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see

BOPHUTHATSWANA

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### Appendix A

**SECTION A**

**BIOGRAPHICAL**

Kindly answer the following questions by crossing X on the appropriate block.

1. Your age category in years:
   - 1.1 below 30
   - 1.2 31 - 35
   - 1.3 36 - 40
   - 1.4 41 - 45
   - 1.5 46 - 50
   - 1.6 51 and over

2. Sex
   - 2.1 MALE
   - 2.2 FEMALE

3. MARITAL STATUS
   - 3.1 Unmarried
   - 3.2 Married
   - 3.3 Widow
   - 3.4 Separated

4. For how long have you been a principal. (No. of years as a school principal):
   - 4.1 0 - 3
   - 4.2 4 and over
5. What position did you hold immediately before becoming a principal.

<table>
<thead>
<tr>
<th>Position</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant teacher</td>
<td>1</td>
</tr>
<tr>
<td>HOD</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Councillor</td>
<td>3</td>
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<tr>
<td>DEPUTY</td>
<td>4</td>
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<tr>
<td>Acting Principal</td>
<td>5</td>
</tr>
<tr>
<td>Other Specify</td>
<td>6</td>
</tr>
</tbody>
</table>

6. Highest academic qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Std 10</td>
<td>1</td>
</tr>
<tr>
<td>Std 10</td>
<td>2</td>
</tr>
<tr>
<td>Std 10 plus 4 degree course</td>
<td>3</td>
</tr>
<tr>
<td>Std 10 plus 8 degree course</td>
<td>4</td>
</tr>
<tr>
<td>A degree e.g. B.A. (First degree)</td>
<td>5</td>
</tr>
<tr>
<td>Honours degree or B.Ed.</td>
<td>6</td>
</tr>
<tr>
<td>Masters degree</td>
<td>7</td>
</tr>
<tr>
<td>Doctorate</td>
<td>8</td>
</tr>
<tr>
<td>Others specify</td>
<td>9</td>
</tr>
</tbody>
</table>

7. Highest Professional Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.P.T.C.</td>
<td>1</td>
</tr>
<tr>
<td>PITC/H.P.T.C.</td>
<td>2</td>
</tr>
<tr>
<td>J.S.T.C.</td>
<td>3</td>
</tr>
<tr>
<td>S.T.C.</td>
<td>4</td>
</tr>
<tr>
<td>UED (Dip Ed)</td>
<td>5</td>
</tr>
<tr>
<td>OTHERS (Specify)</td>
<td>6</td>
</tr>
</tbody>
</table>

8. Are you appointed as a school principal.

<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>First time</td>
<td>1</td>
</tr>
<tr>
<td>Second time</td>
<td>2</td>
</tr>
<tr>
<td>Third time</td>
<td>3</td>
</tr>
</tbody>
</table>
**SECTION B**

**DEMOGRAPHIC ASPECTS**

Kindly answer the following questions by marking a cross \( \times \) on the appropriate block.

8. **GRADING OF YOUR SCHOOL**

<table>
<thead>
<tr>
<th></th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>M2</td>
<td>M3</td>
<td>M4</td>
<td></td>
</tr>
<tr>
<td>H1</td>
<td>H2</td>
<td>H3</td>
<td>H4</td>
<td></td>
</tr>
</tbody>
</table>

9. **SETTLEMENT TYPE OF YOUR SCHOOL**

<table>
<thead>
<tr>
<th>RURAL</th>
<th>URBAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

10. **SCHOOL TYPE**

| COMMUNITY | 1 |
| STATE     | 2 |
| OTHERS (Specify) | 3 |

11. **SCHOOL CATEGORY**

| PRIMARY | 1 |
| MIDDLE  | 2 |
| HIGH    | 3 |

12. **DO YOU HAVE HOSTEL ATTACHED TO YOUR SCHOOL**

| YES | 1 |
| NO  | 2 |
PROBLEMS FACING NEWLY APPOINTED SCHOOL PRINCIPALS.

Please indicate how serious a problem each of the following has been for you as a newly appointed school principal by encircling the appropriate number.

KEY

<table>
<thead>
<tr>
<th></th>
<th>4 Serious problem</th>
<th>3 A problem</th>
<th>2 Minor problem</th>
<th>1 Not a problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal problems.</td>
<td></td>
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<tr>
<td>1.1 Experience stress and tension.</td>
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<tr>
<td>1.2 Difficulties caused by previous heads influence.</td>
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<tr>
<td>1.3 Exercising authority.</td>
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<tr>
<td>1.4 Making major final decisions.</td>
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<tr>
<td>1.5 Professional isolation.</td>
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<tr>
<td>1.6 Housing - accommodation for your family.</td>
<td></td>
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<tr>
<td>1.7 To give sufficient attention to your family.</td>
<td></td>
<td></td>
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<tr>
<td>1.8 Locating school for your children.</td>
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<tr>
<td>2. Administrative problems.</td>
<td></td>
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</tr>
<tr>
<td>2.1 Budgeting school finance.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Controlling school finance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Compiling composite time-table.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.4 Controlling hostel finances.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Ordering equipments and furnitures.</td>
<td></td>
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<tr>
<td>2.6 Handling legal issues.</td>
<td></td>
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<tr>
<td>2.7 Managing one's own time.</td>
<td></td>
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<tr>
<td>2.8 Lack of sufficient time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.9 Too much administrative work.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
3. Problems with senior management staff.

3.1 Working with uncooperative member(s) of senior management staff.  
3.2 Problems with selection of deputies and heads of departments for appointments.
3.3 Dealing with incompetent member of the management team.
3.4 Conducting management meetings.
3.5 Problems with members who competed for the same principalship position.

4. Problems with instructional staff.

4.1 Obtaining information about the strengths and weaknesses of the staff.
4.2 Evaluating staff effectively.
4.3 Conducting effective classroom visits.
4.4 Dismissal of incompetent teacher.
4.5 Handling staff absenteeism.

5. Internal relations problems.

5.1 How to win the staff's trust and confidence.
5.2 How to win the loyalty and co-operation of senior management team.
5.3 How to motivate staff.
5.4 Dealing with poor staff morale.
5.5 Issues arising from previous heads' management style.
5.6 Managing tension and conflict between staff members.


6.1 Dealing with student discipline.
6.2 Conducting students conferences.
6.3 Dealing with students who are unwilling to learn.
6.4 Dealing with students dissatisfaction with hostel issues.
5. What position did you hold immediately before becoming a principal.

<table>
<thead>
<tr>
<th>Position</th>
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</tr>
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<tbody>
<tr>
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<td>Acting Principal</td>
<td>5</td>
</tr>
<tr>
<td>Other Specify</td>
<td>6</td>
</tr>
</tbody>
</table>

6. Highest academic qualifications

6.1 below Std 10            | 1    |
6.2 Std 10                  | 2    |
6.3 Std 10 plus 4 degree course | 3    |
6.4 Std 10 plus 8 degree course | 4    |
6.5 A degree e.g. B.A. (First degree) | 5    |
6.6 Honours degree or B.Ed. | 6    |
6.7 Masters degree          | 7    |
6.8 Doctorate               | 8    |
6.9 Others specify          | 9    |

7. Highest Professional Qualifications

7.1 L.P.T.C.                | 1    |
7.2 PTC/H.P.T.C.            | 2    |
7.3 J.S.T.C.                | 3    |
7.4 S.T.C.                  | 4    |
7.5 UED (Dip Ed)            | 5    |
7.6 OTHERS (Specify)        | 6    |

8. Are you appointed as a school principal.

8.1 First time              | 1    |
8.2 Second time             | 2    |
8.3 Third time              | 3    |
7. Problems with management of external relations

7.1 Developing good working relations with the Circuit Education Officer. 1 2 3 4 (55)
7.2 Developing good working relations with other circuit education officials. 1 2 3 4 (56)
7.3 Developing good working relations with members of the school council. 1 2 3 4 (57)
7.4 Dealing with parents problems. 1 2 3 4 (58)
7.5 Creating better public image. 1 2 3 4 (59)
7.6 Getting information about areas of responsibilities of circuit officials. 1 2 3 4 (60)
7.7 Getting the support of parents. 1 2 3 4 (61)
7.8 Getting accepted by the community. 1 2 3 4 (62)

8. General problems.

8.1 How to handle party politics. 1 2 3 4 (63)
8.2 Dealing with staff accommodation problems. 1 2 3 4 (64)
8.3 Shortage of physical facilities. 1 2 3 4 (65)
8.4 Water supply problems. 1 2 3 4 (66)
8.5 Installing telephones. 1 2 3 4 (67)
8.6 Dealing with overage children in schools. 1 2 3 4 (68)
8.7 Dealing with pupil/student transport. 1 2 3 4 (69)
8.8 Pupils who cannot buy books. 1 2 3 4 (70)
8.9 Pupils who cannot pay fees. 1 2 3 4 (71)
8.10 Pupils travelling long distances. 1 2 3 4 (72)
8.11 Pupils without proper residential accommodation. 1 2 3 4 (73)
8.12 Shortage of teaching grants/posts. 1 2 3 4 (74)
8.13 How to handle political unrest. 1 2 3 4 (75)

9. List other problems you have encountered as a new principal.
Listed below are a series of skills that have been identified by a group of circuit education officers as relevant for individuals to perform as part of their duties as first year (NEW) principals. Please read through the list and, for each item, use the rating scales to the right of each item to indicate the extent to which you believe a skill is critical for the effective performance of the job of the principal. Refer to the following scale as you respond to each item. Encircle the appropriate number.

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Rating Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How to evaluate the staff (i.e., procedures for the task and also the substance: (what do standards really mean?)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. How to facilitate/ conduct group meetings.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. How to design and implement a data-based improvement process and goal-setting and evaluation.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. How to develop and monitor a school financial budget.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. How to organise and conduct parent-teacher-student conference.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. How to establish a scheduling program for students and staff.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Awareness of issues related to local school law.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. How to manage food services, custodial and secretarial staff.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. Establishing a positive and cooperative relationship with other circuit officers.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. How to determine who is what in the school setting.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. Knowing how to relate to school council members and central office personnel.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
12. Knowing where the limits exist within the circuit or school, and balancing that knowledge with one's own professional values. 1 2 3 4 5 (13)
13. Understanding how the principalship changes family and other personal relationships. 1 2 3 4 5 (14)
14. Developing interpersonal networking skills that may be used with individuals inside and outside of the system. 1 2 3 4 5 (15)
15. Ability to encourage involvement by all parties in the educational community. 1 2 3 4 5 (16)
16. How to develop positive relationships with other organisations and agencies located in the school's surrounding community. 1 2 3 4 5 (17)
17. Demonstrating an awareness of what it means to possess organizational power and authority. 1 2 3 4 5 (18)
18. Demonstrating an awareness of why one was selected for a leadership position in the first place. 1 3 4 5 (19)
19. Portraying a sense of self-confidence on the job. 1 2 3 4 5 (20)
20. Having a vision along with an understanding needed to achieve relevant goals. 1 2 3 4 5 (21)
21. Demonstrating a desire to make a significant difference in the lives of students. 1 2 3 4 5 (22)
22. Being aware of one's biases, strengths, and weaknesses. 1 2 3 4 5 (23)
23. Understanding and seeing that change is ongoing, and that it results in continually changing vision of the principalship. 1 2 3 4 5 (24)
24. How to assess job responsibilities in terms of the "real role" of the principalship. 1 2 3 4 5 (25)

2. LIST OTHER ESSENTIAL SKILLS FOR NEW PRINCIPALS

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Irrelevant Skill</th>
<th>Somewhat Unimportant</th>
<th>Fairly Important</th>
<th>Somewhat Critical</th>
<th>Extremely Critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>(12)</td>
<td>1 2 3 4 5</td>
<td>(13)</td>
<td>(14)</td>
<td>(15)</td>
<td>(16)</td>
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<tr>
<td>(17)</td>
<td>1 2 3 4 5</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>Portraying</td>
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</tbody>
</table>
PERMISSION TO CONDUCT RESEARCH

1. Permission is hereby granted for you to conduct research in all Circuits in the field of your study.

2. It is hoped that you will make your final report and recommendations available to this Department.

Mr M.W. Legotlo
Department of Education
Private Bag X 2046
MMABATHO 8681

SECRETARY FOR EDUCATION
Appendix C

THE PRINCIPAL

Date 23rd July 1993

Dear Sir / Madam

INDUCTION PROGRAMME FOR NEW SCHOOL PRINCIPALS

We are conducting a study to determine the concerns and difficulties facing new principals; and important skills for them. The ultimate aim of the project is to design an INDUCTION PROGRAMME FOR NEW PRINCIPAL.

We are interested in obtaining your views because your experiences as a school principal is of great value to us in developing an induction programme for new school principals.

You are kindly requested to complete the enclosed questionnaire and return it (via CIRCUIT OFFICE) in the enclosed self addressed envelope before 9 AUGUST 1993. Any information given will be strictly confidential, and no identification of a specific school will be given when the report is completed.

Written permission to conduct this study has been obtained from the Department of Education (see overleaf).

Thank you very much for participating in this study.

Yours Sincerely

M.W. LEGOTLO
Planning & Administration
Appendix D

ACADEMIC INSTITUTIONS AND PROFESSIONAL ASSOCIATIONS VISITED IN U.S.A. AND THE U.K.

The following institutions and professional associations were visited:-

U.S.A.

National Association of Secondary School Principals (NASSP) 1904 Association Drive
Reston - VA 22091

The Pennsylvania State University
311 Rackely Building
University Park. PA 16802-3206

Harvard University
6 APPIAN Way
CAMBRIDGE MA 02138
U.S.A.

The Principals' Center
Harvard Graduate School of Education
6 Appian Way
CAMBRIDGE MA

The University Council for Education
Administration Convention '92
The University of Minnesota
Minneapolis Minnesota

University of Bristol
School of Education
35 Berkeley Square
Bristol BS8 1JA
National Development Center for Educational Management and Policy NDC
University of Bristol
35 Berkeley Square
Bristol BS8 1JA

Parks Primary School
Bristol
U.K.