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APPENDIX A

Northern

DEPARTMENT OF EDUCATION

SOUTHERN REGION

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2000.03.09


Ref. No: 11/1

 Enq.: Kekana C.M.
 Tel.: 015 633 7130

 Mrs M.M. Kanjere
 P O. Box 1303
 CHUENESPOORT
 0745

**APPLICATION TO CONDUCT RESEARCH IN THE
 REGION**

1. Your application dated 7 March 2000 to conduct research in the Southern Region has been approved.
2. The following have been informed to assist you accordingly:
 - 2.1. Area Managers
 - 2.2. Circuit Managers
 - 2.3. Principals of selected schools.
3. Conduct interviews during breaks and lunch. Lessons should not be interrupted.
4. Kindly submit one copy of the dissertation/thesis on completion of the project.



REGIONAL DIRECTOR
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The Questionnaire

APPENDIX B

General Information and Instruction

Management teams- play an important role in shaping the administration of a school. They can either enhance it or bring it into chaos depending on their level of knowledge, commitment and willingness to adapt to change.

Hence the researcher deemed it necessary to elicit information on opinion, from school principals concerning management teams. This will enable the researcher to put the concept team management into perspective.

It will therefore be through your co-operation in completing this questionnaire, that will make it serve as an important tool in gathering and elucidating valuable information. Would you therefore be kind enough to spare about 30 minutes of your time to help complete this questionnaire.

PLEASE bear the following in mind when answering the questions.

- This questionnaire has to be completed only by the school principals.
- Your name remains Anonymous.
- Your Honest opinion is all that is required, that is there are no wrong or right answers.
- The questionnaire is structured in such a way that the first section asks the Biographical and General questions, whilst the remaining five sections have eleven questions each, including the Open - ended type of questions.
- The questionnaire Does not aim at testing your competence.
- Your spontaneous reaction will be accepted as your Accurate response.
- Do not ponder too long on a question.
- However you will be Allowed to change your response to a question, should you wish to do so.
- A Pencil will be used to complete this questionnaire.
- Finally Please try to answer all the questions.

Thank you for your assistance

Yours truly

KANJERE M.M. (MRS.)

PROF. DR L.P CALITZ
(STUDY SUPERVISOR)



**QUESTIONNAIRE ON THE LEADERSHIP CAPACITY BUILDING FOR
MANAGEMENT TEAMS AT SECONDARY SCHOOLS**

Mark with an "x" in the appropriate box.

Example for completing Part A of this questionnaire			
2. Your home language is If you speak Tsonga, then you will make a cross as follows :			
	Afrikaans	1	
	English	2	
	Sepedi	3	
	S.Sotho	4	
	Tswana	5	
	Ndebele	6	
	Swati	7	
	Xhosa	8	
	Zulu	9	
	Tsonga	10	X
	Venda	11	
	Other (Specify)	12	
		
		

PART A : BIOGRAPHICAL AND GENERAL QUESTIONS

1. Gender of Principal

Male	1	
Female	2	

V 2 1 3

2. Age (in complete years)

25-30	1	
31-40	2	
41-50	3	
51-60	4	

V3 4

3. Teaching experience (in complete years)

5-7	1	
8-10	2	
11-15	3	
16-20	4	
21-25	5	
& > 25	6	

V4 5

4. Number of completed years as a principal at any school

1-5	1	
6-10	2	
11-12	3	
& > 12	4	

V5 6

5. Qualification (state the highest qualification only)

Teachers Diploma	1	
BA Degree	2	
Honours	3	
Masters	4	
Doctorate	5	
Other (specify)	6	
.....		

V6 7

6. Location of a school

Rural village	1	
Town	2	
Township	3	
Farm	4	
Other (specify)	5	
.....		

V7 8



7. Type of a school

Independent School	1	
Public School	2	

V8 9

8. Number of students

120-300	1	
301-400	2	
401-500	3	
501-600	4	
601-700	5	
& > 700	6	

V9 10

9. Number of teaching staff

3-5	1	
6-10	2	
11-20	3	
21-30	4	
31-40	5	
& > 40	6	

V10 11

10. Number of non-teaching staff

0-2	1	
3-5	2	
& > 5	3	

V11 12



- The subsequent sections all have eleven questions each, including the Open-ended questions.
- State to what extent do you agree or disagree with the stipulated statements.
- Please remember to mark with an "x" the choice of your response.

Example :

To what extent do you agree/disagree with the following statement.

A leader is a figure of authority. (If you strongly agree with the statement mark your choice as follows) :

Strongly agree	Agree	Disagree	Strongly disagree
1 x	2	3	4

Part B : A questionnaire to establish the opinions of principals with regard to leadership.

		Definitely Agree	Agree	Do no Agree	Definitely Do not Agree		
1.	A leader inspires, guides and manage others	1	2	3	4	V12	13
2.	A leader must respect his sub-ordinates	1	2	3	4	V13	14
3.	A leader requires certain personal traits.	1	2	3	4	V14	15
4.	Leadership involves learning	1	2	3	4	V15	16
5.	Every person can work as a leader	1	2	3	4	V16	17
6.	Leadership is a shared endeavour	1	2	3	4	V17	18
7.	A leader must distribute power and authority	1	2	3	4	V18	19
8.	A leader has to be disciplinarian	1	2	3	4	V19	20
9.	A leader must make all the decisions for the school	1	2	3	4	V20	21
10.	A leader must have all the answers to all the questions.	1	2	3	4	V21	22

Open-ended question : In your opinion, what other factors contribute to sound leadership ?

.....

State to what extent you agree or disagree with the following statements.

Part C : A questionnaire to establish the attitude of principals towards the management teams.

		Strongly Agree	Agree	Disagree	Strongly Disagree			
1.	Management teams are essential entities in schools.	1	2	3	4	V22		23
2.	Management teams improve efficiency in schools	1	2	3	4	V23		24
3.	Management teams bring transformation	1	2	3	4	V24		25
4.	Teams work better when resources are enough.	1	2	3	4	V25		26
5.	Teams are thoughtful in their planning	1	2	3	4	V26		27
6.	Management teams should run the school along side the principal	1	2	3	4	V27		28
7.	Principals should co-operate with their teams	1	2	3	4	V28		29
8.	Principals need the support of management teams	1	2	3	4	V29		30
9.	Team members should not be treated equally.	1	2	3	4	V30		31
10.	Management teams facilitate organizational unity	1	2	3	4	V31		32

Open-ended question : What problems do you anticipate with management teams in schools?

.....

.....

.....

.....

State to what extent do you agree or disagree with the following statements.

PART E : A questionnaire which will elucidate the importance of empowering management teams.

		Agree Totally	Agree	Do not Agree	Totally Do not Agree			
1.	Management teams empowerment benefits the school	1	2	3	4	V42		43
2.	Empowered teams are efficient	1	2	3	4	V43		44
3.	Empowered teams pursue quality control.	1	2	3	4	V44		45
4.	Empowered teams meet the expectations of the stakeholders	1	2	3	4	V45		46
5.	Empowered teams overcome challenges	1	2	3	4	V46		47
6.	Empowered teams arrive at quality decisions	1	2	3	4	V47		48
7.	Empowered teams pursue a common vision	1	2	3	4	V48		49
8.	Empowered teams are highly motivated	1	2	3	4	V49		50
9.	Empowerment goes with professional growth	1	2	3	4	V50		51
10.	Empowered teams develop a teamwork spirit	1	2	3	4	V51		52

Open-ended question : In your own opinion what would you say are the disadvantages of empowering management teams ?

.....

.....

.....

.....

State to what extent do you agree or disagree with the following statements.

PART F : A questionnaire which will bring forth the suggestions to improve the status of management teams in schools.

		Definitely Agree	Agree	Disagree	Definitely Disagree			
1.	Teams should be involved in decision-making processes	1	2	3	4	V52		53
2.	Management teams should arrive at decisions through consensus	1	2	3	4	V53		54
3.	Team members should learn to support one another	1	2	3	4	V54		55
4.	A team should share responsibilities	1	2	3	4	V55		56
5.	Each team member should contribute towards the team's growth	1	2	3	4	V56		57
6.	Teams should operate in a non-threatening environment	1	2	3	4	V57		58
7.	Status barriers should be removed in a team	1	2	3	4	V58		59
8.	Proactivity should be encouraged.	1	2	3	4	V59		60
9.	A team should celebrate its successes	1	2	3	4	V60		61
10.	Continual evaluation is essential in a team	1	2	3	4	V61		62

Open-ended question : How would you describe the state of management teams in your school ?

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APPENDIX C

The Standard Indicators of the Capacity Building Program

Derived and adapted from Mullins (1994 : 89).

Standards and Indicators of Quality for the Evaluation of Capacity Building Programs

Framework for Management Teams Development. Management Teams development should be conducted within a framework that promotes individual growth and development, provides a positive climate for involvement, and has strong administrative support.

- 1.1 The potential benefits of the program should be stressed to participants well before the program begins.
- 1.2 Background material that would allow participants to benefit more fully from the program should be provided in advance.
- 1.3 Participants should be informed of the scheduling of development activities well in advance.
- 1.4 Support for capacity building activities should be demonstrated by the principal, other administrators, and professional staff members.
- 1.5 Opportunities to participate in capacity building program activities should be presented to staff members in a positive manner.
- 1.6 Rewards for participation in capacity building activities should be provided by the school system.
- 1.7 Requests to participate in mandatory capacity building activities should not be presented in a coercive manner.
- 1.8 The school should provide compensatory time, pay, or other incentives for participating in capacity building activities outside the normal workday.

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Needs Assessment Policy and Procedures. The school district should have guidelines and procedures for conducting a needs assessment for school-based capacity building programs.

- 2.1. The needs assessment process should be based on casual analysis.
- 2.2. The statement of policies and procedures for school-based capacity building program should be available.
- 2.3. The school principal and/or the program specialist should be able to demonstrate familiarity with and ability to use the needs assessment policies and procedures of the school.
- 2.4. Records should be available to document the needs assessment conducted for each capacity building activity undertaken and completed in the past 3 years.

Advisory Committee. The school or school system should have an advisory committee that encourages participation by all parties involved.

- 3.1. The school should have, or have representation on, a formal committee or other body responsible for the development, conduct, and monitoring of capacity building activities.
- 3.2. The committee should have wide representation from the faculty, staff and administration of the school.

Capacity Building Objectives The learning objectives and targeted competencies planned for each capacity building course and/or activity should be clearly identified and communicated to participants.

- 4.1. There should be guidelines and evaluation standards for each capacity building course or activity.
- 4.2. There should be written objectives for each capacity building course or activity, and the objectives should be linked closely to the needs analysis conducted prior to the development of the program.
- 4.3. There should be a written record showing how the program objectives were communicated to participants.
- 4.4 There should be a written record of the type of management team competencies to

be developed or enhanced by the capacity building program.

- 4.5. The competencies targeted should be related to the deficiencies or other needs identified through the annual evaluation process.
- 4.6. The content of the capacity building activity should be directly related to the objectives and/or targeted competencies identified.

The Instructional Content. The content of capacity building courses and activities should be appropriate to the stated objectives and sufficiently rich and rigorous to achieve those objectives.

- 5.1 Capacity building materials should be of professional quality and relevant to course or activity objectives.
- 5.2. The content of the program should be theoretically sound, up to date, challenging, and efficacious.
- 5.3. The school should be able to demonstrate that course content is sufficiently complex to address course or activity objectives.

Instructional Process. The capacity building instructional process should be based on adult learning theory and sound instructional practices.

- 6.1. The instructional process for capacity building courses and activities should be characterized by the presentation of theory modeling or demonstration, practice, feedback, and coaching.
- 6.2. Prior to a capacity building course or activity, the school should sponsor readiness activities to prepare participants to get as much benefit from the program as possible.
- 6.3. The program should be structured to allow participants to benefit from the knowledge and experience of their program cohorts.
- 6.4. The program should be of sufficient length to have an impact on targeted objectives and competencies.
- 6.5. Instructional objectives should be consistent with and flow from the overall objectives of the school's or district's capacity building program objectives.
- 6.6. There should be a mechanism of measuring whether or not the capacity building

courses and objectives have had an impact on targeted objectives and competencies.

- 6.7. The needs assessment report should link the capacity building program to specific job performance expectations or professional development needs of participants.
- 6.8. Participants' ratings of the capacity building program should indicate that the program was perceived as relevant to either their job performance or their professional development needs

Capacity Building Trainers. The trainers should be highly competent and have the backgrounds and experiences necessary to give them high credibility with program participants.

- 7.1. The trainer should have special expertise in the program content.
- 7.2. The trainer's background and experience should be similar to the participants', or the trainer should have a well-recognized expertise that lends credibility to his or her efforts.
- 7.3. The trainer should have the ability to develop rapport with participants and to demonstrate an understanding of the problems, priorities, and needs of participants.
- 7.4. Trainers should have a demonstrated knowledge of adult learning theory.
- 7.5. Trainers should be able to incorporate modeling, feedback, and coaching into their instructional strategies
- 7.6. Trainers should be able to demonstrate their ability to deliver effective programs.

Meeting Course/Activity Objectives. The school should have a mechanism for determining the extent to which the objectives for capacity building courses and activities have been accomplished.

- 8.1. The school should have written policies and procedures for the evaluation of all capacity building courses and activities.
- 8.2. Follow-up activities should monitor the effectiveness of the application of program content to job activities.
- 8.3. All programs should be rated for effectiveness by participants.

Follow-Up and Reinforcement. The school should follow up capacity building programs and activities to ensure that gains made as a result of training are reinforced and maintained.

9.1. There should be systematic procedures for determining the extent to which skills and cognitive materials are applied on the job.

9.2. There should be follow-up activities to reinforce program learning.

Participant Contribution. The school should have formal procedures to allow participants to provide input into the evaluation and modification of the school's capacity building program.

10.1. Participants in the developmental courses and activities should be asked to provide formal input into the assessment and modification of the school's capacity building program.

10.2. Participants should have the opportunity to rate the extent to which they perceive that they have input into the development, monitoring, and modification of the program.