

Chapter 4

Empirical investigation: Capacity Building in primary schools

4.1 Introduction

In the preceding chapters the researcher outlined, through a literature review, constructs and maxims that are fundamental to the recognition of competence. Although a literature review reveals that the South African education system is engaged in a move towards competence education, there is still a need to ascertain whether such policy initiatives have filtered through to the point of practice – that is, in the schools. The purpose of this chapter then, by means of an empirical investigation, is to determine in which areas of capacity building there exist a need for further development at different schools.

Therefore, this chapter will focus on empirical research that involves asking some selected principals, and other school managers, questions about a particular issue or component of capacity building in order to:

- prove the theoretical foundations of the theories discussed in the previous chapters
- get the real “feel” of the situation
- investigate the extent of problems the principals experience in their specific schools
- determine whether or not school principals experience similar problems in managing their schools

This empirical research will complement the literature review. This method does not castigate previous theories, but builds upon them. The empirical research also does not attempt to duplicate the frontiers of knowledge reached in previous chapters.

This approach is premised on the idea that:

“Until you have learned what others have done in your area, you cannot develop a research project that will contribute to furthering knowledge in your field” (Johnson, 1994:186).

The literature review thus forms the foundation on which empirical research should be built.

4.2 Target group for the investigation

The research involves selected principals in primary schools in both South Africa and in Norway.

In collaboration with both the researcher’s supervisors here and in Norway, they have decided to identify ten primary schools in the Gauteng Province and three schools in Bergen, Norway. The schools that have been identified were ample for the purpose of the researcher’s investigation.

4.2.1 Criteria for selecting the ten South African schools

The selection was done by means of the purposing method which means that schools was deliberately chosen from various socio-economic backgrounds.

- One school was selected from the black residential area Mamelodi; a previously disadvantaged area.

- Two schools were selected from Eersterus, a coloured residential area, also from a previously disadvantaged area.

- Two other schools were selected on the grounds that they were predominantly white schools, but that their school population has drastically changed in the past four years from all white learners to 60% or more black and coloured learners that are currently attending the school.

- Two schools were selected from the Centurion area; predominantly white schools with parents with an average income.

- Three schools were selected from the eastern side of Pretoria. This is a more prestigious area that houses an above-average income group with predominantly white learners.

4.2.2 Criteria for selecting the three Norwegian schools

The researcher visited Bergen for only two weeks and because a workshop was also attended during this time, time was extremely limited. The host, which was in this case also my co-supervisor, organized only the three visits to the three different schools of his choice.

4.3 Research methodology

The following research methods were utilized for the empirical research.

4.3.1 Structured questionnaire

The nature of this study has compelled the researcher to focus on the principals of schools, because they are in continuous contact with their management team and thus aware of their competence and performance. By means of the questionnaire the researcher wants to determine what the principals think need to be done; what the competencies of the specific principals are and where needs for capacity building exist.

The main divisions of the structured questionnaire are as follows:

- Biographical information
- Competencies
- Leadership
- Capacity Building
- School Management

(See Annexure 1)

4.3.2 Interviews

The researcher also interviewed each selected principal in South Africa as well as in Norway formally after completion of the questionnaire. These interviews with selected principals were taped, but in some cases the principals objected to the taping of these discussions. In these

specific cases the researcher did not make use of a tape recorder as a medium for recording of interviews.

The use of a tape recorder increased the validity of information gathered through interviewing the selected principals and assisted the researcher in recovering important information supplied during the interviews.

The empirical study includes a combination of both qualitative and quantitative research approaches, which will be discussed in more detail in the following paragraph.

4.3.3 Qualitative and quantitative paradigms of research

Most methodological commentaries seem to agree that, in so far as two distinct paradigms can be said to exist, the most important difference is the way in which each tradition treats data. In theory, if not in practice, the quantitative researcher isolates and defines variables and variable categories. Often these variables are linked to frame hypotheses before the data are collected, and are then tested upon the data. In contrast, the qualitative researcher begins with defining very general concepts, which, as the research progresses, change their definition. For the former, variables are the vehicles or means of the analyses while, for the latter, they may constitute the product or outcome. The qualitative researcher is said to look through a wide lens, searching for patterns of inter-relationships between a previously unspecified set of concepts, while the quantitative researcher looks through a narrow lens at a specified set of variables.

A second important difference is said to be on data collection. In the qualitative tradition, researchers must use themselves as the instrument, attending to their own cultural assumptions as well as to data. In seeking

to achieve imaginative insights into the respondents' social worlds, the investigator is expected to be flexible and reflexive and yet, somehow, manufacture distance (McCracken, 1988:18). The consequence of this approach is that the method of qualitative research par excellence, is participant observation. In the quantitative tradition, the instrument is a pre-determined and finely tuned technological tool that allows for much less flexibility, imaginative input and reflexivity. For example, where the research issue is clearly defined, and the questions put to respondents require unambiguous answers, a quantitative method, such as a questionnaire, may be appropriate. By contrast, where the research issue is less clear-cut, and the questions to respondents likely to result in complex, discursive replies, qualitative techniques, such as in-depth interviewing, may be called for (Brannen, 1997:4-5).

4.3.3.1 Analytic induction versus enumerative induction

Quantitative research is typically associated with the process of enumerative induction. One of its main purposes is to discover, in general, how many and what kinds of people in the sample population have a particular characteristic. The aim is to infer a characteristic, or a relationship between variables, to a parent population.

With qualitative research it is the concepts and categories, not their incidence and frequency, that are said to matter. "In other words, qualitative work does not survey the terrain, it mines it" (McCracken, 1988:17). Moreover, in so far as qualitative work is theoretical in its aims, rather than descriptive (this is especially so with case studies that use qualitative methods), it is the testing of theory that is important, rather than the issue of inference or generalizability (Brannen, 1997:6).

Enumerative induction is sometimes wrongly associated with the natural sciences. Analytic induction, as applied in qualitative research has, at

times, attracted the criticism of being “unscientific”. It is not always clearly understood that analytic induction may combine an inductive logic of enquiry (which begins with an absence of clear hypotheses) with deductive methods, namely the testing of hypotheses.

Qualitative researchers do have ideas about what they intend to look for, or expect to find. It may not necessarily be ideas to which they are heavily committed before the data collection phase begins. Though it is often criticized for being a-theoretical, qualitative work is to some extent always theory driven.

Criticism of quantitative work, which turns on its positivistic assumptions, makes similar accusations by charging it with being a-theoretical and data driven. The fact that both are subject to similar criticisms is perhaps not so paradoxical when we consider the extent to which there is an overlap in their respective logics of enquiry (Brannen, 1997:8).

4.3.3.2. The methodology of combining approaches

The existence of two distinct paradigms suggests something about researchers’ allegiances, if not their practices (Brannen, 1997:10). This is not surprising since the body of methodology texts, which attests to the existence of the two paradigms, is much larger than the body of literature which instructs researchers in the conduct of multi-method research.

Burgess chooses the term “multiple research strategies” to describe the use of diverse methods in tackling a research problem (Burgess, 1984: 22). The argument is that researchers ought to be flexible and therefore

ought to select a range of methods that are appropriate to the research problem under investigation.

The older and more widely used terminology to be found in the literature which refers to this strategy, is “triangulation”, a term which was originally borrowed from psychological reports. By and large, researchers have taken the term to mean more than one method of investigation and hence more than one type of data.

In this study, the researcher has used the triangulation method, making use of a structured questionnaire, as well as a formal interview with selected principals of schools in Norway and South Africa.

4.3.3.3 Qualitative research method

Beginning in the 1980’s and dramatically unfolding in the 1990’s, the research on teaching has moved away from the quantitative and empirical format with its prescriptive methods and designs and objectives findings.

A new paradigm is called qualitative or ethnographic research and is based on fieldwork. It is usually written in a narrative story form. This new form of research deals with descriptions of people and situations, explanations of knowledge and behaviours, interpretations of theories and assumptions, and evaluations of practices and policies. Ethnographic fieldwork is a shorthand term for the creation of data through a variety of methods.

The characteristics of the qualitative method:

- The systematic use of theory in the collection, processing and interpretation of data.
- Qualitative method is theory-laden (theory rich).
- Qualitative research could be pictured as a spiralling, circular move between theory, suppositions and data throughout the entire fieldwork. There are no real boundaries.
- The qualitative researcher is not the distant, objective observer, but is using him-/herself as a tool in his/her own investigation.
- The qualitative interview is heavily based on the informant's stories (narratives), with the researcher actively involved in the construction of data, by rephrasing a question or repeating an answer.
- The researcher influences the construction of data through the dialogue with the informants. The challenge is to describe this process as honestly as possible.

Max Weber once said, "Man is an animal suspended in the webs of significance he himself has spun." We are caught in a web in order to find meaning; we are a product of our own history and therefore there is a need for construction of reality. Our cultures are the webs and the analysis of this is not experimental science in search of law, but an interpretative one in search of meaning. It is not necessary to know everything in order to understand something (Geertz ,1973:127)

4.4 Analysis and interpretation of data collected by a structured questionnaire and personal interviews:

4.4.1 Biographical information:

Table 4.1

Gender:	Frequency (f)	Percentage (%)
Male	9	90%
Female	1	10%
Total	10	100%

Table 4.2

Age in years:	Frequency (f)	Percentage (%)
20 – 30		
31 – 40	2	20%
41 – 50	4	40%
51 – 60	4	40%
Total	10	100%

Table 4.3

Present position:	Frequency (f)	Percentage (%)
Principal	9	90%
Deputy-principal	1	10%
Total	10	100%

Table 4.4

Experience in position:	Frequency (f)	Percentage (%)
0 – 5 years	6	60%
6 – 10 years	1	10%
11 – 15 years	2	20%
16 – 20 years		
21 – 25 years		
26 + years	1	10%
Total	10	100%

Table 4.5

Qualifications:	Frequency (f)	Percentage (%)
Diploma	4	40%
Degree	1	10%
Honours degree	4	40%
Masters degree	1	10%
Phd – degree		
Total	10	100%

Table 4.6

Size of school:	Frequency (f)	Percentage (%)
100 – 300 learners	2	20%
301 – 400 learners		
401 – 500 learners		
501 – 600 learners		
601 – 700 learners	1	10%
701 + learners	7	70%
Total	10	100%

Table 4.7

Number of staff:	Frequency (f)	Percentage (%)
Permanent		
1 – 10	2	20%
11 – 20	1	10%
21 – 30	3	30%
31 – 40	4	40%
40 +		
Total	10	100%

Table 4.8

Administration staff:	Frequency (f)	Percentage (%)
1	1	10%
2	1	10%
3	4	40%
4	2	20%
5	2	20%
6 +		
Total	10	100%

Table 4.9

Governing body staff:	Frequency (f)	Percentage (%)
0	3	30%
1 – 3		
4 – 6	2	20%
7 – 9	2	20%
10 – 12	1	10%
13 +	2	20%
Total	10	100%

The Governing body of the school consists of the following members:

Table 4.10

Staff members:	Frequency (f)	Percentage (%)
0	1	10%
1 – 3	1	10%
4 – 6	8	80%
6 +		
Total	10	100%

Table 4.11

Parents:	Frequency (f)	Percentage (%)
0	1	10%
1 – 3		
4 – 6	7	70%
6 +	2	20%
Total	10	100%

Table 4.12

Non – teaching staff :	Frequency (f)	Percentage (%)
0	1	10%
1 – 3	9	90%
4 – 6		
Total	10	100%

4.4.2 Rate your current attitude:

Table 4.13

My feeling is that my staff would rate my attitude as:	Frequency (f)	Percentage (%)
Positive 4	6	60%
3	4	40%
2		
Negative 1		
Total	10	100%

Table 4.14

My management team would currently rate my attitude as:	Frequency (f)	Percentage (%)
Positive 4	7	70%
3	3	30%
2		
Negative 1		
Total	10	100%

Table 4.15

Give the same choice to my family and they would rate my attitude as:	Frequency (f)	Percentage (%)
Positive 4	4	40%
3	5	50%
2	1	10%
Negative 1		
Total	10	100%

Table 4.16

My effectiveness level:	Frequency (f)	Percentage (%)
Positive 4	2	20%
3	7	70%
2	1	10%
Negative 1		
Total	10	100%

Table 4.17

My creativity level:	Frequency (f)	Percentage (%)
Positive 4	8	80%
3	2	20%
2		
Negative 1		
Total	10	100%

Table 4.18

My enthusiasm towards my job:	Frequency (f)	Percentage (%)
Positive 4	8	80%
3	2	20%
2		
Negative 1		
Total	10	100%

Table 4.19

My recent disposition- the patience and sensitivity I show to others – deserves a rate of:	Frequency (f)	Percentage (%)
Positive 4	7	70%
3	3	30%
2		
Negative 1		
Total	10	100%

The data on the previous page, gathered through questionnaires that the respondent principals have completed, gives us more information on certain aspects of the schools.

It was very difficult, during this research, to find female primary school principals in Gauteng, and more specifically in the Pretoria region. Principals in the primary schools in the above-mentioned area are predominantly male.

The qualifications of the primary school principals selected for this study are a matter of concern. The only qualification of 40% of the principals that have been interviewed, is a teaching diploma. Keeping the latter in mind, it is a matter of concern as 70% of the schools are very big primary schools (more than 700 pupils).

One of the principals said, " I don't have a very high academic qualification, only a teacher's diploma. I really want to better my qualification, but really don't have time to study further. I don't think a principal with all that he has to do, still has time to study."

Schools of this stature need managers with a qualification in school management on a higher level than just a teacher's diploma.

A further problem is the fact that they do not really have the necessary experience in their positions as principals, because 60% of these principals only have 0 – 5 years experience in their current positions.

These principals, overall, rate their current attitude towards their job as very positive and the researcher has also experienced them as being positive and enthusiastic about their jobs as principals.

4.4.3 Competencies:

How would you evaluate your own competencies towards:

Table 4.20

Staff management:	Frequency (f)	Percentage (%)
Excellent 4	1	10%
Good 3	9	90%
Average 2		
Poor 1		
Total	10	100%

Table 4.21

Staff development:	Frequency (f)	Percentage (%)
Excellent 4	2	20%
Good 3	3	30%
Average 2	5	50%
Poor 1		
Total	10	100%

Table 4.22

Conflict management:	Frequency (f)	Percentage (%)
Excellent 4	1	10%
Good 3	7	70%
Average 2	2	20%
Poor 1		
Total	10	100%

Table 4.23

Managing change:	Frequency (f)	Percentage (%)
Excellent 4	3	30%
Good 3	4	40%
Average 2	3	30%
Poor 1		
Total	10	100%

Table 4.24

Financial management:	Frequency (f)	Percentage (%)
Excellent 4	2	20%
Good 3	5	50%
Average 2	2	20%
Poor 1	1	10%
Total	10	100%

Table 4.25

Facility management:	Frequency (f)	Percentage (%)
Excellent 4	3	30%
Good 3	5	50%
Average 2	2	20%
Poor 1		
Total	10	100%

In the above-mentioned part of the questionnaire, 90% of the respondent principals evaluated their competency towards staff management as good and only 10% evaluated themselves as excellent. This statistic is very satisfactory for South Africa's education, because it seemed as if staff members are very well managed at these selected schools.

Staff development, however, is a factor of concern, because 50% of the respondent principals evaluated their competencies towards staff development as excellent and good, while 50% of the principals as respondents evaluated themselves as average. This response indicates a definite need for staff development as a competency for principals in the future.

80% of the principals as respondents evaluated their ability to manage conflict as excellent and good, while 20% of them are average in conflict management.

Another area of concern is the fact that 70% of the principals as respondents evaluated themselves as excellent and good in order to manage change, while only 30% are average in managing change.

One principal said, "I experience a problem to motivate my older staff members to accept the changes in the new curriculum."

Another principal said, "A big problem that I experience in the changing education system and more specific the new curriculum, is the fact that we, as principals, don't have the answers to questions that staff members asked. The District office, as well as the Department of Education, can't shed light on all our questions. Instructions from above are constantly changing and this leads to problems and resistance to change."

This response is of real concern seeing that South Africa's education system is currently in a stage of radical change. It is therefore of the utmost importance that principals should be competent in managing and implementing all these changes as smoothly as possible.

Financial management is not really a matter of concern, as 70% of the respondent principals evaluated their financial management as excellent and good. There were, however, 20% of respondents who evaluated themselves as average and 10% who evaluated their financial management as poor. This is a matter that needs to be addressed.

One principal said, "I must admit I don't know very much about the financial aspects of my school. I am therefore very glad to have somebody competent on the school governing body to assist me in this aspect of school management."

4.4.4 Leadership:

How would you describe your management style?

Table 4.26

Management style:	Frequency (f)	Percentage (%)
Authoritarian		
Democratic	6	60%
Laissez – fair		
Situational	3	30%
Others: Sympathetic	1	10%
Total	10	100%

Table 4.27

I look for positive challenges during periods of change:	Frequency (f)	Percentage (%)
Usually	9	90%
Sometimes	1	10%
Rarely		
Never		
Total	10	100%

Table 4.28

I'm willing to take risks and learn from mistakes:	Frequency (f)	Percentage (%)
Usually	7	70%
Sometimes	3	30%
Rarely		
Never		
Total	10	100%

Table 4.29

I regularly acknowledge others' accomplishments:	Frequency (f)	Percentage(%)
Usually	9	90%
Sometimes	1	10%
Rarely		
Never		
Total	10	100%

Table 4.30

I look for ways to share power:	Frequency (f)	Percentage (%)
Usually	6	60%
Sometimes	4	40%
Rarely		
Never		
Total	10	100%

Table 4.31

I have written long range plans and I am committed to them:	Frequency (f)	Percentage (%)
Usually	4	40%
Sometimes	4	40%
Rarely	2	20%
Never		
Total	10	100%

Table 4.32

I know how to motivate people:	Frequency (f)	Percentage (%)
Usually	4	40%
Sometimes	5	50%
Rarely	1	10%
Never		
Total	10	100%

Table 4.33

I regularly give honest, constructive feedback to my team:	Frequency (f)	Percentage (%)
Usually	6	60%
Sometimes	4	40%
Rarely		
Never		
Total	10	100%

Table 4. 34

I am always a good listener:	Frequency (f)	Percentage (%)
Usually	5	50%
Sometimes	4	40%
Rarely	1	10%
Never		
Total	10	100%

Most of the respondent principals (60%) make use of a democratic management style, while only 30% of the respondent principals make use of a situational leadership style.

A good manager is one who shares decision-making and work with his/her staff members. This is the benchmark of excellence in governance and management. The response resonates with the spirit of the South African Schools Act, 1996. This act envisages governance and management of schools as a partnership between the stakeholders.

Of great concern is the fact that 40% of the principals as respondents usually have written long range plans and 40% are sometimes committed to them; 20% of them rarely have written long range plans and are therefore also rarely committed to these plans.

The researcher is also concerned about the fact that 40% of the respondent principals only sometimes give honest, constructive feedback to their staff members.

Another matter of concern is the fact that 40% of the respondent principals are sometimes good listeners and 10% of them indicated that they are rarely good listeners.

One principal admitted the following, "As principal my diary is full of appointments and confidential conversations with parents. I have to admit that I don't have a lot of time to really listen to my staff members' problems, or to just talk to them in general. I always told my staff members that my door is open, but I have to admit my doors are literally always closed. This is a situation that I would really like to change." (The principal has shown the researcher his diary, and there were daily a lot of appointments with parents or institutions.) This is a situation that needs further in-depth investigation.

The researcher is of the opinion that the major concern in this section about leadership is the feedback from 50% of the respondent principals who have indicated that they sometimes know how to motivate people, and 10% of them rarely know how to motivate people. This situation needs to be addressed, as principals, being both managers and school leaders, have to be competent in order to motivate their staff members and management teams and to adapt to new educational changes in the fast changing education system of South Africa. This latter matter will be addressed in more detail in the next chapter

4.4.5 Capacity Building:

Table 4.35

How do you determine the needs of your staff?	Frequency (f)	Percentage (%)
Questionnaire	7	30,5%
Observation	7	30,5%
Hear say	3	13%
Information from school management	6	26%
Total	23	100%

Table 4.36

Staff development is done through:	Frequency (f)	Percentage (%)
Workshops	8	26.7%
In- service-training	6	20%
Seminars	5	16.7%
Lectures	3	10%
Formal programs	2	6.6%
Mentors	6	20%
Total	30	100%

Table 4.37

How do you communicate these programs to your staff?	Frequency (f)	Percentage (%)
In writing / circular	5	42%
E – mail		
Staff meetings	7	58%
Total	12	100%

Table 4.38

What problems do you experience with capacity building programs?	Frequency (f)	Percentage (%)
Commitment	6	55%
Time	4	36%
Resistance from staff	1	9%
Others		
Total	11	100%

Table 4.39

Which of the following aspects do you feel needs to be addressed to build capacity with your staff?	Frequency (f)	Percentage (%)
Planning	3	11.1%
Classroom management	4	14.8%
Time management	8	29.7%
Organizing	3	11.1%
Managing conflict	2	7.4%
Team building	6	22.2%
Others: Leadership	1	1.7%
Total	27	100%

Table 4.40

What would you as a manager experience as a need for your own further training and development?	Frequency (f)	Percentage (%)
Time management	1	2.3%
Staff appraisal	5	11.4%
Staff development	3	6.8%
Conflict management	4	9.1%
Motivational theories	6	13.6%
Communication skills	3	6.8%
Outcome based education	3	6.8%
Financial management	5	11.4%
Parent involvement	1	2.3%
Management of facilities and resources	2	4.5%
Pupil management	3	6.8%
Maintaining discipline	7	15.9%
Others: Leadership development	1	2.3%
Total	44	100 %

The respondent principals in this research usually make use of questionnaires, observations and other information received from their school management team in order to determine the needs of their staff for capacity building.

Staff development is mostly done by means of workshops. The researcher would, however, prefer to see more development being done through in-service-training and by making use of mentors during the training programs.

A lack of commitment by the staff (55%), and the difficulty the staff (36%) experiences time-wise, are problems that the respondent principals experience with regard to Capacity Building Programs. Commitment is directly linked to motivation and persuasive communication.

During the formal interviews with different principals, the following tendencies with regard to staff development became evident:

Principal A. “The staff is very young and has a lack of experience. I also feel that they are not as motivated and committed as the staff members that have years of experience. They just don’t make them the same way they use to.”

Principal B. “Problems that I experience in my school are that staff members don’t see the “bigger picture”. They are not self-motivated and lack an attitude of life-long learning. It is therefore difficult to motivate them to attend seminars and workshops.”

Principal C. “ At my school it is very difficult to organize any seminar or workshop during a weekend, because staff members just refuse to attend such workshops. The staff’s attitude is that weekends are for funerals and any business associated with family matters. Proper workshops can’t be held during the week because of other activities taking place at the school. Extra-mural activities, such as sport, can only be practiced till 15:00 in the afternoon, because of public transportation arrangements.”

Principal D. “ I have definite problems in motivating my staff members in the current situation in South Africa with its new education system – the staff sees the future as very bleak. Rightsizing and re-deployment, as well as continuous changes in the new curriculum, make it very difficult for them to adjust. Promotional posts for teachers are few and therefore I see this current situation as a definite problem.”

The school principals, as quoted, experience a definite problem to motivate their staff members to attend staff development programs. Therefore the lack of commitment in schools needs to be addressed if capacity building is to be optimized in our schools.

According to the questionnaire (Table 4.40), the respondent principals themselves have a need for further training and capacity building in the following management areas:

- Motivational theories
- Maintaining discipline
- Financial management
- Staff appraisal
- Conflict management

4.4.6 School management:

4.4.6.1 Planning

Table 4.41

The management team at the school consists of:	Frequency (f)	Percentage (%)
8 managers	3	30%
7 managers		
6 managers	1	10%
5 managers	4	40%
4 managers	1	10%
3 managers	1	10%
Total	10	100%

Table 4.42

How important is planning your day to day task?	Frequency (f)	Percentage (%)
Important 4	7	70%
3	3	30%
2		
Not important 1		
Total	10	100%

Table 4.43

Do you consult your staff in the process of policy making?	Frequency (f)	Percentage (%)
Yes	3	30%
No	7	70%
Total	10	100%

Table 4.43

How important are priorities in your planning?	Frequency (f)	Percentage (%)
Important 4	9	90%
3	1	10%
2		
Not important 1		
Total	10	100%

Table 4.44

Does planning always start with the principal?	Frequency (f)	Percentage (%)
Always 4	2	20%
Sometimes 3	8	80%
Rarely 2		
Never 1		
Total	10	100%

Table 4.45

Do you consult other people when you are planning?	Frequency (f)	Percentage (%)
Always 4	5	50%
Sometimes 3	5	50%
Rarely 2		
Never 1		
Total	10	100%

Table 4.46

When planning, do you always have alternatives?	Frequency (f)	Percentage (%)
Always 4	3	30%
Sometimes 3	7	70%
Rarely 2		
Never 1		
Total	10	100%

Table 4.47

Do you consult your staff in the process of policy making?	Frequency (f)	Percentage (%)
Yes	10	100%
No		
Total	10	100%

Table 4.48

If, YES – who do you consult?	Frequency (f)	Percentage (%)
Management team	9	42.9%
All staff	6	28.5%
Senior teachers	1	4.8%
Governing body	5	23.8%
Total	21	100%

The management teams of the schools vary from 3 to 8 managers. The majority of respondent principals indicated that planning is an important aspect of their daily task and that setting priorities for planning are also important to all of them. 50% of these principals always consult other people when they are planning, while 50% of them only sometimes consult other people. During the process of policy-making the majority of the respondent principals (42.9%) always consult their management team, with 52.3% of these principals also consulting their staff members and the governing body of the school.

In the questions about planning in school management, there is one point of concern, namely the fact that 70% of respondent principals only sometimes have alternatives in place during the planning process, while only 30% do have alternatives in place when planning.

4.4.6.2 Decision-making

Which of the following decisions do you use most?

Table 4.49

Programmed decisions (routine decisions):	Frequency (f)	Percentage (%)
Always	2	20%
Sometimes	5	50%
Rarely	3	30%
Never	1	
Total	10	100%

Table 4.50

Creative decisions (information not always available):		Frequency (f)	Percentage (%)
Always	4	3	30%
Sometimes	3	6	60%
Rarely	2	1	10%
Never	1		
Total		10	100%

Table 4.51

Participation decision- making:		Frequency (f)	Percentage (%)
Always	4	3	30%
Sometimes	3	7	70%
Rarely	2		
Never	1		
Total		10	100%

On what basis do you usually make a decision?

Table 4.52

Afraid of punishment:		Frequency (f)	Percentage %
Always	4		
Sometimes	3		
Rarely	2	7	70%
Never	1	3	30%
Total		10	100%

Table 4.53

Personal compensation:		Frequency (f)	Percentage (%)
Always	4	1	10%
Sometimes	3	1	10%
Rarely	2	3	30%
Never	1	5	50%
Total		10	100%

Table 4.54

To keep others happy:		Frequency (f)	Percentage (%)
Always	4	2	20%
Sometimes	3	4	40%
Rarely	2	2	20%
Never	1	2	20%
Total		10	100%

Table 4.55

Because that is what you are supposed to do:		Frequency (f)	Percentage (%)
Always	4	4	40%
Sometimes	3	2	20%
Rarely	2	2	20%
Never	1	2	20%
Total		10	100%

Table 4.56

That is the rule and regulation:		Frequency (f)	Percentage (%)
Always	4	1	10%
Sometimes	3	7	70%
Rarely	2	1	10%
Never	1	1	10%
Total		10	100%

Table 4.57

The principal always makes the decision:		Frequency (f)	Percentage (%)
Always	4		
Sometimes	3	5	50%
Rarely	2	4	40%
Never	1	1	10%
Total		10	100%

Table 4.58

Is decision-making always subjective?		Frequency (f)	Percentage (%)
Always	4		
Sometimes	3	4	40%
Rarely	2	4	40%
Never	1	2	20%
Total		10	100%

Factors that influence decision-making:

Table 4.59

Values and beliefs:	Frequency (f)	Percentage (%)
Always 4	4	40%
Sometimes 3	6	60%
Rarely 2		
Never 1		
Total	10	100%

Table 4.60

The fact that the school is unique:	Frequency (f)	Percentage (%)
Always 4	7	70%
Sometimes 3	3	30%
Rarely 2		
Never 1		
Total	10	100%

Table 4.61

School environment:	Frequency (f)	Percentage (%)
Always 4	4	40%
Sometimes 3	6	60%
Rarely 2		
Never 1		
Total	10	100%

During the decision-making process 70% (the majority) of the respondent principals sometimes make use of the participation of their staff-members and management team. The majority of these principals do not base their decision-making on personal compensation and rarely or never because they are afraid of punishment. The majority of respondent principals (40%) sometimes make decisions to keep others happy and the same percentage of respondents make decisions because they feel that is what they are supposed to do. The decision-making process is sometimes subjective and at other times rarely subjective.

The majority of respondent principals sometimes make the decisions and this decision-making is sometimes based on the fact that it is the rule and regulation. One of the respondent principals said, "Every school is different from the next school, and therefore problems in the day-to-day organizing differ in some ways from our neighbouring schools."

Values, beliefs and the school environment sometimes influence the decision-making process, while the fact that the specific school is unique, is always seen by the majority of respondent principals as a very important factor and influence on the decision-making process.

4.4.6.3 Organizing

Table 4.62

Is an organizing structure necessary for all school activities?	Frequency (f)	Percentage (%)
Always	6	60%
Sometimes	4	40%
Rarely	2	
Never	1	
Total	10	100%

Table 4.63

Do you think it is important to divide the work – by keeping in mind the staff's capabilities, interests as well as training?	Frequency (f)	Percentage (%)
Always	7	70%
Sometimes	3	30%
Rarely	2	
Never	1	
Total	10	100%

Table 4.64

Do you as leader keep the above-mentioned in mind?		Frequency (f)	Percentage (%)
Always	4	7	70%
Sometimes	3	3	30%
Rarely	2		
Never	1		
Total		10	100%

Table 4.65

Do you make use of a line organizing structure?		Frequency (f)	Percentage (%)
Always	4	3	30%
Sometimes	3	7	70%
Rarely	2		
Never	1		
Total		10	100%

Table 4.66

One person has the authority and one person gives the assignments:		Frequency (f)	Percentage (%)
Always	4	3	30%
Sometimes	3	5	50%
Rarely	2	2	20%
Never	1		
Total		10	100%

The majority of respondents (60%) agreed that an organizing structure is always necessary for all school activities and 70% of these principals also think that it is always important to divide the work, keeping in mind the staff's capabilities and interests, as well as training. The majority of respondent principals always keep the latter in mind when organizing. These principals (70%) sometimes make use of a line organizing structure for activities that have to be organized at their different schools. The majority of principals interviewed are in agreement that sometimes one person needs to have the authority and one person to give the assignments.

One principal said, “At the end of each year I give every staff member the opportunity to indicate what extramural activity he or she would like to organize or be a part of. Staff members can even indicate their choice of the three academic subjects that they would like to teach the following year. Although it is not always possible to please all the staff members by being able to accommodate all their requests, each staff member will be “rewarded” with at least one of their preferences. This method is very useful, because I get to know my staff members, as well as their interests, better. This method works really well at this school.”

In the above-mentioned section about organizing, there appears to be no real concern about the organizing abilities and competency towards organizing activities at the respondents’ schools.

4.4.6.4 Delegating

Table 4.67

As school leader do you delegate tasks easily?	Frequency (f)	Percentage (%)
Always 4	3	30%
Sometimes 3	7	70%
Rarely 2		
Never 1		
Total	10	100%

Sometimes it’s not easy to delegate because I feel that:

Table 4.68

Only I can do the work good, fast and correctly:	Frequency (f)	Percentage (%)
Always 4		
Sometimes 3	4	40%
Rarely 2	5	50%
Never 1	1	10%
Total	10	100%

Table 4.69

I feel the risk to high to delegate work to others:	Frequency (f)	Percentage (%)
Always 4		
Sometimes 3	1	10%
Rarely 2	6	60%
Never 1	3	30%
Total	10	100%

Table 4.70

If I delegate work people will think I can't do the work:	Frequency (f)	Percentage (%)
Always 4		
Sometimes 3		
Rarely 2	6	60%
Never 1	4	40%
Total	10	100%

Table 4.71

If I delegate it feels that I am no longer in charge:	Frequency (f)	Percentage (%)
Always 4		
Sometimes 3	4	40%
Rarely 2	3	30%
Never 1	3	30%
Total	10	100%

Table 4.72

I see delegating as an important aspect of staff development:	Frequency (f)	Percentage (%)
Always 4	8	80%
Sometimes 3	2	20%
Rarely 2		
Never 1		
Total	10	100%

The researcher is elated to see that the respondent principals (80%) always view the delegation of work as an important tool for staff development. In this sub-section the researcher, however, has some concern about the fact that 40% of the respondent principals sometimes feel that if they delegate, they are no

longer in charge. 40% of the respondent principals sometimes feel that only they can do the work good, fast and correctly. This concern may be linked to the fact that respondent principals don't know their staff members well enough. They are not aware of the fact that there may be good, competent staff members that are able and capable to do the work as good, fast and correctly as they see themselves as capable of doing. The delegating aspect is a very good in-service-training method that the above-mentioned 40% respondent principals may use to great effect.

Taking everything else into consideration in the above-mentioned section about delegation of work, the researcher finds no real ground for concern.

4.4.6.5 Direction

Table 4.73

There is a positive relation between me and the staff:		Frequency (f)	Percentage (%)
Always	4	5	50%
Sometimes	3	5	50%
Rarely	2		
Never	1		
Total		10	100%

Table 4.74

I am always self-motivated:		Frequency (f)	Percentage (%)
Always	4	6	60%
Sometimes	3	4	40%
Rarely	2		
Never	1		
Total		10	100%

Table 4.75

I try to reconcile the staff members' personal aims with school objectives:		Frequency (f)	Percentage (%)
Always	4	6	60%
Sometimes	3	4	40%
Rarely	2		
Never	1		
Total		10	100%

Table 4.76

I give appraisal for work well done:	Frequency (f)	Percentage (%)
Always 4	10	100%
Sometimes 3		
Rarely 2		
Never 1		
Total	10	100%

Table 4.77

I have good communication skills:	Frequency (f)	Percentage (%)
Always 4	4	40%
Sometimes 3	6	60%
Rarely 2		
Never 1		
Total	10	100%

Table 4.78

My staff's opinions, feelings are always kept in mind:	Frequency (f)	Percentage (%)
Always 4	8	80%
Sometimes 3	2	20%
Rarely 2		
Never 1		
Total	10	100%

Table 4.79

As manager I have empathy with my staff:	Frequency (f)	Percentage (%)
Always 4	7	70%
Sometimes 3	3	30%
Rarely 2		
Never 1		
Total	10	100%

Table 4.80

Do you think that this is how your staff experiences you? (previous question)	Frequency (f)	Percentage (%)
Always 4	4	40%
Sometimes 3	5	50%
Rarely 3	1	10%
Never 1		
Total	10	100%

Table 4.81

Do you have an open door policy?	Frequency (f)	Percentage (%)
Always	4	100%
Sometimes	3	
Rarely	2	
Never	1	
Total	10	100%

Table 4.82

If any of your staff have a problem, do you think they will discuss it with you?	Frequency (f)	Percentage (%)
Always	4	40%
Sometimes	3	60%
Rarely	2	
Never	1	
Total	10	100%

Table 4.83

Who, at the end of the day, is accountable for events that go wrong at the school?	Frequency (f)	Percentage (%)
Organizer	1	9.1%
HOD		
Deputy principal		
Principal	9	81.8%
Governing body	1	9.1%
Total	11	100 %

Table 4.84

How often do you hold staff meetings?	Frequency (f)	Percentage (%)
Once a year		
Twice a year		
Every term	6	40%
Every month	2	13.3%
Whenever you feel there's a need	7	46.7%
Total	15	100%

In this section about direction, only 50% of the respondent principals always have good relationships with their staff members. Even though a principal can't always please all of his staff all of the time, this percentage is a matter of

concern. This may be a direct correlation to the fact that only 40% of respondent principals rate their communication skills as always being good.

Of greater concern here is the fact that only 40% of these principals feel that their staff experiences them as being empathetic to their needs and to addressing their problems.

As only 40% of the respondent principals are sometimes self-motivated, they can't expect to motivate their staff and thus to have the respect of, and good relations with their staff members.

100% of the respondent principals say that they give staff appraisal when work is well done. This represents a strong motivational aspect that has been addressed by all principals.

The response of 70% of the respondent principals is that they always have empathy with their staff members, but in table 4.80 where the question was asked how the principal think his/her staff members experience his/her empathy, the response was alarming. Only 40% said always, 50% said sometimes and 10% said that their staff members rarely experience them as being empathetic.

This latter response shows that there is a definite problem with communication skills and the message principals think that they send to their staff members. This represents a problem that needs to be addressed in the following chapter.

- The majority of the respondent principals think that they are proficient in situational management skills.
- The majority of the principals as respondents view delegating as an important aspect of staff development.
- The majority of the respondent principals only sometimes have good communication skills.
- All the respondent principals are sometimes good listeners.

