

Appendix A - Validating of Indicators of effective Primary School Management

KINDLY RANK THE FOLLOWING CHARACTERISTICS IN ORDER OF IMPORTANCE

Use numerical value 1 for the most important and 14 for the least. Fill in your answers in the right hand column.

CHARACTERISTICS	ANS.
A set of Goals and Objectives	
Communication	
Positive Parent Relations	
A system of Rules	
Regular Staff Meetings	
Collaborative Decision-making	
Quality leadership	
Staff Development Programme	
Continuous Monitoring and Evaluation of Activities	
Safe and Positive Environment	
Good Discipline	
Support for Teachers	
Motivation of Staff	

Appendix B - Initial Interview

Interview one - each respondent is asked the following set of questions

1. Did you always want to be a principal?

Did you want to be principal at this school?

2. What do you like most about you job?

3. What do you regard as the chief goals and objectives of 'your' school?

4. What do you dislike about your job?

5. Please describe your style of principalship/leadership.

(Traditional, participatory, directive, country club type)

6. It is said that in large organisations, good communications are vital. What do you think? Comment on your school's communication network.

(Formal and informal - the grape vine)

7. Who are your role models? Who do you admire in relation to school management?

8. Discipline at some schools are seen as problematic. What about your school?

(Pupils and teachers - getting to classes timeously, carrying out duties)

9. What do you think your strongest asset as a principal is?
10. What do you think is the most difficult thing to do?
11. How important do you think rules for teachers are?
12. Please rank the following : (typed on separate cards)
clear goals and objectives; firm leadership; effective communication ; a
system of rules and good discipline.
13. Do you wish to elaborate on any of the above questions or issues?
14. Are there any other aspects of school management that you would like to
comment on that have not been covered in the interview? (The role of
parents, support for teachers, motivation of staff, managing non-teaching
staff)



Appendix C - Diary

Dairy or Logbook

The purpose of this research diary is to shed light on specific aspects of Primary School Management. The information collected will be used by the researcher in a thesis that will lead to the completion of a degree - Master of Education.

All the information collected will be treated as CONFIDENTIAL.

Here follows the information collected for the completion of the diary.

1. The diary/logbook should be completed **daily** for at least **one** week.
2. **Two** entries of events that happened during school time have to be made for each day - one event that took place **before noon** and another that happened **after noon**.
3. The events or issues that are noted should pertain to the following :
Rules, Goals and Objectives, Leadership, discipline and Communication.
- 4 You can also **INCLUDE** any other event or issue you feel to be relevant.
5. Should any help or assistance be required, I can be contacted at the following telephone number :

Your Patience and co-operation are highly appreciated.

Sincerely

.....

Diary

Respondent.....

Day

Date.....

(Use one sheet for each day)

before noon

issue/event:.....

.....
.....

person/s involved:

.....
.....



communique:.....

.....
.....

solutions/procedures.....

.....
.....

after noon

issue/event:.....

.....

.....

person/s inv:.....

.....

.....

communique:.....

.....

solutions/procedure:.....

.....

.....



Appendix D - Observation Schedule

Observation Schedule

Respondent :.....

Day : Time : Date :.....

*** underline the observed behaviour; comment/s written in space provided

1. Clear Goals and Objectives

The principal is punctual . Always / Often / Sometimes / Never

.....
.....

The principal creates a good impression. Always / Often / Sometimes /

Never

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.....
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The principal is purposeful & direct. Always / Often / Sometimes / Never

.....
.....

The principal reminds staff of goals and objectives.

Always / Often / Sometimes /Never

.....
.....

The school has explicitly stated goals and objectives. Yes / No

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.....

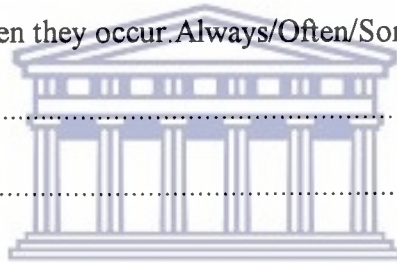
2. Firm Leadership

The principal is easily recognised as leader. Always/Often/Sometimes/Never

.....
.....

The principal settle conflicts when they occur. Always/Often/Sometimes/Never

.....
.....



The principal leads by example Always / Often / Sometimes / Never

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.....

The principal lets the staff know what is expected of them.

Always / Often / Sometimes / Never

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.....

The principal defers when decisions have to be made.

Always / Often / Sometimes / Never

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.....

The principal is firm. Always / Often / Sometimes / Never

.....
.....

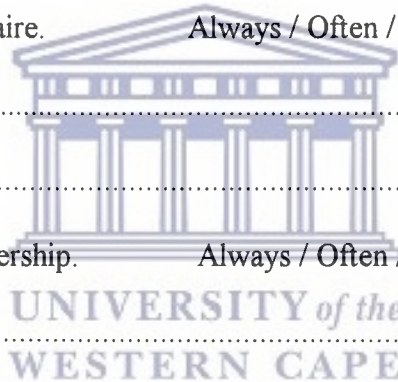
The principal is participatory. Always / Often / Sometimes / Never

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.....

The principal is laissez faire. Always / Often / Sometimes / Never

.....
.....

The principal shares leadership. Always / Often / Sometimes / Never



.....
.....

3. Effective Communication

The principal greets and acknowledges greetings.

Always / Often / Sometimes / Never

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.....

The principal is a persuasive talker. Always / Often / Sometimes / Never

.....
.....

The principal is uses tone of voice effectively.

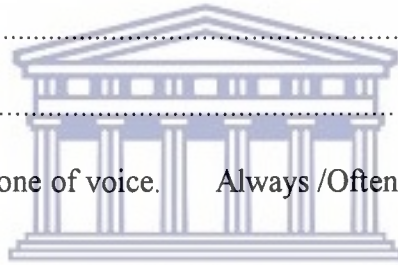
Always/Often/Sometimes/Never

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.....

The principal uses memos to inform staff. Always/Often/Sometimes/Never

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.....

The principals uses one tone of voice. Always /Often /Sometimes / Never



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The principal addresses the whole school during the term.

Always / Often /Sometimes / Never

.....
.....

..... The
principal uses telephone effectively. Always/Often/Sometimes/Never

.....
.....

The principals allows for exchange ideas. Always/Often/Sometimes/Never

.....
.....
Most communications in telling mode. Always/Often/Sometimes/Never
.....
.....

4. A System of Rules

The school begins at a fixed time. Always/Often/Sometimes/Never

.....
.....
School ends at a fixed time. Always/often/Sometimes/Never



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.....
The principal ensures the rules are followed.
Always/Often/Sometimes/Never
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.....

The principal reminds staff and pupils of rules.
Always/Often/Sometimes/Never
.....
.....

The principal applies the rules consistently.

Always/Often/Sometimes/Never

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.....

The principal makes exceptions to rules.

Always/Often/Sometimes/Never

.....
.....

5. Good Discipline

The principal deals with problems when they occur.

Always/Often/Sometimes/Never

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.....

Disciplinary problems are addressed in meetings.

Always/often/Sometimes/Never

.....
.....

The principal only handles problems that the teachers can't handle.

Always/Often/Sometimes/Never

.....
.....

The principal speaks with the teachers when the class discipline is lacking.

Always/Often/Sometimes/Never

.....
.....
The principal delegates certain responsibilities regarding discipline. (e.g. teachers' point duty, pupil misbehaviour. Always/Often/Sometimes/Never

The principal is a strict disciplinarian. Always/Often/Sometimes/Never

.....
.....
The principal is not interested in the school discipline.



Always/often/Sometimes/Never

.....
.....
The principal does not allow classes to be interrupted without a good reason.

Always/Often/Sometimes/Never

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.....
The principal allows certain teachers to take advantage of her/him.

Always/Often/Sometimes/Never

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Additional Notes
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Appendix E - Concluding Interview

E.1. Interview Two - Each respondent is asked the following set of questions

1. Now that you have realised your ambitions of being principal, where do you go to from here? What are future ambitions?
2. The school is a place where persons with different interests work together. What do you do to encourage collective responsibility?
3. What qualities should a good principal exhibit?
4. How do you ensure that teachers are doing what they suppose to be doing in their classes?
5. What percentage of your time is spent on 1. Teaching 2. Instructional leadership and 3. Administration?
6. Could you rank these cards? If I said that it differed from the previous time, to what would you attribute this change?
7. Do you think that this research done at your school has benefitted you in any way? Have you become more reflective or participatory?

****** Each respondent was also asked to answer seven or eight other specific questions in addition to the above set of questions.