 to 20 minutes to complete and return the attached questionnaire in the self-addressed, post-paid envelope which is enclosed.

I would like to ask you to complete this questionnaire fully and state what you honestly feel as this is essential to the relevance of the research findings. Please be assured that I will hold all information in complete confidence.

If you have any questions, I can be contacted at (0322) 41348 after 17h00.

Thank you very much for your assistance and co-operation.

Yours faithfully

  
MANU DAYARAM

P.S. THE COMPLETED QUESTIONNAIRE SHOULD REACH ME ON OR BEFORE  
26 FEBRUARY 1988.

THANKS

**QUESTIONNAIRE**

Please answer all questions as some items will be analysed with others. Please fill in the relevant information where required or cross the appropriate block.

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**EDUCATIONAL MANAGEMENT IN INDIAN SECONDARY SCHOOLS****SECTION 1: BIOGRAPHICAL INFORMATION**

1. Year of Birth      19 

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2. Sex      

Male	Female
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3. Marital Status

Never Married	
Married	
Divorced, Widowed	

4. Total Teaching Experience

0-5	6-10	11-15	over 15 Years
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5. Teaching experience at your present school

0-5	6-10	11-15	over 15 Years
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6. The grading of your school

Complex Secondary School	
S1      Secondary School	
S2      Secondary School	

## 7. Your present grade

M+1	M+2	M+3	M+4	M+5	M+6	M+7
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## 8. Terms of employment

Temporary	<input type="checkbox"/>
Permanent	<input type="checkbox"/>

9. In which year did you qualify? 19 

## 10. Academic qualifications: \_\_\_\_\_

## 11. Professional qualifications: \_\_\_\_\_

## 12. If you are presently studying, please specify:

Course: \_\_\_\_\_

Where enrolled: \_\_\_\_\_

**SECTION 2****SCHOOL CLIMATE**

For each of the following statements indicate the extent of your agreement or disagreement by marking the relevant block on the scale.

S T A T E M E N T	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
01. Routine duties interfere with the job of teaching.					
02. Administrative paperwork at school is burdensome.					
03. Staff meetings are formal and prescriptive.					
04. The rules set by the management team are never questioned.					
05. The management staff sets an example by working hard.					
06. The management staff helps teachers to solve personal problems.					
07. The management staff is sensitive to others' needs.					
08. They explain the reasons for their actions.					
09. They are open to criticism without being defensive.					
10. The management staff is willing to admit mistakes and make changes.					
11. They are honest and fair in their interaction with others.					
12. I have found them to be understanding and compassionate.					
13. The morale of the teachers is high.					
14. The quality of human relationships between the management staff and the teachers is high.					
15. Additional comments on school climate.					



SECTION 3MANAGEMENT COMPETENCIES

For each of the following statements indicate your assessment of the quality of management competencies by making the relevant block on the scale.

S T A T E M E N T	High	Above Average	Average	Below Average	Low
01. Attention to forward planning by the management team.					
02. Willingness to receive ideas from teachers.					
03. Attention to public relations by the school.					
04. Management's educational vision.					
05. Preference to work with individuals rather than with groups.					
06. Management's initiative and readiness to lead.					
07. Their ability to organise and delegate duties.					
08. Degree of commitment to improve everybody's lot..					
09. Calm management of crises involving staff.					
10. Management's composure in situations of stress.					
11. Their willingness to take risks.					
12. Management's effectiveness in dealing with pupils.					
13. Management's relationship with parents.					
14. Priority placed on pupil achievement.					
15. Additional comments on management competencies:					

**SECTION 4****STAFF DEVELOPMENT**

For each of the following statements indicate your assessment of the quality of staff development by marking the relevant block on the scale.

STATEMENT	High	Above Average	Average	Below Average
01. Encouragement received in executing new developments in the teaching of a subject.				
02. The amount of useful advice/guidance I receive from the principal.				
03. The amount of useful advice/guidance I receive from the deputy principal.				
04. The amount of useful advice/guidance I receive from the head of department.				
05. Opportunities for contribution to the subject committee.				
06. The amount of communication between myself and the head of department.				
07. Motivational forces operating in my school.				
08. Extent to which leadership on part of teachers in educational matters is looked upon as threat to authority of the management.				
09. Extent to which administration of school provides experience for teachers in accepting responsibilities.				
10. Extent to which programme provides opportunities for teachers to make decisions in matters which are of concern to them.				
11. Extent to which management team realise that every teacher is capable of making some unique contribution to the improvement of education.				
12. Extent to which the management staff keeps up to date with developing trends in education.				
13. Priority placed on teacher upgrading, both academic and professional qualifications.				
14. Extent to which teaching as a career has lived up to the expectations I had for it before I entered it.				
15. Additional comments on staff development.				

**SECTION 5****GENERAL**

1. How many professional journals do you read a month?

More than 3	1-3	None
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2. How many professional books do you read or consult during a month?

More than 3	1-3	None
-------------	-----	------

3. Are you a member of a teachers' association?

Yes	No
-----	----

4. If you said yes to no. 3, are you satisfied with the association?

Yes	No
-----	----

5. If you said no to no. 4, provide reason(s) for your views.

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6. What is the greatest satisfactin that you derive from your work in school?

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7. Please use the space below if you wish to add any other comments in respect of Educational Management in Indian Secondary Schools.

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THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE.

**APPENDIX B**

**REQUEST FOR PERMISSION TO ADMINISTER THE QUESTIONNAIRE**



Ref. No.: 24021548

Springfield College of Education  
Private Bag  
DORMERTON  
4015

7 October 1987

The Acting Chief Executive Director  
Administration: House of Delegates  
Department of Education and Culture  
Private Bag X54323  
DURBAN  
4000

Sir

PERMISSION TO CONDUCT RESEARCH

I am registered for a Master's Degree in the Department of Education of the University of Durban-Westville. My topic is:

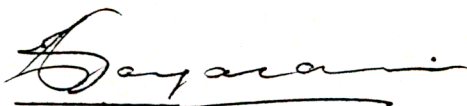
"EDUCATIONAL MANAGEMENT IN INDIAN SECONDARY SCHOOLS".

(See attached letter from U.D.W.).

I wish to administer a mailed questionnaire to school teachers, selected by random sampling, in Natal.

A copy of the approved questionnaire is attached. I request your kind permission to administer the questionnaire among Indian secondary school teachers.

Yours faithfully



M. DAYARAM

APPENDIX C

PERMISSION GRANTED BY DEPARTMENT OF EDUCATION AND CULTURE

HOUSE OF DELEGATES TO CONDUCT RESEARCH



Department of Education and Culture  
Departement van Onderwys en Kultuur

Reference Verwysing A 10/29/2  
Managerial Task of .... ☎ (031) 37-2351  
Inquiries Navrae M.H. Buckus ⚡ 622344 SA  
Ext. Bylyn 246 📠 "INOND"

Esplanade Government Offices  
Esplanadestaatskantore

Stanger Street  
Stangerstraat

Private Bag X54323  
Privaatsak

DURBAN  
4000

Mr M. Dayaram  
c/o Springfield College of Education  
Private Bag  
DORMERTON  
4015

Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Your letter dated 07 October 1987 and minute dated 04 November 1987 have reference.

1. Permission is hereby granted to you to conduct your research at the schools as indicated in your letter provided that :
  - 1.1 prior arrangements are made with the principals concerned;
  - 1.2 participation in the research is on a voluntary basis;
  - 1.3 completion of questionnaires is done outside normal teaching time;
  - 1.4 all information pertaining to teachers are treated confidentially and used for academic purposes only.
2. Kindly produce a copy of this letter when corresponding with schools.
3. The Department wishes you every success in your research and looks forward to receiving a copy of the findings.

Yours faithfully

*M.H. Buckus*

ACTING CHIEF EXECUTIVE DIRECTOR

APPENDIX D

LETTER TO PRINCIPALS OF INDIAN SECONDARY SCHOOLS

261.

M. Dayaram  
P.O. Box 19300  
DOMERTON  
4015

10 January 1988

The Principal

----- Secondary School

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Dear Sir/Madam

I am conducting a research study entitled: "Educational Management in Indian Secondary Schools in Natal". I have received written authority for the use of your school from the Chief Executive Director of Education and Culture: Administration: House of Delegates. A copy of this letter is attached for your reference.

I should appreciate your permission and assistance to administer the enclosed 16 questionnaires to the teachers (Level 1 educators) on your staff. As my sample is distributed among schools throughout Natal, it is not possible for me to administer the questionnaires personally. Therefore, I seek your kind assistance to administer them for me.

As proper sampling is crucial to the validity of the research findings, it is vital that the sample selected by you be made up of the following:

8 Male Teachers and 8 Female Teachers, selected as follows:-

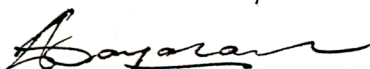
1. Less than 5 years teaching experience (2 males and 2 females).
2. Between 5-10 years teaching experience (2 males and 2 females).
3. Between 11-15 years teaching experience (2 males and 2 females).
4. More than 15 years teaching experience (2 males and 2 females).

If the above requirements cannot be met fully, I should be grateful if you would exercise your discretion to obtain a sample which is as close as possible to the one requested.

It would be appreciated if the teachers would complete the questionnaires and return them in the self-addressed stamped envelopes enclosed to reach me on or before Friday 26 February 1988.

I am grateful to you and your staff for your kind co-operation and assistance.

Yours faithfully



MANU DAYARAM  
DEPARTMENT OF EDUCATION  
SPRINGFIELD COLLEGE OF EDUCATION



**APPENDIX E**

**LETTER OF REMINDER TO PRINCIPAL**

M. Dayaram  
P.O. Box 19300  
DORMERTON  
4015

3 March 1988

The Principal

----- Secondary School

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Dear Sir/Madam

QUESTIONNAIRES : EDUCATIONAL MANAGEMENT

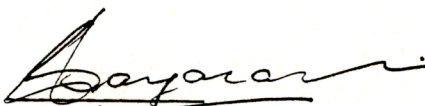
My letter dated 10 January 1988 has reference.

I wish to thank you for administering the above-mentioned questionnaires to your staff. The response from some schools was very good whilst from other schools the response was fair. Overall, I have received a 50% response but research techniques expect a minimum of 60% returns.

I shall be most grateful if you would remind the respondents to attend to the questionnaires. The due date has been extended to Friday, 18 March 1988.

Thank you once again for your kind co-operation and assistance.

Yours faithfully



MANU DAYARAM

DEPARTMENT OF EDUCATION  
SPRINGFIELD COLLEGE OF EDUCATION