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Professional development and training needs of school principals in Tonga

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**PROFESSIONAL DEVELOPMENT AND
TRAINING NEEDS OF
SCHOOL PRINCIPALS IN
TONGA**

by

VILI VETE

**Dip. Ed, B.Ed., (University of the South Pacific)
Post Grad. Dip.Ed. St, (W.A.C.A.E.)**

**A Thesis Submitted in Partial Fulfilment of the
Requirements for the Award of
Master of Education
at the Faculty of Education, Edith Cowan University**

Date of Submission: October, 1990

ABSTRACT

The main aims of this study were to investigate and identify the perceived professional development needs of the school principals in Tonga in relation to the current situation. The inquiry was designed to provide a description of the understanding and perceptions which the principals and educators held concerning:

1. The familiarity of principals and educators with the professional development issues and provisions made for the professional development of school principals.
2. The perceived professional development and training needs of school principals.
3. The extent to which the current provisions offered for professional development of school principals meet the needs of the principals.

Data sources included senior personnel from the Tonga Government, Tonga Ministry of Education, representatives of various school systems, ten primary school principals and ten secondary school principals; and documents relating to the work of principals in schools. Interviews and questionnaire techniques were used for data collection. The interview data were analysed using Heider's (1958) attributional analysis methods and Morris, Fitz-Gibbon's (1978) content analysis methods. The questionnaire data were coded, collated and analysed using the SAS PC+ WRITE computer package.

The findings were similar in many ways to the findings of certain Australian studies, namely, Chapman's (1986) study of Victorian primary school principals, Harvey's (1987) study of the newly appointed principals in Western Australia, Hyde's (1988) study of the principals in remote area schools in Western Australia.

The study found that the needs for professional development among the school principals in Tonga were related to knowledge and skills in four broad areas, namely:

1. Management of the Human Resources at the School Level
2. Management of the Curriculum
3. Management of the School's Physical Resources
4. Leadership and Entrepreneurialship of Human Resources both Internally and within the School's External Environment

From these, and in consideration of the current changes in the Tonga education system these findings confirmed that professional development is context bound and a complicated process which occurs in different contexts and for different purposes. In this regard one emphasis in the determination of professional development needs of principals appears to be shifting from a central level to the people most directly involved in that process, the principals themselves. The evidence from this study suggested that, for the issues of professional development of principals to be addressed properly, there must be a move away from the notion of principals and educators as master implementers of policies and programmes to a broader perception wherein leadership is a primary focus.

DECLARATION

I certify that this thesis does not incorporate, without acknowledgement, any material previously submitted for a degree or diploma in any institution of higher education and that, to the best of my knowledge and belief, it does not contain any material previously published or written by another person except where due reference is made in the text.

.....
VILI VETE

ACKNOWLEDGEMENTS

Without the generous co-operation of the Tonga Government, financial support of the Australian Government organized through the Australian International Development Assistance Bureau (AIDAB), representatives of different school systems operating in Tonga, secondary and primary principals who participated in this study, this report would not have been possible. I am also most grateful for the Crown Prince of Tonga, His Royal Highness Prince Tupouto'a and for other participants for their time and contribution.

Equally, the advice and encouragement given me by Dr. L.H, King has been invaluable. I have appreciated particularly the depth and range of criticism with which Dr. King assessed efforts thus making the process of provision a most rewarding experience for me.

I would like also to thank Dr. N. Hyde and Dr. S. Jongeling for helping me shape the project proposal to the point of implementation and completion.

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

This study is concerned directly with the professional development needs of principals in the Tongan primary and secondary schools. Established in the need analysis mode the study relied upon qualitative data obtained from direct interviews of ten primary principals and ten secondary principals; ten educators selected from the Tonga Government, Tonga Ministry of Education and different school systems operating in Tonga; information obtained from the analysis of relevant documents relating to the work of principals and, quantitative data obtained from a questionnaire survey completed by the same group of principals.

Statement of the Problem

The increasing demands placed on the role of principals as the result of the profound changes in the Tongan education system set out in the Tonga Government Development Plan IV (1980-85) and the Tonga Ministry of Education Report (1987-88) provides the context of the study. The study was designed to investigate the following major research questions.

What do the school principals and educators in Tonga perceive to be the professional development needs of school principals in relation to the current situation?

In answering the major research question, the inquiry set out to provide a description of the understandings and perceptions which the principals and educators held concerning:

1. Familiarity of principals and educators with the professional development issues and provisions made for the professional development of school principals
2. The perceived professional development and training needs of principals
3. The extent to which the current provisions offered for the professional development of school principals meet the needs of principals.

Background: Some Contextual Features

The emerging problems related to the roles of principals seem to be confronting many countries at this time and Tonga is no exception. The problems seem to be complicated by concerns over the role of principals in the school and the degree of accountability which they are expected to accept in regard to external expectations for efficiency and

effectiveness. These concerns have become a convincing factor which influenced many studies to investigate issues related to principalship. Major findings of evaluation studies of school improvement programmes such as the Rand Study (1975-77) in the United States of America and the Rutter's "Fifteen Thousand Hours" (1979) in Great Britain highlighted the importance of the roles of principals, but also pointed to necessary changes in these roles. Since the required changes are deemed to be in some respect profound and are part of the process of change, other studies such as Chapman (1986) and Rutherford, Hall, Hord and Huling (1985) were undertaken to investigate more precisely the effects of school improvement programmes with a direct focus upon the roles of practitioners. The results of these studies indicate that now school principals are perceived not only as the key persons to facilitate school programmes and be responsible for their success, but are regarded also as representatives or ambassadors of many social roles for the school with functions that include a diverse range of activities.

In the Australian setting, Chapman's (1986) study of competencies among the Victorian primary school principals, Harvey's (1987) study of the professional development needs of the newly appointed principals in Western Australia and Hyde's (1988) study of the principals' professional development and training needs in the remote area schools in Western Australia

confirmed that the roles of principals are not only changing but that the changes are accompanied by the need for on-going professional development. Influenced by these Australian studies, this study was designed to investigate and identify the professional development needs of school principals in Tonga.

Research conducted in many countries, such as the Rand Study (1975-77) and the study of Dissemination Efforts Supporting School Improvement (DESSI) (1982) in the United States of America, Rutter's (1979) study in Great Britain and Chapman (1986), Harvey (1987) and Hyde (1988) in Australia, has indicated that the professional development needs of school principals were a direct result of the endless formalization of reform, new policies, programmes and procedures in education systems. Most of these changes, as researchers perceived them, were driven by social, economic, political and other forces in the respective countries. This tendency is observable also in the African and Asian countries as well as in the Pacific Island countries. Accordingly, the Tonga Education System is not likely to be an exception to the overall trend. Currently, in Tonga, the contemporary social, economic and political environments have some similarities with those to be found in some Western countries. Problems evident in these countries such as unemployment and lack of skilled workers in certain job areas, a gradual increase in the number of drop-

outs from formal education and delinquency suggest that Tonga is not immune from these ills. As in other countries schools have been called upon to contribute more effectively to the resolution of these problems.

In some countries professional development programmes for school executives have been developed to address the issue of educational reform. The establishment of principals' centers and other relevant organizations in many tertiary institutions, particularly in North America, New Zealand and Australia, has demonstrated the importance placed upon the issue and the need for formal and structural professional development of all principals by central bodies. (A list of professional development centers is presented in Appendix 1) Tonga has followed the Australian and the New Zealand examples. However, to date, most of the professional development programmes offered in Tonga have been restricted to teacher pre-service and in-service training and have not particularly targeted practising school principals.

The importance of professional development for school principals in Tonga was addressed by some participants during a conference that was held in Nuku'alofa in June 1983, to consider "Teacher Education for 1990s in Tonga". Participants in the conference expressed uniform views about the importance of the principal in maintaining the quality of teacher

performance. Partly influenced by the findings of this conference, many individual schools in Tonga initiated and re-organized their own professional development programmes. Some were held during weekends in the form of seminars, workshops and conferences. These programmes provided general training on leadership and school administration for teachers and school principals. Some examples of the professional development programmes offered in the country are presented in Appendix 2. However, an investigation of these programmes revealed the following:

1. Most of these programmes were offered by individual school systems or other professional associations such as the Friendly Island Teachers Association and the Tonga Ministry of Education, and individual school systems.
2. The programmes offered by the Tonga Ministry of Education, other school systems and professional bodies such as the FITA were not for all principals
3. The programmes were included part of the study programme at the Tonga Teachers Training College
4. There were no surveys conducted to identify the needs of the principals and there were no

official evaluation of the programmes and or follow-up

5. Most professional development programmes in Tonga were funded by overseas donors.

The importance of the above findings indicated the need for a study which included a more substantial investigation of the professional development needs of principals in Tonga.

The expressed views of the administrators and principals who attended some of the programmes revealed that the programmes were "very helpful" and the general belief was that "we need on-going professional development" to enable the principals to address the needs arising from the current situation.

The need for principal training was explicit. However, views about the precise nature and extent of this training was not so clear.

Reviews of the Tonga Ministry of Education Report 1987, the Tonga Development Plan 1V 1980-1985 and the Report of the workshop for "Teachers for Tonga in the 1990s" (1983) revealed the following changes in the education system:

1. Introduction of the grant to non-government

schools (1987).

2. National Examination to replace Tonga Higher Leaving Examination (1987).
3. Tonga School Certificate Examination to replace New Zealand University Entrance Examination (1987).
4. Establishment of new criteria for selection of candidates for Teachers Training College.
5. Curriculum changes in which schools have to include Tongan Studies as a compulsory subject and many technical subjects in the School Certificate Examination.
6. Introduction of Class 7 to primary schools and the intention to have Form 2 at the primary level in the future.
7. Appointment of two assistant directors in the Ministry of Education in administrative positions.
8. Introduction of Diploma Courses to Teachers Training College programmes of study.
9. Introduction of Technical Tertiary Institutes

for example, the Marine Training School and the Community Centre.

10. Sports and Youth to become part of the Tonga Ministry of Education.

11. Establishment of Government High Schools in Vava'u Island and the Niuas.

These changes are extensive and have been accompanied by a number of reports and policy statements from the Tonga Government. None of these make explicit the expected roles of school principals.

(Note: The Tonga Government Long-term Objectives Regarding Education, Youth, Sports and Culture is included as Appendix 3; Appendix 4 contains the Development strategies for Education in Tonga (1985-90) - Primary education, Teacher training and in-service, Technical and Vocational education; Appendix 5 contains the Tonga Ministry of Education Report 1988, Part 4).

Quite clearly, the section in the Tonga Government Development Plan IV (1980-85) on education indicated that many changes in the school systems were to be achieved through both curriculum and organizational changes. In some cases community participation was encouraged, but this was not extensive. These changes provide implicit indications about the way in which the nature of principalship was emerging in the Tongan schools. In facilitating change in the schools, principals increasingly have become facilitators and resource persons who are expected to co-ordinate

different activities within these schools. This situation is the same as that described by Fullan (1985) and Duignan (1987), both of whom noted that the work of the school principal is characterized by ambiguous and conflicting expectations, frequent interruptions, and crises. The gradual increase of community participation in schools' affairs has, in the Tongan context, added an extra dimension to the role of the principal. Dunkley (1983) illustrates the changes in this regard by quoting Fr. Mullins, one of Tonga's most experienced principals:

Let me conclude our vision by saying that we would welcome the deeper involvement of parents in our schools. And I did not mean merely for fund-raising, but in order that the parents may be well informed on what the school and teachers are aiming to do and they can work together for the complete education of the children...(p.16)

The data collected during the present study also confirmed the direction of this change. As one principal stated:

Parents and friends are increasingly involved in the school affairs some parents are members of the school Committees or school Board of Governors and many of the school's projects are funded by the parents or by the ex-students or other community bodies.... (SP10)

In total, these changes have both directly and indirectly influenced perceptions of the role and responsibilities of principals as they began to

implement the proposed changes in the Tongan schools. The changes reflect a prevailing swing from centralized administration to participatory decision-making which Nisbet (1982) believes is a world-wide phenomenon. This trend was articulated more specifically in papers presented by representatives of different school systems in Tonga during the conference for Teacher Education in Tonga for 1990s, held in June 1983. (see Dunkley 1983, a Report of the workshop and, the submission to the Tonga government on the issue of Teacher education, June 1986, for relevant Cabinet decisions related to the development of Teacher Education in Tonga). The relevant Cabinet decisions related to Teacher Education in Tonga are included in Appendix 6. The trends as Nesbit (1982) described them are shown below.

Change From	To
1. Subsistence farming/limited industrial society	- Information society
2. Manual labour	- Use of Machinery and high technology
3 Short term planning	- Long term planning
5. Centralization	- Decentralization
6. One party decision-making	- Participatory Decision-making
8. Hierarchy	- Networking

At the school level, Chapman (1986), following the study of the Victorian Primary schools principals, suggested a list of changes in the roles of principals which also could be applied to the Tongan situation. These changes are included in Table 1.

Aims of the Study

The study was designed to investigate and identify the professional development needs of school principals in Tonga in relation to the current situation. The findings are intended to contribute to school improvement programmes in Tonga in the following ways:

- The generation of information to assist in the design of units of study in Educational Administration for Diploma courses in the Tonga Teachers Training College; especially for those who aspire to the principalship.
- The provision of information that will enable the development of strategies for the delivery of professional development experiences which meet both the immediate and long term needs of all principals.
- The provision of information that will assist the Curriculum Development Unit in the Tonga Ministry

of Education and individual non-government school systems to plan the content and delivery of in-service activities for principals.

- To make policy recommendations relating to the provision of additional support with respect to current policy in Teacher and Principals Training programmes.

In order to collect data relevant for this study, a needs analysis approach was adopted with interviews and questionnaire surveys as the major data collection techniques. Details of these research methods and data analysis techniques are presented in Chapter 3.

Research Design and Methodology

The research is established in the mode of a needs analysis in which the term 'needs' was defined as:

A set of bottom line provisions and conditions below which these are considered to be unsatisfactory or inadequate (Scriven and Roth (1979, p.1)

Information about these needs was collected from two data sources. The primary source of data included the Tonga Minister of Defence and Foreign Affairs in his capacity as the Crown Prince and the future King of Tonga, representatives from the Tonga Ministry of Education and different school systems operating in the

country and principals from primary and secondary schools. Secondary data sources included Government Reports, Policy statements and reports of conferences and seminars relating to the roles of principals in the Tongan schools. Details of the research design and methodology are presented in Chapter 3.

Significance of the Study

This study of the professional development needs of the Tongan principals represents the first of its kind to be undertaken in that country. Because the issues are so important the Tonga Government's approval had to be sought. The letter of approval is attached as Appendix 7. The study was intended to generate information for the Tonga Government about the professional development needs and other forms of support that are required by principals in the current era. The study should also contribute to the research literature in the area of professional development of school principals. In fulfilling this purpose the study is likely to inform practitioners engaged in research and professional development activities and therefore practice.

Limitation of the Study

The major limitations of the study were considered in relation to the methods which were selected for data

collection, namely, the interviews and questionnaires.

The limitations were:

1. The sample of principals and educators was small.
2. Principals were randomly selected.
3. Educators were purposely selected.
4. All principals in the study sample were asked to complete the questionnaire.
5. Interviews were conducted in a structured fashion and questionnaires were completed after the interviews of principals.

The generalization derived from the study however, could tentatively be assumed to reflect a trend of viewpoint about the professional development needs of school principals in Tonga - as expressed by senior members of the administration in the Tongan education system and school principals.

Definition of the Key Terms in the Study

ADMINISTRATION: refers to executive functions of the government or education system

EDUCATORS: refers to representatives of different school systems operating in Tonga and professional bodies that are involved in the professional development of school principals and teachers

PROFESSIONAL DEVELOPMENT: the process of upgrading the quality of performance in terms of skills, knowledge and attitudes of the school principals

PROFESSIONAL DEVELOPMENT NEEDS: a set of administrative skills or a style of administration required by principals to perform effectively and efficiently

ROLE OF PRINCIPALS: refers to the functions for which a principal is appointed. eg: educational adviser

PERCEPTIONS OF PRINCIPALS: refers to the understandings and attitudes held by principals toward the role of principals ie: the leadership function in the principals' profession

PROFESSIONAL DEVELOPMENT NEEDS: refers to the knowledge and skills perceived by the principals and educators as necessary for job performance in school

TRAINING NEEDS: refers to the strategies required for professional development.

Structure of the Report

Chapter 2 contains a review of the literature relevant to the topic as the focus of this study. Descriptions of the conceptual framework and research procedures are contained in Chapter 3. Chapter Four reports the findings from the study and, in Chapter Five the findings are discussed in detail. Chapter Six contains recommendations for future improvements in professional development programmes and recommendations for further research and the conclusion.

Summary

This chapter has set forth some brief details about the study as 'advance organizers' for the reader. A major section of the chapter was devoted to contextual factors which bear upon the study.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter contains a review of literature which is considered to be related directly to the effective performance of school principals. The literature is drawn mainly from research undertaken during the 1970s and 1980s with special reference to Australian and Tongan studies.

Introduction

There is a substantial amount of literature which examines the characteristics of effective schools and effective principals. Numerous research studies into the roles of effective principals have been conducted in the past two decades and there are some excellent summaries of these studies, for example Mulford (1986), Purkey and Smith (1983) and Marsh (1988). This review does not propose to provide another summary of the literature in the area. Rather, it examines selected studies and their findings and tries to relate these findings to the Tongan situation. The findings referred to in this review have been confined mainly to research undertaken during the 1970s and 1980s in view of its proximity in time to the current situation.

During the past thirty years, according to Thaman

(1987:4), "the Pacific Islands education systems have been confronted with a confusing variety of educational jargon...including those which have been well-intended". Along with these new educational ideas came the school improvement and school effectiveness movements with implications for the professional development of school principals largely from North American sources. The general theme of school improvement was popular in the United States of America during the 1960s and was adopted in Australia and in Tonga during the 1970s. Generally, most of the school improvement programmes in Tonga were curriculum related and included new subject matter and modes of instruction which were unfamiliar to many teachers and school administrators. Special attention, in relation to these changes, was given to assisting school staff with support for their professional needs and the provision of instructional materials. Seemingly, there have been few programmes provided specifically for the professional development of school principals.

Professional development of school principals and school effectiveness, as components of the school improvement processes, are emerging foci within the broad framework of educational administration study programmes in many countries. Previously, courses on school improvement tended to be focussed on practical 'how-to-do-it' problem solving, drawing on the past experience of practising school administrators,

administrative and organizational theory and large measures of conventional wisdom. The emphasis, typically, was upon showing the techniques for solving problems which had been tried in so called effective schools. The research on school improvement processes, and in particular that relating to the issues of school effectiveness and of professional development of school principals during the last thirty years, has consisted mainly of status studies of current problems or gathering of the opinions of key personnel through surveys. So far, only limited studies have been undertaken specifically about the professional development needs of school principals. Hence, inferences about these come, largely, from the school effectiveness/improvement literature.

School Improvement: Meaning of the Term

Since the appearance of the Rutter's "Fifteen Thousand Hours" in Great Britain in 1979 and the Educational Competency movement in the U.S.A during the 1970s there has been a significant amount of research about school improvement processes. The term "school improvement" according to Marsh (1984:4) can refer to:

relatively minor changes in the school programme without any change to the basic goals and values; or it can refer to changes in the program and in the existing goals and values, which, in total, could amount to considerable change.

From another perspective, Miles and Ekholm

(1985:48), define school improvement as:

.... a systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the ultimate aim of accomplishing educational goals more effectively.

From these perceptions, school improvement tends to mean different things to different people but most would agree that school improvement ultimately is aimed at accomplishing educational goals more successfully, efficiently and effectively.

In view of Miles and Ekholm's (1985) definition, one can argue that knowing what is and what is not school improvement is not as important as a commitment to change. Evidence from the literature seems to support this argument. For example, Hall (1986:3) stated that ".... leadership is needed but it can come from all levels - principals, teachers, parents". Foshay (1975:132) has also stated that "... change must come both from the top and from the bottom". Fullan (1982:57) points out, that ".... there has to be demonstrable need for change before teachers will give their support". Mulford (1986:25) has argued that "a co-operative atmosphere in school must be developed whereby participants all involve themselves in self-renewal activities". According to these authors, the commitment of the whole staff and other members of the

school community is the key to the success of school improvement programmes. School improvement, therefore, should be an outcome of participative decision-making in the school. Within this context school improvement requires a commitment by the teachers and students, initiated by the principal in some leadership co-ordinating and supervisory roles, to examine their current practices and routines to see whether proposed changes are appropriate for their present situation. Miles and Ekholm (1984:48) infer this when they use the phrase "a systematic, sustained effort". Logically then, by virtue of position and status as 'chief executives', school principals occupy a central and influential position.

Principals as Middle Managers

Emerging from the recent literature on school improvement is a new conceptualization of principalship which Drucker (1985) called 'the principals as the middle managers'. As such, according to Drucker (1985), and reported by Fullan (1988:13) "... principals face a classical organizational dilemma... rapport with subordinates is critical as is keeping superordinates happy". Drucker and his colleagues believed that the endless formalization of new policies, programmes and procedures ensures that the dilemma remains active. Accordingly, the problems as principals see them become all the more

irritating when those immediately above them such as system-level executives, the area organizers, superintendents, and education officers also have not been involved in change-related professional development and do not understand fully either the programmes to be implemented or the processes involved in the changes.

Evidence about the new perspectives of management can be found in the works of Peters and Waterman (1982), Bennis and Nanus (1985) and Drucker (1985). These authors, according to Fullan (1988:13), "... tend to focus on top management and how these leaders should behave and how they should promote leadership among their subordinates".

Discussion of the literature on the topic of 'school improvement' by Fullan (1988) implies a quiet revolution in innovative organizations which seems to emphasize moving away from tighter controls, precisely defined job specifications, and close supervision, towards a more entrepreneurial business-like spirit. This spirit, as Fullan (1988:14) reported, "is typified by responsibility, public accountability, and interactive professionalism, ...". It seems that these new perspectives about the concept of school improvement are essential, possible and played a major part in effectiveness of the role of principals. In the Western Australian situation, Whittacker (1989) has

stated explicitly that the current role of principal requires a recognition of the Government as principal client, together with organizational behaviour which reflects flexibility and acceptance of local accountability.

Some Characteristics of Effective School

Recent studies on school effectiveness examine a host of variables - school goals and objectives, attitudes and norms, roles and relationships and leadership and instructional behaviours of staff and students in the school. Many of these studies have found, as Lieberman and Miller (1986:97) revealed, that:

characteristics such as, a sense of order, high expectations, strong leadership, school-wide control of instructional decisions, and clear and agreed-upon goals are identified as leading to improved instruction and raised student achievement.

Purkey and Smith (1983) and Good and Brophy (1986:581) have suggested that, consistent with the above definition, the following variables are important process measures of school effectiveness:

1. ***School-site management:*** A number of studies indicate that leadership and staff of the school need considerable autonomy in determining how they address problems.
2. ***Instructional leadership:*** Though the reviewers are suspicious of the "great principal" theory, it seems clear that leadership is necessary to initiate and maintain school improvement.
3. ***Staff stability:*** Once a school experiences

success, retaining the staff seems to maintain school improvement.

4. **Curriculum articulation and organization:** At the secondary level a planned and purposeful program of courses seems to be academically more beneficial than an approach that offers many electives and few requirements.
5. **School-wide staff development:** Essential change involves altering people's attitudes and behaviour as well as providing them with new skills and techniques.
6. **Parental involvement and support:** Though the evidence on this issue is mixed it is reasonable to assume that parents need to be informed of goals and school responsibilities.
7. **School-wide recognition of academic success:** The school culture is partially reflected in its ceremonies, its symbols, and the accomplishments it officially recognizes.
8. **Maximized learning time:** If schools emphasize academic achievement then a greater proportion of the school day will be devoted to academic subjects.
9. **District support:** Fundamental change, building level management, staff stability, and so on all depend on support from the district office.

Other reviews of school effectiveness have been undertaken from somewhat different perspectives. Duignan (1987:12-13) presented a summary of the characteristics which he believed constitute effective schools. These are:

1. **Clear and articulated values:** Effective schools know what they stand for and where they are going. They have a sense of purpose; a vision for the future. Their vision is founded on their basic values and beliefs about such important aspects of education as (i) the

purposes of education, (ii) the nature of the curriculum, (iii) the way children learn and grow, (iv) the dignity of the individual, and (v) the nature of interpersonal relationships. Such values, as Duignan sees them, are reflected in the language, structures, behaviours, and other manifestations of a school's culture, such as rules, procedures, rituals, ceremonies and symbols.

2. ***Collegial and collaborative relationships, practices and structures:*** Duignan stated that "the conditions for teaching and learning are greatly enhanced when teachers, students, parents and administrators work together... share ideas". The idea seems to be shared by Little (1982) who stated that "... the presence of the norm of collegiality among the teachers refers to the existence in the school of staff expectations for extensive sharing of work". In other words there is a general attitude that teachers will, as a matter of fact, work together on planning, discussing, designing and evaluating teaching activities, and this is an important stimulant for school improvement.

3. ***An effective learning system:*** An organization's learning system reflects the way knowledge is generated and cumulatively built up in the organization. It can also promote or inhibit growth and development within the organization. He believes that effective schools require organizational learning system which encourage reflection, criticism, assessment and negotiation.

4. ***Educative leadership:*** Consistent with the view of school as a learning system is the notion of educative leadership which is primarily educative in intent and outcome. Principals as educative leaders, as Duignan perceived, help to create the structures and conditions in which students and staff can learn, grow and develop a sense of their importance.

5. ***Continuous interaction with the knowledge base of teaching and learning:*** According to Duignan there is a commitment for learning not just for students but for staff and administrators as well. Staff are accepting that there is always more to learn and they are keen to expand their repertoire of teaching and leadership skills and techniques. They are committed to an on-going course of self and professional development.

6. ***Commitment to human resource development and school improvement:*** In effective schools and school systems, according to Duignan, teachers are regarded as valuable assets who should be cared for and given the opportunity to develop and grow. There is a commitment in such schools to total school development as well as individual development.

Cohen, (1983), and Good and Brophy, (1986:581) have noted that existing summaries of school effectiveness indices are fine as far as they go. However, by presenting only lists of variables such studies fail to provide information on how these factors are interrelated, how they can actually be implemented, or what their effects on school improvement programmes are. Cohen (1983) pointed out that by attempting to explain differences between schools' average levels of student achievement, most previous research overlooks the fact that much of the variance in student achievement (between 70% and 90%) may be attributed to within school factors. Also, the exclusive focus on average differences between schools assumes that all school resources are equally available to and utilized by each student in a school. Yet within schools many students are grouped into "curriculum tracks" and, within classes, into ability groups. These groups are exposed to different teacher skills, instructional practices, curriculum materials, and social environments all of which are believed to influence school learning. On the basis of these factors, Cohen (1983) suggested three

perspectives of effective schools which he believed could be used to categorize existing research.

These were:

1. School effectiveness as being clearly dependent upon effective classroom teaching.
2. School effectiveness in terms of systematic co-ordination and management of the instructional programme at the building level.
3. Effective schools in the contexts of the shared values and culture among both students and staff.

With reference to the characteristics of effective schools stated by different authors, principals have emerged as the key person responsible for making things happen at the school. The demands of these different situations have placed a new set of expectations on the principal's role that requires systematic and continual professional development. Perhaps one other strand of agreement which exists within the literature is that school effectiveness, and hence significant aspects of the principal's role, is context specific.

It may be argued that, generally, within the Tongan context this is precisely the case. As Thaman (1987:4) stated 'ako lelei' or "school effectiveness is inextricably tied to expectations and is context specific. A school may be said to be effective if it performs well the functions which people expect

it to perform".

Traditionally, an effective school in Tonga is one which is considered to have a good academic record as indicated by a high level of student success in external examinations and high moral standards among its staff and students. Within these two broad areas, according to Thaman (1987), there are various local indicators, both positive and negative, which people tend to use from time to time as they discuss one or both aspects of the behaviour of their students. Examples of these indicators are:

1. The number of passes in the secondary school entrance examination (in the case of the primary school)
2. The number of passes in University Entrance (in the case of the secondary school)
3. Changes in moral values as evidenced by increased juvenile crime, teenage pregnancies and under-age drinking and smoking.

Essentially, for the school principal, role emphases are self-evident.

Such indicators may not be typical of all countries but most writers tend to agree that schools can be judged "effective" if they perform their expected tasks. In a similar vein to school improvement the notion of school effectiveness has a particular meaning for a specific school in relation to

the kind of society in which the school is located - its immediate environment. Thaman (1987) believes that this point is important when reviewing the literature on school effectiveness in the search for an appropriate conceptual model to be used in the Pacific Island countries. In this respect, any literature review about the professional development needs of school principals in those countries needs to take into account the particular features of school effectiveness in the local context. Regardless of the specific characteristics which may have been used to describe school effectiveness in other countries, it is obvious that the broad literature has suggested that school effectiveness is characterized by factors which are related to the performance related outcomes of the school, the principal, the staff and students. Of obvious importance, therefore, are those matters pertaining to school culture - and its overt manifestations.

However, the conclusions in many studies of effective schools seem not always to match. D'Amico (1982) also reported by Beare (1984:27) pointed out that the number of characteristics varies from study to study and ones considered indispensable by some authors are not considered so by others. Furthermore, even though some authors have claimed that certain "school effects" are not essential, certain researchers have concluded independently that effective schools do share

these same essential characteristics.

The problems related to differences in opinions about the characteristics of effective schools are confused further by the fact that similar conclusions are not worded in the same way by respective authors. This may not be surprising but, according to Beare (1984:27), "it should also make us cautious, for we are apparently in a field which lacks clearly defined terms and therefore data are subject to widely varying interpretations". Beare (1984:27) commented that the "language is fuzzy". Purkey and Smith (1982) have agreed that the studies of effective schools are not informative, either in the way terms are defined or in the assumptions which emerged from studies. But for all that, according to Beare (1984:27), "the findings are persuasive nonetheless".

Nevertheless as Edmonds (1982) concluded from an examination of the studies of effective schools in the United States of America, effective schools shared certain essential characteristics. He summarized these as follows:

1. The principal's leadership and attention to the quality of instruction is crucial
2. A persuasive and broadly understood instructional focus is essential
3. An orderly and safe climate conducive to teaching and learning are pre-requisites

4. Teachers' behaviour must convey the expectation that all students are expected to obtain at least minimum mastery of knowledge and skills.
5. The use of measures of pupil achievement as the basis for programme evaluation is mandatory.

Regardless of the differences in perceptions which have emerged from the discussion of various findings about school effectiveness, there is strong evidence to support the importance of the principal's influence and roles in building effective schools.

School effectiveness and school culture

An important factor to emerge from the school effectiveness studies is that of school culture. Various authors offer definitions of culture. Woods (1983:8) viewed culture as:

distinctive forms of life ... ways of doing things and not doing things, forms of talk and speech patterns, subjects of conversations, rules and codes of conduct and behaviour, values and beliefs, arguments and understandings.

These forms of life according to Woods (1983) "... develop when people come together for specific purposes, whether intentionally or unintentionally". Hansen (1979:3) describes culture as "a tool for organizing experience". Goodenough (1963:259) defined school culture "... as the standards for deciding what is, what can be, how one feels about it, what to do

about it, and how to go about doing it". Wilson (1971:90) perceived culture as:

.... a socially shared and transmitted knowledge of what is, and what ought to be, symbolized in act and artifact.

These definitions call attention to certain important aspects of the concept. First, culture is shared knowledge. According to this school of thought culture is carried in the minds of the organizational members, learned by newcomers and amenable to change, albeit with difficulty. As an essentially cognitive phenomenon, Goodenough (1971:20) stated that "culture's ultimate locus is in the deep assumptions of the individual but is expressed as a group belief in both substance and symbol".

The significance of culture is seen quite clearly in the work of Rutter and his colleagues (1979) and in Duignan's (1987) discussion about school effectiveness variables. Based on various studies of the characteristics of effective learning of culture in school, many authors have stated that none of the specific practices identified in effective schools contributed more to student achievement than the whole set of practices combined - that is, the culture.

If successful schools, according to Rutherford, Hall, Hord and Huling (1985), are characterized by cultures that display certain attributes, then schools

that are improving may reveal an initial striving towards those attributes.

However, the effective schools literature and research on school change suggest the importance of culture for both maintenance and school improvement. Jelinek (1983) cited in Cahill (1986:11) described culture in these words:

... culture is another word for social reality, an interpretive frame-work for making sense of organizational experiences, a system of meanings that accompany the myriad of behaviours and practices recognized as a distinct way of life.

Relating the importance of culture to school situations makes explicit the part that school culture plays in the success of a school. Within this context, all members of the school tended to be bound by the same rules, norms and regulations which nurture the development of the school. The significant person among these members is the principal. A crucial consideration, therefore, is the role of the principal in establishing and maintaining that culture.

School effectiveness and the principal

Basic to most studies on school effectiveness was the question of why some schools were more effective than others. Among the many variables examined in the literature, the role of the principal invariably has emerged as a key factor in the success of a school. The literature reveals numerous examples which have indicated that the principal holds the key position in respect of the success of a school. Chapman (1988:3) stated that the principal is like " ... a team leader with referent power and authority based on competence and expertise." Hall, Hord and Griffin (1980) were of the opinion that, "principal is an innovator and change facilitator"; and, Berman and Mclaughlin (1977) found that: "the principal is the gate keeper of change". In 1979, the U.S. Senate, following the report from the Rand Study (1977-79) and the Dissemination Efforts Supporting School Improvement (DESSI) stated that:

.... if a school is a vibrant, innovative, child centred place, if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost point to the leadership of the principal as the key to the success.

Journalists covering a Fellowship Programme at George Washington University's Institute for Educational Leadership 1980 were told that: "the principal emerges as one who sets the focus,

direction, philosophy and tone of these effective schools."

Recent studies such as those by Liebermann and Miller (1986) and Chapman (1988) have agreed that the principal can have a discernible effect on school improvement. Clark (1980), Leithwood and Montgomery (1982) and Purkey and Smith (1983) have suggested that the principal also has an impact on the level of productivity within a school. The principal, according to these schools of thought, therefore, has a great potential to refine or renew the school's educational programme successfully. This depending in turn on the acceptance of the change by the members of the school community, should enhance the opportunity for successful performance of the students.

The role of principal, in terms of an effective school, is seen by most researchers as absolutely crucial. As Liebermann and Miller (1981:583) stated "the principal is the critical person in making change happen". Tye (1972:77) proclaimed that "the principal can and should be the key agent for change in school". Hall, Hord and Griffin (1980:26) anticipated that;

A most important factor to explain the quality and quantity of change in schools is the concerns of the principals and what the principals did and did not do.

In the Better School Report in Western Australia (Ministry of Education, 1987), with its policies for

devolution and decentralization, an assumption is made that the position of principal is quite crucial. However, this is more implicit than explicit. In her paper about the Western Australian situation, Chapman (1988) claimed that the principal is now relocated from the top and is responsible for the official setting of the school goals and also has the crucial task of seeing that these goals are achieved. Prior to these changes, the setting of school goals was highly centralized and the responsibility of the Education Department.

In some countries the practice of setting school goals currently is still enforced by the central authority, or by governing bodies in the non-government school systems. Some examples of the former may be found in the Tonga government schools system, whereas in many of the non-government school systems in that country, the principal tends to have assumed the tasks of goal setting.

In the Tongan situation, the more effective schools are seen as those which demonstrate a sound foundation of religious and Christian ethics, apart from academic successes and good moral behaviour among staff and students. Within this context, Tongan school principals should have to be Christians. The official viewpoint on this is that:

School principals should be well trained in
Christian principles apart from their

academic qualification. In our schools we have priests and or Sisters as principals and it works very well... (ED4).

This finding is supported by Thaman (1979) who found that 52 percent of the Tongan parents require Christian ethics to be taught at the Tongan schools hence the principals should be well trained in Christian principles.

The discussion of the literature about effective schools and effective principals indicates the importance of the principalship in bringing change. But what is the evidence relating to the characteristics of effective principals?

Effective principal

Essentially, effective principals are deemed to be the ones that recognize and accept the fact that a substantial amount of their time and energy must be expended in dealing with external as well as internal school issues and concerns. In this section of the report, the literature on the aspects of effective principals will be examined. Several aspects, such as influence on staff and students, facilitating the quality of the instructional programme and the personal characteristics of principals, are considered.

An effective principal according to Cohen, (1983) reported by Good and Brophy (1986:596) "... needs to be proactive,.... to develop and articulate a vision of

the school and its future and to project that vision in the course of numerous daily interactions with teachers". Other convincing evidence in the literature demonstrates how principals must have a strong influence upon the behaviours of the staff and students in terms of their respected performances. Havelock (1970) commented that the principal is the opinion leader, a networker and a problem solver. From another perspective, Hall Rutherford and Griffin (1983) proclaimed that the effective principal must be an innovator and change facilitator. Other writers have suggested that successful schools have principals who are strong leaders, but fail to say what this implies. Generally these writers call it vision, mission or a sense of purpose. All are emphasizing the importance of the working relationships of effective principals. However, the failure of these authors to specify "strong leadership" in logical terms, that is direct influence on the behaviour of others, leaves the concept extremely vague and subjective. Nevertheless, effective principals typically stress the achievement by self and others and actively assume a leadership role. Stogdill, (1963) and Lipham (1981) also stress the fact that although staff and others now desire a greater degree of decision involvement they still expect principals to be involved in the acceptance of responsibility for most of the major decisions affecting the total school. Clark (1980: 467-470), was firm in his view that principals

of effective schools must have positive attitudes towards their staff and students. House (1971:321-338) considered that principals of effective schools are instructional leaders, supportive and participative in their relationships with staff, students, parents, and other community members.

Seemingly, then, there is agreement that the principal holds the key position in the school and within this context the principal should possess certain skills and knowledge to enable the tasks to be performed effectively and efficiently.

The literature also indicated that there was a vast difference between knowing about the instructional programme and being intimately involved in its development, implementation, evaluation and refinement. Trump (1977) and Willis (1978:211-216) confirmed that principals of effective schools were committed to instructional improvement. Bowers and Seashores (1966:238-263) found that principals of effective schools concentrated on goal emphasis and work facilitation.

With regard to instruction and personnel administration many variations in the principals behaviour were possible. Some principals may insist that greater local autonomy was necessary in their personnel-related functions yet all personnel decisions

must be made according to policies and within the spirit of mandated requirements and perhaps negotiated professional arguments. Effective principals tended to utilize adequately the human and material resources available within their own schools and districts. Apparently the roles of effective principals in effective schools tended to reflect co-operation more than competition.

Conventionally, within the Tongan context, the effective principal is expected to have high moral standards, reflecting high self-esteem, having an authoritative but fair and approachable style, be "hardworking" and should be a Christian. The notion of hardworking is viewed in terms of commitment to work which, by demonstrating the roles with good examples, will influence the behaviours of the students and staff.

Regardless of the differences in the interpretation of school effectiveness and the role of effective principals, many researchers believed that effective schools were sharing common characteristics. From the Australian situation Chapman's study of the primary school principals in Victoria provided a useful set of characteristics of effective principals. Chapman's list of the characteristics of effective primary school principals is presented in Table 2. These characteristics are essential in guiding the

direction of this study for they appeared to be applicable to principals at all school levels, especially in the Tongan situation. However, the literature tends to emphasise that the effective principals provide directions to the schools while at the same time supporting those for whom they are responsible.

Some Factors which May Influence the Changes in Principalship

Studies of school improvement during the past two decades revealed much evidence which demonstrated the change in the nature of principalship. Fullan (1988) Duignan (1987) and Drucker (1983), believed that these changes were the direct result of the endless formalization of education policies and procedures. These changes influenced other changes such as the structure of the education systems and instructional behaviours in the classroom. Such factors have placed a new set of demands on the role of school principals which require new skills and technical competence in order for principals to perform well in their expected tasks. The outcomes of these endless changes in the system as Drucker (1985) described them "... ensures that the dilemma of principal's professional needs remains active".

The impact of the changes has convinced many

people to believe that the key to educational improvement in terms of performance lies in upgrading the quality of staff rather than in changing the system structure. On the other hand there are others who still hold to the belief that unless the structure of the education system is changed the quality of education will never improve. The perspective that education will only improve when the structure of the education system is changed seems to be typical of the Tongan education system. In illustration of these sentiments the following statements were typical of responses by respondents:

Unless our education system is changed.... education in our country may not improve....the authority should be delegated to the school level this will not only free the staff at the main office to do important jobs but this will enhance the opportunities for staff at the school levels to use their potential to decide and implement works....it helps to develop a sense of commitment. Things are very hard for principals since all decisions are made at the top it holds back many things which should have been accomplished I think principals are just there to implement decisions made at the main office.... things like selection of students to Tonga High School are also made at the top (ED3)

There are many things jeopardized by the present system set up ...communication problems ... unspecified rules and regulations and many others. These are drawbacks ... hindering the progress and development in educations.... practitioners should be involved more in the process....(ED5)

However, Tonga also acknowledges the need to

improve the quality of teaching and principalship although the perceptions of the teaching fraternity towards change and professional development needs may be different in certain respects to those of other countries.

Changes in school systems generally are seen to be unavoidable and likely to be continual. Therefore, according to many recent studies, such as Fullan (1988:13) "... the expectation that principals should be the leaders in the implementation of changes which they have had no hand in developing and may not understand is especially troublesome".

Change is occurring in the Tongan education system. Among the visible changes are:

1. The new curriculum for the Tongan School Certificate and the introduction of the Tongan School Certificate Examination in 1987 (Tonga Education Ministry Report 1987:11). This project is organized in close collaboration with the New Zealand Education Department. (see Appendix 5)
2. The structural changes in the primary schools (previously Class 1 - Class 6 but now Class 1 Class 8) and in secondary schools (previously Form 1 - Form 5 or 6 but now Form 7 which has

been introduced in some schools). These changes are outlined in the Tonga Ministry of Education Report (1987:10) also by Bloomfield (1983), reported by Dunkley (1983:12 - 16). (see Appendix 8)

3. The establishing of the funding grant for non-government schools. (see Appendix 5)
4. The introduction of the Post Secondary Education outlined in the Tonga Ministry of Education Report (1987:28 -33). (see Appendix 5)

Within the context of these changes, new kinds of professional skills and knowledge emerged, many of which were related directly to the roles of the Tongan principals. Tangitau (1983) reported by Dunkley (1983:27), believed that the Tongan principals or school administrators should be well trained in curriculum management, leadership and counselling. These emergent needs appeared to be the direct result of the changes in the Tongan system. Such principal role changes have influenced the need for a new concept of principalship in Tonga with probably a change toward a more collaborative participatory administration in schools.

Emerging Professional Development Needs of School Principals

The changes in the role of school principals are clearly stated by Chapman (1986), after the study of the Victorian Primary school principals. Chapman has found that principals "now must work with new values, new decision-makers, and new sets of management decisions and responsibility. Principals are no longer able to see themselves as authority figures, supported and at times protected by Departmental rules and regulations. Instead, principals must be co-ordinators of a number of people representing different interest groups among the school community and who together will determine the direction the school is to follow."

The principals in the Tongan schools are not likely to vary greatly from the trend outlined by Chapman. Currently in Tonga the economic, political and social environment have some similarities with those found in Australia and in other western countries. In a conference for Teacher Education held in Nuku'alofa, 1983, designed specifically for the preparation of teachers for Tonga in the 1990s, the members agreed with Fiefia (1979:44) reported by Dunkley (1983:19) that:

.... the improvement in the quality of education provided depends on improving the quality of instruction and preparation of teachers and principals.

The outcomes of the discussions and the panels in the conference highlighted the fact that the role

of teachers and of principals needs significant improvement.

The Perceived Roles of Principals in the Present Situation

Duignan (1985:6) in a study of school principals in Australia commented that, "... it is very difficult to provide a definition of what constitutes the role of the principal because of its complexity and ambiguity". Duignan's findings were supported by observational studies of the principals at work conducted by researchers such as Willis (1980) and Martin and Willower (1981). Willis's (1981:38) findings seem to be typical of these researchers when he states that:

....the principal's work is characterized by brevity, variety, and fragmentation that the sheer pressure of events and commitments, the range and variety of activities, the frequency of interruptions and the simple matter of unexpected being everpresent; all contribute to the short lived, lack of in-depth experience in much of the principal's work.

From a similar viewpoint Stewart (1967:154) suggested that "... the principal is like a grasshopper jumping from one problem to another rather than a beaver chewing away at a tough task". Cohen (1983) noted that the work of principals is characterized by ambiguous and conflicting expectations, frequent interruptions, and crises. In terms of the nature

of the principals' work Cohen (1983) found that principals tend to engage in short tasks or brief interactions, often as many as several hundred per day. The principals' work day seems to be further fragmented by the number of incidental interpersonal interactions with many people. The interactions tend to be personal and problem centred. The variety in the principal's work is well described by Phillips and Thomas (1982:74);

One principal in his life time plays many parts; educational leader, teacher, mail clerk, detective, committee-man, orator, groundsman, garbage collector, diplomat, sportsman, marriage guidance counsellor, first aid expert, commercial artist, chauffeur, fashion adviser, linguist.

The number and variety of demands, the fragmentary nature of the work and the fact that principals must be infinitely interruptible according to Duignan (1985), Hyde (1988) and Chapman (1988) call for special personal and professional qualities that few people possess. Blumberg and Greenfield (1980) related the role of effective principals to the school situation when they stated that:

... it takes a unique person to help give a school, first, an image of what it can be and, second, to provide the drive, support, and skills to make that image approximate reality.

Blumberg and Greenfield pointed out that when a professional school administrator applies the skills

and the technical competence outlined above then the school tends to operate more effectively and efficiently. Purkey and Smith (1985) reported in Blumberg and Greenfield (1980) reinforced the same point when they stated that, "... the principal must be able to initiate and maintain improvement processes in the school". Evidence from recent studies such as those by Hall, Rutherford, Hord and Huling (1983) on the "Effects of Three Principals Styles on School Improvement" seemed to be emphasizing the same point when they declared that while the schools make a difference in what the students learn, principals make a difference in the schools.

From the Tongan situation the Tonga Ministry of Education (1989) reported that the principal has two important roles to play:

1. The principal needs to be an educational leader, both within the school and within the wider community. He/she should stimulate people's interest in education and aim to raise the quality of education available to both pupils, staff and parents.
2. At the same time the principal is also a servant of the school and community. As a good servant the principal should get to know the needs and educational expectations of the community.

The general picture about the role of the principal as indicated in the above statements seems to emphasise why the principal is a critical factor in educational improvement in schools and in the community

at large. The literature has shown that researchers, practitioners, parents, citizens, journalists, and even politicians all support the importance of the principal in a school and in the community. However, in order for principals to function effectively and efficiently in the roles of principalship a functional professional development programme should be established and maintained.

The changing pattern in the roles of principals

The changing pattern in the roles of the school principals, as the literature revealed, are determined by the changing pattern of the system, influenced by economic, political and social factors. Duignan (1988:5) expressed that:

.... the pressures of rapid technological change; the demands for special services to meet the needs of special children; the movement to ensure equal opportunity; calls for an end to discrimination on the basis of sex; the growing incidence of children from single parent or broken homes; all these have been identified as factors, external to the school, that impinge on the role of the principal.

The school principals themselves identified also a number of pressures within the school that influenced their effectiveness. These, according to Duignan (1985:5), included:

.... curriculum change and innovation, partly in response to the need to prepare students for employment and leisure; increasing professionalization of teachers; growing

demands for the evaluation of programmes and personnel; increasing numbers of specialized individuals and groups dealing with students; attempts to maintain programmes and standards with decreasing numbers of students and inadequate resources; attempts to provide programmes for the handicapped, the gifted, the economically deprived and the culturally different; the difficulty of stimulating and motivating staff in times of stability and lack of disciplinary problems.

Many of these pressures according to Duignan (1988) reflect the trends and pressures in the society. The external and the internal pressures together exert a considerable influence on the effectiveness of the roles of school administrators. Such pressures tend to become sources of frustration for principals and contribute to the complexity of their role. According to Duignan (1985), these factors should be taken into account when considering professional development programmes.

Thaman (1987) seems to support the same theory in relation to school improvement and in particular professional development of school principals. The main realization is that the professional development needs of principals should not be identified in isolation from the present context of schooling and the changing conception of schools as organizations. The societal issues and the nature of the principal's roles in relation to the situation where he/she is practising should be taken into account.

Despite the differences in perceptions on matters related to effective schools and effective principals most recent studies confirm the changes in the roles of principals and the need for professional development.

Some Reasons for Professional Development

As early as 1974 Shipman reported by McCormick and James (1983:34) suggested that "... professional development is possibly the only legitimate indicator of the success of innovation although it is considerably more difficult to measure than take-up of project materials". Recent support for Shipman's view comes from Bolam (1982) who, on the basis of his view of innovation research, emphasizes that educational change is a process, not an event, and that the individuals and social systems involved interact with each other over time and are changed by the process itself. At a common-sense level, therefore, and as McCormick and James (1983:34) stated, the professional development of school principals, individually or collectively as part of the social system of the school, appears to be an important element of educational provision.

The need for professional development in the Pacific Islands countries seems to have been accelerated by the rapid increase in educational

investment during the 1972s and 1980s. However, in relation to the theme of professional development, educational investment was significant because it created an urgent need to justify the massive input of resources. Taxpayers, ratepayers, policy makers, administrators and parents all demanded information about the way in which the money they provided for education was being spent.

Conceived and popularized by the increased investment in education the concept of accountability injected a new meaning into the notion of professional development. Accountability, according to the East Sussex Accountability Project (1979), can be interpreted in terms described as "... moral and professional, as well as contractual." Other studies such as by Chapman (1988), Duignan (1987) and Fullan (1988) indicated that, if the principals regard themselves as professionally accountable to themselves and their colleagues then they have accepted a commitment to the maintenance and improvement of their practice. According to Elliot (1982) and McCormick and James (1983) the strongest support for the concept of professional accountability derives from the view that accountability provides the best chance of promoting positive change in the practices of individuals and the institutions. Fullan (1982), Mulford (1984) and Rutherford, Hord, Hall and Hauling (1984) believed that effective change depends on the

genuine commitment of those required to implement it, and that commitment could be achieved only if those involved feel that they have control of the process. Apparently principals and schools will readily seek to improve their practice if they regard it as part of their professional responsibility, whereas they are likely to resist change which is forced on them.

However, according to McCormick and James (1983) the proposition that professional development assumes a concept of professionalism appears tautological. Professionalism, as McCormick and James perceived the concepts can be interpreted in a variety of ways, some of which are now regarded as pejorative. Some writers such as Hoyle (1980) have pointed out that the notion of professionalism is occasionally used "to improve the image, prestige and rewards of teachers or (principals) with little or no reference to any commitment to improve educational practice". However, without the latter the former has little ground on which to stand. Hoyle (1975, 1980) employed the term professionalism in preference to professionalism. He differentiated procedures designed to improve practice from those concerned with enhancing status. Hoyle (1980) believed that if professional development is understood in terms of increasing professionalism then clearly it can be associated with the goal of increasing principal's effectiveness.

Conclusion and Implications

With reference to effectiveness and efficiency the evidence from the literature on school improvement and in particular of professional development tends to emphasise the importance of the administrator's interpersonal skills and the human management skills essential for participative decision-making in all school improvement initiatives. Research data available [Chapman (1984), Harvey (1987), Duignan (1984) and Rutherford, Hall, Hord and Huling (1984) Fullan (1988) and Hyde (1988)] suggest that the roles of principals require individualized, comprehensive training programmes. Such a statement would seem to be just as appropriate in the Tongan situation since the Tongan education system is involved in profound change.

However, the most important factors when considering a professional development programme are those which are related to the contextual factors of the Tongan situation. These are crucial when considering, planning, formulating, implementing and evaluation of any professional development programme. The professional development needs of the Tongan principals should be identified from the Tongan situation and the programme should be built on those constructs.

Logically, in the present situation the principal's style of leadership in the current situation would need to be that of initiator, such as taking the lead and making things happen, or facilitator who would be vigorously working with and supporting staff to implement effective school improvement programmes. It is with these factors in mind that the study under review has been designed.

CHAPTER 3

RESEARCH DESIGN AND PROCEDURES

Introduction

This chapter is concerned with the research questions, together with details of the study design, the research data to be collected, the research methodology, the means of data collection and data analysis.

Research Design

The set of research questions upon which this study is based was devised from the Tonga Government Development Plan IV (1980-85) on education and the Tonga Ministry of Education Report (1987-88), in terms of administration, curriculum management, decision-making and accountability (see Appendix 3, 4, 5 and 6). Of fundamental concern to the study was the long-term impact on principals of the professional development programmes currently offered by different school systems and professional bodies in the country.

Research Questions

The study was designed to investigate the following major question:

What do the principals and educators in Tonga perceive to be the professional development needs of the school principals in relation to the current situation?

There were three minor questions formulated as the basis of inquiry. These were:

1. How familiar are principals with the professional development issues and provisions made for the professional development of school principals?
2. What are the perceived professional development and training needs of principals?
3. To what extent does the provision offered for professional development of principals meet the needs of the principals?

Study Model

The model for the study was based upon the work of Chapman (1986), Harvey (1987) and Hyde (1988). Chapman conducted a study to investigate the impact of administrative devolution and decentralization on primary principals in Victoria. Harvey investigated the professional development needs of the newly appointed principals in Western Australia and Hyde conducted a study on the professional development needs of school principals in the remote area schools of Western Australia.

The questionnaire for the administrative skills survey in this study was drawn from Chapman's study while the questions for the interview schedule in this study were adapted from the research work of Harvey and Hyde. It was not practical to replicate fully Chapman's, Harvey's and Hyde's studies as the Victorian and Western Australian contexts were different from the Tongan setting and, therefore, interview questions and questionnaire items were not always relevant to this study. Secondly, the scale of the model studies were greater and slightly different in nature than was that intended for the Tongan study. Thirdly, Victoria and Western Australia are more advanced in administrative arrangements and greater in size whereas Tonga is small and just embarking upon programmes of educational change.

Phases of the Research

The study proceeded through two phases. The first phase consisted of a pilot study period which was used by the investigator to develop adequate technical competence with the research procedures and techniques, to finalize decisions regarding the research design, procedures and use of instruments and to provide the researcher experience with interviewing techniques. The second phase was the period in which data were collected.

Preliminary stage

The undertaking of research of this kind required considerable funding and much goodwill from the participants. The financial support from the Australian International Development Assistance Bureau (AIDAB) is acknowledged as well as the approval granted from the Tonga Government.

At the preliminary stage the researcher wrote to all participants stating the purpose of the study and so established a line of contact two months before the data collection. Some of the participants responded in writing and expressed their interests while others responded favourably when contacted by telephone after the researcher arrived in the country.

The establishment of a rapport between the researcher and the participants was crucial. The researcher found that this was helpful throughout the study. The preliminary contacts enabled both the researcher and the participants to prepare and pre-plan time for the interviews and to minimize other disturbances.

Pilot study phase - interview questions and questionnaires

The interview questions were piloted with a small group of principals in Tonga who were not members of the study sample. As a result of the pilot study the

interview schedule was reduced and re-organized as repetition of responses to the initial set of questions became a problem. Definitions were also added to questions one and two as they were open to various interpretations. Probe questions were built into some of the questions to elicit further information to enrich the data. The interview schedule was then re-piloted with another group of principals who were not members of the study sample.

The final set of interview questions was categorized into two parts. The first part of the interview involved the collection of demographic and personal data of principals. These data were obtained from direct, factual questions which demanded specific responses. The second part of the interview involved the exploring of perceptions held by principals and educators towards the professional development needs of school principals. Questionnaire data were collected from the same group of principals.

Results of the pilot study

The research design and procedures were found to be workable. Interview/questionnaire methods were judged to be useful data gathering tools with this type of research. As well, the pilot study raised

the need to adopt strategies which would minimize problems that emerged during the interviews, such as interviewee's tending to express lengthy thoughts and feelings on topics unrelated to the interview questioning schedule.

The pilot study enabled some fine tuning of the questionnaire and the interview question schedule. The final version of the data gathering instruments was established when the researcher found that principals were experiencing no difficulties with the modified instruments.

From the pilot studies the researcher gained valuable experience in interview techniques and in the use of the audio recording equipment. Audio problems were overcome sufficiently to ensure effective recordings. Evaluation by the researcher and the pilot study sample principals enabled feedback on interview style, especially with questioning techniques. In terms of the most effective interviewing strategy, the pilot study indicated that using probing questions to obtain deeper thoughts and feelings tended to yield valuable relevant data.

Data gathering phase

The research data were collected by the researcher over a period of five weeks in August and September,

1989. The research design required that data be collected from twenty principals and ten educators. The interviews were conducted during the day, leaving the evening hours for previewing the audio tapes. The detailed research procedures involved with audio-recording and reviewing the interviews are outlined later in the report.

Audio recording of the interviews

All interviews were tape recorded. One Sanyo micro-cassette tape recorder with 1.2 cm reels was used for recording the interviews. For best effects, the tape recorder was placed between the interviewer and the interviewee and away to one side.

Study Sample

The study sample consisted of ten principals from primary schools, ten principals from secondary schools and ten representatives from different school systems and professional organizations who were involved in the professional development of principals and teachers in Tonga. Principals and educators were assigned code numbers for ethical reasons.

Selection of principals

Principals were selected randomly from three groups of schools in primary and secondary levels which had been categorized according to size in terms of student enrolment. The selection of secondary principals according to size of school were as follows:

<u>Group 1.</u>	<u>Group 2.</u>	<u>Group 3.</u>
600 - 1000)	(300 - 599)	(100 - 299)
SP1 SP2 SP3 SP4	SP5 SP6 SP7	SP8 SP9 SP10

The selection of primary principals according to size of school were as follows:

<u>Group 1</u>	<u>Group 2</u>	<u>Group 3.</u>
400 - 500)	(200 - 399)	(10 - 199)
PP1 PP2 PP3 PP10	PP4 PP5 PP6	PP7 PP8 PP9

The selection of principals was a result of factors requiring either a larger or smaller sample size. A larger sample was desirable in order to assess the variability of the contexts in which professional needs were demonstrated. Conversely, the

cost of data collection, the inconvenience of the inter-islands communication systems and time limits involved created pressure for a smaller scale of sample. An optimum sample of principals was seen as comprising ten principals from each of the primary and of the secondary levels and that these principals be selected both from schools on the main island of Tongatapu and from the other islands. The final selection was constrained by a number of circumstances. Firstly, a good number of smaller schools in terms of population from each level were located on the other islands. Secondly, the requirement of the study meant that the sample should be drawn from the main island and the other islands. As a compromise, three of the principals who had recently vacated the post of principal in the outer islands were selected to represent the principals of secondary schools in the outer islands. (eg: SP4 and SP6 and PP3). Approval was obtained for the inclusion of these principals in the study.

Selection of educators

The model group of educators were selected from different school systems and other professional bodies which had been involved in the operation of professional development programmes for teachers and principals. The educators were interviewed but they

were not required to complete the survey questionnaires. The study was designed to investigate the professional development needs of principals and the inclusion of the educators in the interview sample was viewed only so as to provide information which may have supported the perceived needs of principals. The target group of educators were identified by pre-investigation of different sources related to the study. Telephone calls and the review of related literature provided information about possible candidates. The final selection of representatives was made according to status and degree of educators involvement in the process of professional development of teachers and principals. The selected representatives were:

From the Tongan Government

1. Representative of the Tonga Government
2. Representative of the Tonga Ministry of Education
3. Senior Education Officer

From the non-government school systems

1. Free Wesleyan Church School systems
2. Catholic school systems
3. Atenisi Institute
4. Tailulu education system
5. Tokaikolo school system
6. University of the South Pacific Center in Tonga

7. Tonga Council of Churches.

The non-government school system authorities, from whom representatives were interviewed, constituted most of such bodies in Tonga. The exceptions from the list were the Mormon school system, Seventh Day Adventists school system and the Anglican School system. Principals from the last two school systems were included in the interviews and administrative skills survey while the Mormon representative could not be contacted during the data gathering period.

Data Source and Kinds of Data Collected for this Study

Qualitative and quantitative data for the study were obtained from three main sources:

1. Interviews of principals and representatives of different school systems operating in Tonga
2. Review of school documents which provide directions for principals' actions, eg: handbook for school administration, government documents and reports of professional development
3. Administrative skills survey questionnaire completed by principals

Biographical information

The demographic data were sought to provide a profile of the Tongan principals and background information for the study. The data were obtained during the preliminaries to interviews and consisted of direct questions to which required specific responses. (see Appendix 8 for details of questions)

Perceptions of professional development needs

The perceptions of the principals and the representative group of educators toward the professional development needs of principals were accessed in two ways. The questionnaire survey completed by principals enabled an overview of their perceptions to be obtained which provided objective ratings about need and importance across a set schedule of administrative skills. The interviews enabled the principals and educators to express ideas and opinions as well as provide reasons and explanations. The interviews facilitated also the revealing of underlying beliefs and justifications, all of which contributed significantly to the nature and range of perceptions held about professional development of principals in Tonga.

Objective data

The data collected from questionnaire survey completed by principals (n=20) stated the specific needs as perceived by principals. A secondary purpose of the data was to provide information about what principals perceived as important aspects of their role thus adding to the data gathered during interview.

Research Methodology

The research required the investigator to identify the perceived professional development and training needs of school principals in Tonga. For this purpose, a combination of interview and questionnaire methods were selected as the major data gathering methods. The interview/questionnaire methods were based on discussion, interviews and completion of questionnaires by the principals. The interview and questionnaire techniques were selected because of their suitability for the types of data required, the limited time which was set for the study and because methods of data triangulation were required to information given by the data sources. The combination of interview and questionnaire methods was considered to be the most appropriate because each general method facilitated access to various kinds of study data including the social factors involved.

According to Firestone (1960:303), while

"... the qualitative methods seek to explain the assumptions of the phenomenological paradigm (viewing that) a social factor is made up of tangible, multiple realities and can be socially defined, the quantitative methods on the other hand seek to express the assumptions of a positivist paradigm which maintain that behaviour can be explained through objective facts, design and instrumentation by showing how bias and errors are eliminated."

However, because the emphasis of this research was to identify the professional development needs of principals and to explore the meanings that individuals attached to the given answers the combination of interview/questionnaire methods was considered to be appropriate. The interviews were conducted in a naturalistic manner.

Interview methods

The interview technique was selected because of its appropriateness for gathering information that was perceptual in nature. Cohen and Manion (1980) suggested that interview techniques provide the opportunity for the researcher to explore respondents' thoughts and feelings towards a particular issue. In the analysis of the interview technique Cohen and Manion (1980) further suggested that there are three conceptions of the interview which can be regarded as a research tool:

1. It is a means of pure information transfer.
2. It is a transaction which inevitably has bias to be considered and controlled.
3. It is an encounter sharing of many features of the everyday life.

Guba (1978:245) seemed to support the use of human beings as research instruments for interviews when he stated that the naturalistic approach prefers human beings-as-instruments because of their:

greater insightfulness; their flexibility; their responsiveness; the holistic emphasis they can provide; their ability to utilize esoteric knowledge and their ability to process and ascribe meaning to data simultaneously with their acquisition.

Guba (1981) described the human-as-instrument in the naturalistic approach as like a 'smart bomb'. Once it was dropped, it could unerringly find its way to the target. Just like the 'smart-human-instrument' when used as a research instrument, the interviewer does not need a precise problem statement, theory, hypothesis or method to begin with, but could find his/her way unerringly to what was most salient in a situation.

In this study the interview seemed to offer the most effective means to identify and to explain the reality of natural factors as they existed in the normal school situation. In investigating the

perceptions of the principals and other educators to explain the professional development needs of school principals, the researcher found that the interview technique, while allowing a degree of flexible explanations, enabled factors to emerge from other sources which were related to the issue in question. Though these kinds of data were difficult to analyse, they yielded rich findings. The interview as a tool for data collection for this kind of research, has demonstrated the ability to reveal such hidden factors and ascribed meaningful explanations as they were related to other social factors. This seemed to be a particular advantage with regard to the study of the professional development needs of school principals. However, the interview schedule took into account some of the factors that the literature had suggested as possible indicators of effective principals; for example, as a strong leader, initiator of change, facilitator of change, and co-ordinator.

The interview schedule and the administrative survey questionnaires were administered on the same occasion. The interview was conducted first to provide a context for the administration of the survey. Interview durations averaged up to 45 minutes. All interviews were held at the schools or at offices in the case of the educators representatives. Most interviews were held during the working hours but some were held during the lunch break or after school.

Questionnaire methods

The administrative skills survey questionnaire was the second data collection method employed to investigate the professional development needs of school principals in Tonga. The questionnaire used in this study was based on that developed by Chapman (1986) in her study of the professional development needs of principals in Victoria. However, modification of terminology and deletion of eight items were made prior to the study in order to ensure that the instrument suited the Tongan situation. An example was the matter of school councils and regions which were not appropriate to the Tongan situation.

The administrative skills survey questionnaire was used to obtain quantitative data to provide an additional dimension to the interview data. Quantitative data according to Firestone (1980) provide objective answers which may reduce error, bias or other factors that may keep one from clearly perceiving social factors in their normal, natural manner. Wilson (1981:246) pointed out that seeking to understand human behaviour apart from the manifest and the latent meanings of the observed factor must also seek to understand the behaviour which forms the

objective outside perspective because behaviour often has more meaning than its observable factors. For that reason, data collected with the two methods, interview and questionnaire, were triangulated purposely to minimize any emerging problems and to validate the meaning attached to each factor. For the purpose of this study, triangulation was useful because perceptions of principals in the issue of professional development needs were investigated on two different levels, primary and secondary levels and for principals and educators.

The combination of interview and questionnaire methods, supported by the triangulation, provided the framework for consistent and meaningful explanation of the data collected to identify and describe the professional development needs of school principals in Tonga. All principals selected for this study were asked to complete the questionnaire. Nineteen of the questionnaire booklets were received by the researcher before he left the country and one was mailed later. The survey asked the respondents to rate 50 previously identified administrative skills on the Scale of Importance from:

1. "it is not at all important that the principals possess this skill"
2. "it is important that principals possess this skill"
3. "it is considerably important that principals possess this skill"

4. "it is extremely important that principals possess this skill" and in the Scale of Need that include considerations that:
- (i) "principals do not need professional development in this skill"
 - (ii) "principals might need professional development in this skill"
 - (iii) "principals need professional development in this skill"
 - (iv) "principals definitely need professional development in this skill"

Some Problems Confronting the Researcher

A number of problems confronted the researcher prior to and during the data collection phase. The researcher during the interviews had to deal with the kinds of problems which emerged from different conceptions of professional development which in many respects were similar to those suggested by Cohen and Manion (1980). Those authors recognized that "... no matter how hard an interviewer may try to be systematic and objective, the constraints of everyday life will be part of whatever interpersonal transactions are initiated". With those conceptions in mind, the researcher had to control interview bias by adhering to an interview protocol in order to direct the degree of freedom the interviewer might have when conducting the interviews. In some cases respondents' bias had been difficult to identify and therefore had to be accepted as existing and hence presumably became part of the respondents' perceptions. Secondly, the researcher

had to contend with the problem of accuracy of perceptions. This seemed to raise the issue of the validity of the data. Conners (1978) also reported by King (1979:91) noted problems which may underlie accuracy of perceptions, namely, "is the individual reporting his actual thoughts, or is he distorting them for some reason, or is he only selectively reporting his thoughts". The interviewer adopted precautions used by Marland (1977) to enhance the probability of accurate thoughts. The precautions included the use of sound questioning techniques, clarifying meaning of respondents' comments and the appropriate preparation of the interviewee. Questioning techniques as indicated in the literature, not only yielded valuable data but served as a trigger for in-depth investigations of interviewees underlying ideas, beliefs, lines of reasoning and so on.

In this study the interviewer was conscious of the need to gain principals' and educators' confidence and trust in order to enhance the likelihood of valid data being obtained. The interviewer expected that principals would be curious to know the purpose of the research, that he would be concerned with what they would say, and so on. At all times fairness and honesty was intended and maintained, with explanations about the intentions of the study being cast in the form of generalities and not as deceptions.

However, trust alone was found to be the major requirement for interviewees to feel free to reveal their own understanding of professional needs. Most principals were not accustomed to discussing ideas or expressing points of view about their professional needs. This seemed to be compounded further by ethical constraints. Therefore, in this study, rapport had to be established between the interviewer and the interviewees, and confidentiality of information was assured.

Other problems confronted by the researcher were related to situational factors such as:

- o Some of the schools did not have offices for principals. This caused difficulties in finding suitable, discreet, and distraction-free interview venues.
- o Some of the principals and educators had full time job commitments. Consequently some of the interviews were held during lunch time or after school which meant difficulties in terms of time pressure, interviewer and interviewee fatigue.
- o Language problem. While the interviews with most interviewees were conducted in English a number of interviewees resorted to the use of

the Tongan language when explaining deeper thoughts and perceptions.

Validity of the research data

A number of major validity issues had to be considered in the gathering of data for this study. Those that pertain directly to the particular research methodologies used in this study have already been discussed. However, other validity issues also presented a problem when designing the study.

A real concern for the interviewer was his position as perceived by the interviewees. For the interviewees there existed a potential role conflict between the interviewer as former Tongan principal and the interviewer as researcher. The interviewer had to harmonize this role conflict. The principals and educators varied markedly in the extent to which they were able to discuss ideas and express views to the interviewer. This appeared to depend on what the interviewer's role happened to be to the interviewees. Those who perceived the interviewer in a principal's role tended to provide more formal responses saying what they thought was required. Interviewees who perceived the interviewer more as a researcher tended to provide more personal responses by relating aspects of their private and personal ideas and views. As the interview phase of the study progressed, more and more

interviewees perceived the interviewer in the researcher role.

Preparation and Analysis of Data

All interview tapes were transcribed and hand written before the analysis stage. Responses were listed and classified into categories using content analysis and the attributional analysis techniques. The questionnaire data were computerized using the SAS PC+ WRITE programme to determine the means, frequencies and percentage of responses.

Content analysis methods

The content analysis method used to analyse data collected from interviews was based on that by Heneson, Lyons Morris and Taylor Fitz-Gibbon, (1978). The principals' and educators' comments were analysed by listing responses and classifying these into the following categories:

1. Ways of knowing about the professional development programme - incorporating references to participating in the programme
 - reading about the programme and discussion in both formal and informal situations

2. Depth of knowing about the professional programme
 - incorporating references to degrees of knowing about the professional development issues

 - references to the perceived quality of information related to professional development needs

 - references to elements that were perceived as interfering with the principalship

3. Concerns
 - incorporating references to aspects of concern with the professional needs of principals and the procedures of the programme

4. Opinions
 - incorporating judgements about the professional development needs of principals in the current situation

The frequency of like responses indicated by content analysis techniques were noted and calculated in terms of percentage of responses and percentage of total response. For each of the scaled responses,

the frequency distribution was calculated for each element under investigation. The mean and standard deviation were then calculated to ascertain the degree to which the principals and educators in general rated each element.

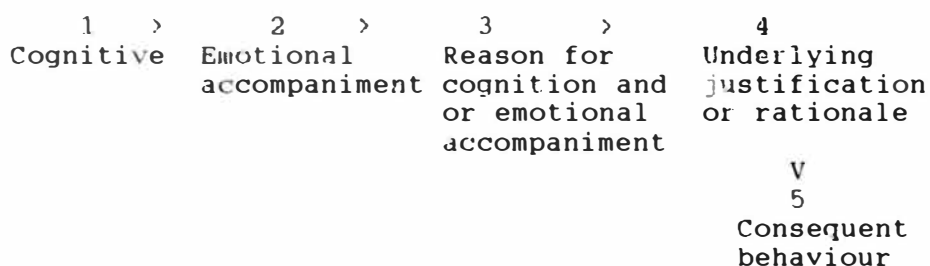
Attributional analysis methods

The attributional theories as they were projected from the realms of psychology by Heider (1958) and developed further by recent studies also reported by King (1979), offered a number of concepts which can be applied in this study. Firstly, the concepts of analysis used to analyse the data pertaining to the self-perceptions of principals and educators in Tonga sought to identify two sets of phenomena.

1. the causal explanations of a principal's expression of thoughts and feelings about self in the current situation; and
2. the characteristics of a principal's and educator's underlying ideas, views, beliefs, emotions, and lines of reasoning, that is, the base which seemed to influence the causal derivations of behaviour.

Secondly, the conceptual framework for analysing the data to obtain causal explanations of perception was developed by inductive means. In this framework the researcher examined all transcripts and noted patterns of statements which seemed to be related

contextually. Where thoughts or feelings which contained a cue about self-performance had been expressed by the interviewees, the interviewer had often pursued the point by using probing questions to elicit further information about the interviewees self-perceptions. These questioning tactics tended to result in a chain of comments, usually linked in the following pattern:



The reasons provided by the interviewees tended to be related directly to the initial cognition, so usually the interviewer probed further with such questions as: why do you think (the given answer) made you feel or do (the initial cognition or emotion)? Responses to these questions tended to disclose belief systems, lines of reasoning, and points of view underlying principals' educators' thoughts and feelings about the principalship.

The chains of comment reflected the perceptions, attitudes and individual feelings of interviewees about the provisions and other issues related to the professional development needs of principals. A

significant part of the interviewees' responses pertained to components of self-thoughts and feelings. An analysis of the qualitative aspects of the behaviour revealed some common patterns of thoughts expressed and also pointed to the base of ideas, views, beliefs, emotions, and lines of reasoning which were perceived to underlie those thoughts. The emergence of common patterns in the chains of comments tended to be causal in nature, hence an attributional analysis of the thoughts and feelings was deemed appropriate.

Computer analysis

Data from the administrative skills survey questionnaires were computerized. The score for each item of the two scales were coded for computer analysis using the SAS PC+ WRITE computer package.

For each of the scaled responses, the frequency distribution was calculated for each element under investigation, for example: the mean and standard deviation were then calculated to ascertain the degree to which the principals in general rated each element.

Summary

The selection of the interview/questionnaire methods for data collection were considered proper and

appropriate for this kind of research. The flexibility of the interview techniques tended to bring about factors related directly to the issues in question and the questionnaire method provided statistical evidence which further improved the interview data. Moreover, for the scope of this study, the findings seemed to be persuasive and should help to inspire further study and further improvements in the professional development of school principals.

CHAPTER 4

RESEARCH FINDINGS

This chapter presents the data obtained from the study. Part A of the chapter consists of demographic data collected from principals. Part B includes the quantitative data obtained from the administrative skills survey questionnaire completed by principals. The data presented in Part C were obtained from direct interviews of principals and educators. Each Part corresponds to the key components of the research questions.

PART A

Demographic Data of Principals

Introduction

Principals (n=20) were invited in the interview situation to respond to a set of questions intended to provide a descriptive profile of the demographic characteristics of principals in the primary and secondary schools in Tonga. Responses were noted and calculated in terms of percentage of responses and percentage of total response. The demographic interview questions is included in Appendix 8.

Personal background of principals

The data indicated that most principals in the primary level were more than 45 years of age and 70 percent (n=7) being between 46 - 60 years of age. At the secondary level principals were younger. Most of the secondary principals were in the age group of 36 - 46 years with 90 percent (n=9) of the modal group between 36 - 50 years. A summary of the age patterns of the principals in the interview sample is presented in Table 3.

Age	Primary (n=10)		Secondary (n=10)	
	No	%	No	%
36 - 40	1	10	3	30
41 - 45	2	20	2	20
46 - 50	2	20	4	40
51 - 55	2	20	1	10
56 - 60	3	30	-	-
TOTAL	10	100	10	100

Qualifications of principals

All principals in the secondary schools who were interviewed for this study held an academic qualification apart from the initial teaching qualification. According to the data 90 percent of

these qualifications included an educational focus. On the other hand most principals in the primary level held a Tonga Teachers Certificate Class 1. In the whole of Tonga according to the Tonga Ministry of Education Report (1987:43) 41 percent of the teachers in the secondary level were trained overseas with a Diploma or a Degree from a Higher Institution. The other 59 percent of teachers were made up of four major groups - partial completion of a degree or diploma; Teachers Training Certificate (Secondary); Teachers Certificate (Primary); and untrained. The matter of the standard of qualification of teachers was raised by some of the principals in the secondary and primary schools during the interviews.

I think this was one of the secondary schools which still employed locally trained teachers to teach in Form 4 and 5 (SP4)

Some of my teachers were school leavers, some have passed New Zealand University Entrance Exams and some had only passed School Certificate. (SP6 and SP9)

Table 4 presents a summary of the qualifications of the principals who were involved in the study.

Qualification	Primary (n=10)		Secondary (n=10)	
	No	%	No	%
D.D	-	-	1	10
M.A	-	-	1	10
B.A	-	-	3	30
BEd.	-	-	4	40
BSc.	-	-	1	10
Teachers Cert.	-	-	-	-
Class 1.	10	100	-	-
TOTAL	10	100	10	100

Status of principals

Of the principals in the secondary level who were interviewed for this study 60 percent (n=6) held substantive positions and 40 percent (n=4) were in acting or relieving positions. At the primary level 70 percent (n=7) of principals held substantive positions and the other 30 percent (n=3) were in the position of teacher in-charge or in an acting position. Table 5 presents a summary of the principals' status.

Status	Primary (n=10)		Secondary (n=10)	
	No	%	No	%
Relieving	1	10	1	10
Acting	-	-	3	30
T/In-charge	2	20	-	-
Substantive	7	70	6	60
Total	10	100	10	100

Years of principalship

The data indicated that at the primary level 60 percent (n=6) of the principals had been in the position of principalship for more than ten years. A bi-modal distribution indicated that 30 percent (n=3) of those who were interviewed had less than five years experience and 50 percent (n=5) had more than fifteen years of experience in principalships.

The secondary level revealed a different category of experience in principalships where 60 percent (n=6) of the principals who were interviewed had less than five years of experience and 40 percent (n=4) indicated that they had more than five years of experience. A summary of the principals' years of principalship is presented in Table 6.

Years	Primary		Secondary	
	No	%	No	%
0 - 5	3	30	6	60
6 - 10	1	10	3	30
11 - 15	1	10	1	10
16 - 20	2	20	-	-
21 - 25	1	10	-	-
26 - 30	2	20	-	-
TOTAL	10	100	10	100

Size, Status and Controlling Authorities of Schools

The non-government organizations operated 60 percent (n=6) of the secondary schools which were involved in the interview phase of the study and 40 percent (n=4) were operated by the Tonga government. Six of these schools ranged in grade level from Form 1 - Form 6, an equivalent of Grade 8 - Grade 12 in the Western Australian system. Three of the remaining four schools had Form 1 - Form 5 and one school had Form 1 - Form 4. The latter operated as a sub-branch of another Senior High School. The enrollment in the secondary level ranged from 100 - 900 students with most being in the range of 300 - 600 students.

At the primary level nine of the schools involved in the interview phase of the study were operated by the Tonga Government while the non-government system operated one school. All these schools ranged in grade from Class 1 - Class 6 which were the equivalent of Grade 1 to Grade 7 in the Western Australian system. A summary of the enrollment distribution in the schools involved in the study is presented in Table 7.

Table 7

Distribution of enrolment in the schools
involved in the study

Organization	Primary		Secondary		Total
	Female	Male	Female	Male	
Non-Gov't. Schools	48	44	1929	1473	3402
Gov't. Schools	1446	1305	815	1262	2077
Total	1494	1349	2744	2735	5479

Distribution of staff

The number of staff in the secondary schools involved in the interview phase of the study ranged in size from 9 in the smallest school to 44 in the biggest school. Of these staff 97 percent (n=273) had a full time commitment to teaching and educational purposes. The other 3 percent (n=8) was made up of part-time teaching staff, clerical workers and caretakers.

Of the primary schools involved in the study the staff ranged from 4 in the smallest school to 34 in the biggest school. Overall 96 percent (n=120) of teachers had a full time commitment to teaching. The other 4 percent (n=5) of teachers was made up of student teachers. The majority of the teachers were trained locally in the Tonga Teachers Training College. A summary of the teachers distribution is presented in Table 8.

Table 8

Staff distribution in the schools involved in the study							
	Primary			Secondary			
	Male	Female	Total	Male	Female	Total	
Non-Gov't Schools	2	2	4	69	94	163	
Gov't Schools	40	79	119	54	42	96	
Total	42	83	125	123	136	259	

Summary of Demographic Data

Most principals in the primary level were older than those in the secondary level. The secondary principals all had an academic degree while those at the primary level were trained locally with a number of years' experience. Most teachers in the secondary level were trained in a higher institution and the number was increasing from year to year. The following statements were selected from among the interview data obtained in this study to illustrate ones that were typical:

The number of graduates who joined teaching are increasing from year to year, therefore, principals must be well trained to handle the situation. (SP1)

There are more and more Diploma graduates who joined the primary school teaching staff and principals should be prepared to work with them. (PP6)

The intention is to have Diplomat as principals in the primary school level and, in the near future, we may have principals

with Degrees. (ED2)

At both the secondary and primary level all principals had experience of principalship prior to their current appointment. Of the primary principals 60 percent had more than ten years of working experience as a principal. On the other hand 90 percent (n=9) of the principals at the secondary level had less than ten years of experience in principalship.

In terms of appointment 70 percent (n=7) of the primary principals held their current position in a substantive capacity. The others were teachers in-charge or acting principals. At the secondary level 60 percent (n=6) held their current position in a substantive capacity and the others were acting or deputy principals.

The number of staff supervised by the group of principals at the primary level ranged between 4 - 34 with between 6 - 16 accounting for 50 percent of these principals. At the secondary level the number of staff supervised by principals ranged between 7 - 44 with between 15 - 25 accounting for the 70 percent of all principals.

PART B

Data Collected from Questionnaires

Introduction

The survey questionnaire contained fifty pre-identified administrative skills. These skills were set out in two scales, the Scale of Importance and the Scale of Need. The two scales were sub-divided into eight major categories. Under these categories were the fifty pre-identified administrative skills which were grouped according to their objectives.

Principals were asked to rate the Scale of Importance first and then the Scale of Need (see pp. 76-77 for details of ratings). All principals (n=20) completed the questionnaire in which the items clustered under the following eight categories:

- Relationships with students
- Relationships with School-Based-Decision-Making Groups
- Relationships among Members of the School Community
- Development of Curriculum and Instruction
- Relationships with Parents
- Relationships with Staff
- Relationships with the Ministry of Education
- Management of the School's Physical Resources

An analysis of the eight categories according to their objectives and characteristics enabled the areas of need to be nested within four major areas, namely; Human Resource Management, Management of the School's Physical Resources, Curriculum Management and Leadership and Entrepreneurialship both Internally and within the School's External Environment. The sub-division of the eight categories are as follows:

1. **Management of Human Resources**
 - o Relationships with Students
 - o Relationships with Staff
 - o Relationships among Members of the School Community
2. **Management of the School's Physical Resources**
3. **Curriculum Management**
 - o Development of Curriculum and Instruction
4. **Leadership and Entrepreneurialship of Human Resources both Internally and within the School's External Environment**
 - o Relationships with Parents
 - o Relationships with the Ministry of Education
 - o Relationships with School-Based-Decision-Making Groups

The ratings in both Scales were treated in the same way as shown in the examples presented in Figure 1.

The coded ratings were tabulated and computerised, using the SAS PC+ WRITE computer package to find the means, frequency, standard deviation and the percentage of each item in terms of importance and need for

professional development as the subjects rated them.

Figure 1

Examples of Computer Rating Survey
Questionnaires

Group	Frequency	Percentage	Cumulative	
			Frequency	Percentage
P*	10	50	10	50
S*	10	50	10	100

P* Primary
S* Secondary

Item	Frequency	Percentage	Cumulative	
			Frequency	Percentage
1	1	5.0	20	100.0

Item	Frequency	Percentage	Cumulative	
			Frequency	Percentage
2	2	10.0	2	10.0
3	3	15.0	5	25.0
4	15	75.0	20	100.0

Scale of Importance

The first level of analysis to be undertaken in the Scale of Importance involved the determining of the aggregated score in all questionnaire items combined. The purpose of this analysis was to find out the distribution percentage of ratings in the Scale of Importance.

Percentage of administrative skills perceived by principals to be important for principalship

As Table 9 indicates the analysis of the data in the Scale of Importance showed that 95.6 percent of the 50 skills were identified by secondary principals with either a rating of 3 "considerably important" or with a rating of 4 "extremely important". On the other hand the primary principals rated 88.0 percent of the skills as a 3 or a 4. Those skills were perceived by principals to be important for principalships. Only 4.4 percent of the skills in the questionnaire were identified by the secondary principals with either a rating of 1 - "not at all important" or a rating of 2 - "limited importance". The primary principals rated 12 percent of the skills as a 1 or 2. Generally the differences in the rating between secondary and primary principals revealed differences in the level of perceptions held by respective principals in terms of importance among the eight categories of administrative skills.

To further investigate the overall level of differences in the perceptions of the principals in terms of importance, ratings of the categories were examined in relation to the mean rating score.

<u>Frequencies and Percentage of rating distribution in the scale of importance</u>				
Response	Secondary		Primary	
	<u>Frequency</u>	<u>%</u>	<u>Frequency</u>	<u>%</u>
Extremely	330	66.0	288	57.6
Quite	148	29.6	152	30.4
Limited	17	3.4	49	9.8
Not at all	5	1.0	11	2.2
Total	500	100.0	500	100.0

Rank order of categories in terms of importance based on mean, Scale of Importance

In this level of analysis the SAS PC+ WRITE computer package was used to find the mean to illustrate the differences in terms of importance between the secondary and the primary levels. A ranking order of the categories in the Scale of Importance, based on the mean rating is presented in Table 10.

Although the manner of rating of categories in the secondary level was not the same as that used for the primary level, the first four categories were the highest ranking in both cases. Based on the ratings in the Scale of Importance the differences in the level of perceptions in each category between the secondary and the primary principals were minimal. The highest points of differences are presented in Table 11 and involved the two categories of Curriculum Development and Instruction and Relationship with the School-Based-Decision Making Group.

Table 10

***Rank of order categories in the scale of importance
based on mean***

Categories	Secondary		Primary	
	Rank	Mean	Rank	Mean
Relationships with Students	1	3.816	2	3.600
Relationships with Staff	2	3.785	1	3.637
Curriculum Development and Instruction	3	3.742	4	3.457
Management of the Schools' Physical Resources	4	3.571	3	3.5
Relationships with the School Based Decision-Making Group	5	3.5	8	3.216
Relationships among the Members of the School Community	6	3.457	7	3.275
Relationships with Parents	7	3.44	6	3.3
Relationships with the Ministry of Education	8	3.3	5	3.43

Table 11

Highest points of differences in the Rating of categories Scale of Importance

	Mean		Diff.
	Secondary	Primary	
- Curriculum Development and Instruction	3.742	3.457	.285
- Relationships with the School-Based-Decision-Making Group	3.5	3.2166	.283

The differences in mean rating in the two cases shown in Table 11 indicates that the secondary principals perceived those skills listed under each category as more important for principalships than the primary principals. The primary principals mean rating was lower, indicating that many of them might have perceived that they had already achieved those skills. In relation to the findings in the demographic data on principals, it was stated that "primary principals were older and more experienced than the secondary principals". The findings indicated that 50 percent (n=5) of the primary principals had more than fifteen years of working experience. In the case of the secondary principals most of them were younger and had recently commenced in the principalships. The demographic data indicated that 60 percent (n=6) of the secondary principals had less than five years of experience, 40 percent (n=4) had more than five years experience and only 10 percent (n=1) had more than ten years of working experience. Evidently most principals perceived the identified administrative skills in the Scale of Importance as important for principalships.

Scale of Need for Professional Development

As with the Scale of Importance the aggregated Scale of Needs for professional development of all questionnaire items combined were determined. The

first level of analysis to be undertaken in the Scale of Need was to find out the distribution percentage of ratings among the fifty questionnaires.

Percentage of administrative skills perceived by principals as in need of professional development

As indicated in Table 12 the results of the ratings in the Scale of Need showed that 93 percent of the 50 skills were identified by secondary principals with either a rating of 3 "considerably needed for professional development" or a rating of 4 "extremely needed for professional development". On the other hand primary principals rated 82.8 percent of the skills as a 3 or a 4.

<u>Frequencies and Percentage of rating distribution</u> <u>scale of need</u>				
Need for Prof. Dev. Level	Secondary		Primary	
	Frequency	Percentage	Frequency	Percentage
Extremely great	133	56.6	262	52.4
Considerable	132	26.4	163	32.6
Moderate	32	6.4	58	11.6
Minimal	3	.6	17	3.4
Total	500	100.0	500	100.0

The distribution of the ratings indicated the degree to which those skills were perceived by principals to be of need for professional development.

Only 7 percent of the skills in the questionnaire were identified by the secondary principals with either a rating of 1 "not at all needed for professional development" or a rating of 2 "limited needed for professional development". The primary principals rated 12 percent of the skills as a 1 or 2. Generally, the differences in the rating between the secondary and primary principals revealed differences in the level of perceptions held by secondary and primary principals in terms of need for professional development among the eight categories of administrative skills. The overall distribution of ratings in the Scale of Need point to the same evidence stated in the demographic data of principals and in the Scale of Importance in which the "Principals in the primary level who were older and more experienced" perceived a lower percentage of need for professional development than the secondary principals. As stated in the demographic data of principals, 50 percent of the primary principals had more than fifteen years of principalships and only 10 percent of the secondary principals had more than fifteen years in principalships. To further investigate the level of needs for professional development in each category the rating order of categories in the Scale of Need were examined further.

Rank order of categories in terms of need for professional development based on mean

The differences in perceptions between secondary and primary principals as shown in Table 13 indicates that the secondary principals perceived the skills under most categories as more needed for professional development than the primary principals. In all cases the perceived needs for professional development were higher among the secondary principals suggesting that older principals in the primary schools may have understood the system better. The alternative views might be linked to the "great man approach" in which members were accepting the organization and rules as normal while the younger members tended to be critical in some ways. However, both groups rated highly the need for professional development in all areas.

Table 13

**Rank order of categories in the scale of need
based on mean**

Categories	Secondary		Primary	
	Rank	Mean	Rank	Mean
- Relationships with Students	1	3.75	2	3.5
- Relationships with Staff	2	3.637	3	3.425
- Curriculum Dev. and Instruction	3	3.8	1	3.528
- Relationships with Parents	4	3.45	6	3.166
- Relationships with the Ministry of Education	5	3.5	4	3.433
- Relationships among Members of the School Community	6	3.525	8	3.162
- Relationship with School-Based-Decision-Making Group	7	3.366	6	3.166
- Management of the Schools' Physical Resources	8	3.166	5	3.383

Based on the ratings of categories in the Scale of Need for professional development the level of perceived needs for professional development in each category between the secondary and the primary principals was minimal. As Table 14 indicates the highest points of difference were found in two categories - Relationships among Members of the School Community and Curriculum Development and Instruction. In both cases secondary principals perceived higher need for professional development than the primary principals.

Table 14**Highest points of differences in the rating of categories, scale of need**

Categories	Secondary	Primary	Diff.
- Relationships among Members of the School Community.	3.75	3.5	.25
- Curriculum Dev. and Instruction	3.525	3.162	.363

The evidence in these particular cases was similar to the findings in the interviews of principals and educators. However, the interview data indicated some of the statements made by primary principals related to the curriculum needs:

I need training in curriculum matters.... I think there is an overlap in the primary school curriculum and the curriculum taught in the junior classes in the secondary schools, and that is a waste of time.... we cannot do anything we don't have the appropriate skills and all matters are decided at the top (PP1)

In some other cases both primary and secondary principals pointed to the needs related to Relationships among Members of the School Community. The principals' concern seemed to be explained in these statements;

Many of the Komiti Ako* or Educational

Committee members I think should not be there I mean they are in the wrong committee and that makes a lot of things more difficult for both ... I found it very difficult to deal with(SP1)

Other respondents said:

Schools need the support of the parents and the community and in that case principals have to be prepared to handle both sides in the most appropriate manner... this school is heavily reliant on the parents' support... (SP5)

Many of my staff are older than me and some are higher qualified I found myself sometimes in situation where I do not have the courage to challenge things that come from them you see what I mean I am sure I can do it but I need professional advice (SP7)

In order to maintain the good working relationships and high morale among members of the school community principals believed they needed further training in those areas indicated in Table 16.

Although the differences in the level of need for professional development were not significant in all categories there was a considerable demand for professional development in most cases among the Tongan principals.

The data indicated that overall principals perceived a need for professional development in more than 80 percent of the previously identified administrative skills. The high percentage of the

level of need for professional development in all categories and at both levels, secondary and primary, was convincing enough to warrant a further examination of the data in the Scale of Need for professional development. This examination involved a classification of the skills into three different levels. In this classification the secondary and the primary principals were treated as one group.

Classification of the Skills Perceived to be Needed for Professional Development

The level of analysis in this section involves the classifying of the skills into three different levels. The levels were determined by ratings given to each skill by the respondents. The purpose of the classification was to specify the skills perceived to be of need for professional development, to establish a starting point for professional development programmes and to further explain the perceptions of the principals towards the issue in question. The three levels of skills were as follows:

1. Level 1 - Skills rated with 3 "extreme need for professional development" or 4 "extremely needed for professional development" and the total percentage of respondents was 100.
2. Level 2 - Skills rated with scores of 3 "greatly need" and 4 "somewhat needed" but the total percentage of respondents ranged between 90 - 99 percent

3. Level 3 - Skills rated with 4 "greatly needed for professional development" and 3 "considerably needed professional development" but the total percentage of respondents ranged from 60 -89 percent

The total percentage in each level represents the ratings given to each skill and the numbers of principals who deemed that those skills were essential for professional development in each level.

Level 1 - 7 Skills rated with 3 and 4 with a total percentage of 100

The first level consisted of seven (7) skills identified from different categories by all principals with a rating of 3 "considerably needed professional development" or 4 "extremely needed professional development" with the total percentage of 100. A list of these skills is presented in Table 15.

The ratings in this level revealed that all principals involved in the study had identified those skills to be in need of immediate professional development. The most needed skills were under the categories of:

- Relationships with Students (2 skills)
- Relationships with Staff (3 skills)
- Curriculum Development and Instruction (1 skill)
- Relationships with Parents (1 skill)

Table 15
Seven highest rated skills on the scale
of need for professional development

Frequency

Total

	Rate 3	Rate 4	%
Relationships with Students			
1 To utilize a variety of counselling techniques to provide guidance and support for children with difficult personal problems	6	14	100.0
2 To identify the wide range of academic abilities and educational needs among the students	6	14	100.0
Curriculum Development and Instruction			
3 To innovate and support experimental practices which promote innovation and change in the schools curriculum and instruction	3	17	100.0
Relationships with Parents			
4 To elicit the active support of parents in the activities of the school	9	11	100.0
Relationships with Staff			
5 To recognize the talent of the staff and to assist them in formulating purpose and accepting responsibility	1	19	100.0
6 To identify the needs and create the conditions for the continual professional development of staff	5	15	100.0
7 To guide and direct staff meetings maintaining participant interest and involvement	7	13	100.0

The first three categories in the list were the most highly rated categories in the Scale of Importance

and the Scale of Need for professional development. Three of these categories were related directly to the Management of Human Resources both internally and within the school's external environment but most importantly, all were related closely to school operations. Specifically, these skills were closely associated with important aspects of the role of principal. The skills in the categories of Relationships with Staff and Relationships with Parents required good leadership and appropriate skills for public relationships. The skills in the category of Relationships with Students demanded counselling skills and those in the category of Curriculum Development and Instruction required knowledge of planning strategies and administrative skills. Evidence from the data at this level indicated that there were perceived needs of principals for professional development. These needs were related directly to personal needs for improvement in terms of qualification, Curriculum Management and in Management of the Human Resources. These observations will be examined and discussed further at the end of Level three and in the presentation of the interview data.

Level 2 - 27 skills rated with 3 and 4, with a total percentage ranged between 90 - 99 percent

The second level of skills to be presented were those rated 4 "extremely needed professional

development" and those rated with 3 "considerably needed professional development" with a total percentage ranged between 90 - 99 percent. Table 16 lists the 27 skills which were rated in this way.

Table 16

Highly rated skills

	Frequency		Total %
	Rate 3	Rate 4	
Relationships with Students			
- foster positive attitudes of respect and consideration among students	2	17	95.0
- establish adequate control over students through the maintenance of standards of conduct and disciplinary rules	10	9	95.0
- establish relationships of meaningful understanding and trust with students by demonstrating interest in their welfare and openness to their course	3	15	90
Relationships with S.B.D.M.G			
- identify and manage the force operating within the group decision making situation	7	11	90.0
- elicit the support, maintain interest of the members of the SBDMG	9	9	90.0

Table 16 (con't)

	Frequency		Total
	Rate 3	Rate4	%
Relationships Among Members of the School Community			
- build a sense of loyalty, co-operation and team work so that all members of the school community work together in pursuit of school goals	6	12	90.0
- Communicate with people from a wide range of social, ethnic and occupational backgrounds	6	12	90.0
- Mediate conflict and reconcile different points of view among members of the school community	8	10	90.0
Relationships with Staff			
- motivate the staff to effective performance	4	15	95
- supervise staff to ensure that decisions are implemented and duties are performed	8	11	95
- to delegate responsibility to staff	8	10	95
- design organizational arrangements of framework within which staff can operate effectively	6	13	95
- mould staff who have differing philosophies, experience and approaches into an effective working team	7	11	90

Table 16 (Con't)

	Frequency		Total %
	Rate 3	Rate 4	
2. Curriculum Management			
- motivate teachers to adopt curriculum innovation	5	14	95.0
- identify the educational problems of the school	5	14	95.0
interpret the findings of educational research and apply the conclusions in solving the educational problems of the school	5	14	95.0
- assist the teachers to plan implement and evaluate measures for the improvement of teaching practice	2	17	95.0
- identify and understand the implications of political, economic and social trends for the development of the educational programme	6	12	90.0
- assist members of the SBDMG and staff in the formulation of educational goals	5	13	90.0

Table 16 (Con't)

	Frequency		Total
	Rate 3	Rate 4	%
Relationships with the Ministry of Education			
- identify and communicate with central office personnel for the purpose of gaining information and authoritative advice	9	9	90.0
- ability to establish and maintain parental confidence and support	9	10	90
Relationships with Parents			
- assist parents about changes in educational thought and practices	11	8	95.0

Table 16 (Con't)

	Frequencies		Total %
	Rate 3	Rate 4	
4. Management of the Schools' Physical Resources			
- develop and maintain an efficient system of record keeping	4	15	95.0
- develop, prepare, present and administer school budgets	1	17	90.0
- evaluate the effectiveness of the school's physical resources for meeting the needs of the educational programme	8	10	90.0
- Use of systematic decision making and planning techniques to identify needs and project growth and decline	5	13	90.0
- supervise the use of computers and management of information	5	13	90.0

Principals perceived their needs for professional development in this level in skills which seemed to be required for immediate facilitating of responsibilities at the school level, that is, skills which were required for "getting the job done". In this respect, principals seemed to view their effectiveness to take on the management orientation of their roles and

ensuring responsibilities at the school to be dependent upon acquiring these skills. This would suggest that there is a great demand for professional development in skills related to the Management of Human Resources both at the school and external levels, Management of the Curriculum and Management of the Schools' Physical Resources.

Level 3 - 16 Skills rated with 3 and 4, total percentage ranged from 50 - 89 percent

The third level of skills were those rated with 4 "extremely needed professional development" and rated 3 "considerably needed professional development" and the total percentage of respondents was below 90 percent. These skills are presented in the Table 17.

<u>Table 17</u>			
<u>16 Skills rated with 3 and 4 with a total percentage ranged from 50 - 89 percent</u>			
	Frequency Rate 3	Rate 4	Total %
Relationships with Students			
The ability to:			
- handle serious discipline problems effectively	3	14	85.0

Table 17 (con't)

	Frequency Rate 3	Rate 4	Total %
Relationships Among Memebers of the School Community			
- establish rapport among members of the school community through building feelings of mutual confidence and trust	6	11	85.5
- create climate in which members of the community feel free to express honest opnion about problems	6	11	85.0
- create conditions for effective interactions among all members of the school community	6	11	85.0
- project a positive image to members of the school community generating enthus- iasm and optimism in others	5	12	85.5
Relationships with S.B.D.M.G			
- translate S.B.D.M.G policy into effective action	6	11	85.0
- facilitate shared decision making among all members of the S.B.D.M.G	12	5	85.0
- synthesize ideas and information from the variety of sources within the SBDMG	6	10	80.0
- mobilize people to make a contribution to the to the SBDMG	6	8	70.0
Relationships with Parents			
- counsel and direct disadvantaged or distressed parents to social welfare agencies in the community from which they can receive help	10	4	70.0

<u>Table 17 (con't)</u>			
	Frequency		Total %
	Rate 3	Rate 4	
- educate parents about changes in educational thought and practice	7	9	80.0
Relationships with the Ministry of Education			
- understand and administer the provisions of the Education Act and rules and regulations of the Ministry of Education	6	10	80.0
- identify and communicate with District personnel for the purpose of gaining information and authoritative advice	9	7	80.0
Management of the School's Physical Resources			
- arrangement for the selection procurement, storage, distribution and perpetual inventory of material resources and equipment	1	14	75.0
- identify and supervise the maintenance requirements of buildings, equipments and grounds.	5	10	75.0

The rating distribution in the above set of skills indicated that within the range of 13 - 18, principals rated the skills with a 4 'extremely needed professional development' or with a 3 'considerably needed professional development'. The results indicate that there were fewer principals who perceived the need for professional development in this level of skills but the level of needs of secondary and primary

principals seemed quite similar. Most principals seemed to perceive their needs at this level in those skills related to External relationships. The principals tended to require skills to facilitate good working relationships with outside agents, the parents, Ministry of Education, School-Based-Decision-Making Groups and other groups.

Summary of Questionnaire Data

Only two female principals from each level were involved in the study. The ratings of their professional development needs were no different from those of male principals.

The high percentages in the numbers of skills being identified by principals in terms of importance and of need for professional development indicated that:

- o principals and educators were aware of the importance of the identified administrative skills for principalships
- o principals and educators were very much concerned with the present state of the position since there were many changes but not enough training
- o principals were conscious of what they actually need in order to perform effectively and efficiently.

Seven of the 50 skills in the questionnaire were

rated with 3 "considerably needed professional development" and 4 "extremely needed professional development" by all principals who completed the questionnaire. This evidence demonstrated the fact that all principals involved in this study perceived an immediate need for professional development in certain skills. Most of these skills were found in the following categories stated in the questionnaire.

1. Relationships with Students
2. Relationships with Staff
3. Curriculum Development and Instruction
4. Relationships with Parents
5. Management of the School's Physical Resources

Three of these categories were involved with skills required for managing human resources both internally and within the school's immediate environment. The other categories were related to the Management of the School's Physical Resources and the Development of Curriculum and Instruction.

The data revealed that the level of needs among the primary principals appeared to be different from those of the secondary principals. This trend of findings is related to evidence from the demographic data and the interview data. From the demographic data primary principals were found to be older and more experienced than the secondary principals. Primary

principals seemed to be more interested in the skills required for "getting the job done" immediately whereas in the secondary level principals tended to relate their needs to "achieving higher qualification". Many of the primary principals stated "I do not want a diploma or degree" but some secondary principals stated "I need further study for a higher degree" or in some cases "specialization in certain areas of education". The differences in academic backgrounds and the years of experiences seemed to differentiate the perceived training needs of the secondary principals from those of the primary principals. Despite the differences in the level of need in certain skills, there appeared to be a great need for professional development among the Tongan principals in all areas.

The results of the administrative skills survey questionnaire appear to bear out findings obtained through the interview schedule. These were related to Management of the Human Resources, Management of the School's Physical Resources, Curriculum Management and Leadership and Entrepreneurialship both Internally and within the School's external Environment. Principals indicated in terms of importance and need that those skills were important for principalship and they all needed professional development. These broad areas will be examined and discussed further with findings from the interviews in Part C.

PART C

Data Collected from Interviews of Principals and Educators

The data pertaining to the interviews of educators and principals are presented in Part C. The interviews were undertaken to elicit more information and provide the basis for the data collected from the questionnaire and presented in Part B. The interviewees consisted of 20 school principals and 10 educators. Principals were selected randomly from both the secondary and primary levels and the educators were selected as representatives of the organizations which were involved in the professional training of teachers and school principals. The major interview questions were focussed on three main objectives:

- a). To investigate the familiarity of principals and educators with professional development issues and provisions made for the professional development of school principals.
- b). To identify the professional development needs of the principals
- c). To find out the training needs required for the professional development of the identified skills.

The responses to the researcher's questions were tape-recorded and transcribed. The results were

analysed using the attributional and content analysis techniques.

Methods of Analysis

Attributional analysis techniques were used to elicit meaningful explanations of the informants' responses. The content analysis techniques on the other hand were used to condense the frequency of responses to workable patterns which then enabled calculations to be undertaken in terms of percentage of responses and percentage of total response. Both techniques were employed throughout the analysis of the interview data.

Attributional analysis of data from research question related to familiarity and provisions made for professional development of school (Pattern 1 - 5)

In response to the researcher's questions most respondents expressed their concern and individual feelings towards the issues of professional development in a chain of comments. This chain of comments tended to follow a pattern of:

1. A cognition of thoughts statement
2. An expression of affect or emotional accompaniment
3. A causal explanation type of comment for the cognition, and

4. a statement of some underlying belief or justification

In collating the chains of comments certain patterns of comments were discerned. Each of the patterns of interviewees' chains of comment in relation to each research question is described with examples and anecdotes included. In response to research question one there were five common patterns of responses identified. These patterns of comments were:

Pattern 1.

Cognition: I have attended a professional development programme organized by the FITA (Friendly Island Teachers Association)

Affective: The programme was very helpful.

Causal Reason: I did not have any training for principalship and I learned a lot from this programme about administrative matters and leadership

Underlying Beliefs: I wish that all principals could participate in such programmes

PP1, PP4, PP6.

The chains of comments in this pattern revealed that the principals who attended the professional development programme locally found the programme very useful and expressed individual beliefs that such a programme would be more effective if all principals had been invited to participate. For those who could not

attend the programme, some indicated that "they were disappointed because they were not invited" or because "teaching and other commitments" prevented them from attending. One secondary principal stated:

Principals should be released from teaching to enable them to plan and co-ordinate school activities ... or to attend professional training ... I have to teach 28 periods a week and on top of that, I have to do administrative work and communication there is not enough time to do all(SP7)

In another trend of thought, respondents expressed negative attitudes towards the content and structure of the professional development as revealed in pattern 2.

Pattern 2.

Cognition: We had professional development programmes for teachers in our schools

Affective: It was a waste of time and money

Causal Reasons: There's nothing new.... apart from the distribution of handouts, job allocations and "tafulu"* or scoldings

Underlying Beliefs: I believe there were many important educational matters which should have been included. Obviously, principals need special training programmes

SP8, SP9, PP5, PP3.

The main lines of comments in this pattern indicated discontentment and confusion by the respondents about the structure and procedures of

professional development programmes. Some of the respondents suggested that the whole idea was a waste of time and resources because most professional development programmes were not well planned and principals were not involved at any level in the planning of the programmes apart from attending the workshop or seminars. One of the major problems as revealed in the data was shown in this comment.

apart from money problems, I think the need has to be identified... principals have to be informed and asked to participate... you see, in our case other people are deciding what would be included in the programme and that is ridiculous... (SP4)

Such attitudes as expressed by respondents seemed to confirm the findings of other researchers such as Drucker reported in Fullan (1988), Marsh (1987), and Miles and Ekholm (1987) who proclaimed that a change without the support and involvement of the practitioners tended to be less successful.

However, at the same time there were some positive responses which reflected what was beginning to evolve on professional development as shown in pattern 3.

Pattern 3

Cognition: The Ministry of Education in co-operation with the AIDAB is currently operating a professional development programme to train graduates with no teaching qualification

Causal Reason: The need for professional development was in this area

Underlying Belief: I think if we could provide professional training for these people, a large part of our need for principalships would be fulfilled

PP3, ED2.

The chain of comments in this pattern indicated that principals did not need urgent professional development. The needs according to respondents with this viewpoint was in the training of graduate principals who did not have teacher training. The underlying belief in the responses indicated that if such persons with no teacher training were receiving professional training for teaching and administration the need for principalships would not be as critical as it is at present. One educator stated:

We have qualified people in the teaching force who can be good principals provided they have the proper training... I think, we must be careful in starting new things because we do not have the money to do all these at one time....(ED2)

In relation to financial matters views were expressed by non-government representatives for future establishment of a non-government executive body to act

on behalf of the non-government schools system as an alternative for the present set up. The data indicated such viewpoints as the following:

Perhaps, the non-governement schools could, if possible, set up a combined committee to take care of the professional development of principals in their schools and staff and share the expenses... the government could still make a contribution (ED10)

Another trend of thoughts revealed that overseas professional development programmes could provide guidelines for a local programme. Pattern 4 revealed such comments:

Pattern 4.

Cognition: I have attended a three months Course for principals in Australia.

Affective: The programme was very useful
- But it was stopped.

Causal Reason: Apart from learning new techniques and skills to handle new technology and administrative responsibilities, participants had the opportunities to share experiences.
- I think it was stopped from the other end.... most of our training programmes were funded from overseas aid - we cannot do much without the aid programme.

Underlying Beliefs: I believe this sort of programme should be available for all principals... we do not have many principals in Tonga and I think it would not be difficult for New Zealand or Australia to help us, but we must specify our needs. On the other hand, the overseas programme could provide guidelines.

SP1, SP2, ED9.

Most respondents who held this viewpoint attended a professional development programme in an overseas country. The favourable part of the responses indicated that the programme was very useful, well organized and many principals were attending. Some of the respondents believed that such a programme was what the Tongan principals needed. Others believed that Tonga did not have many principals and it would not be difficult to arrange for every principal in Tonga to attend a professional development programme once in every five years. In relation to the latter views the data revealed comments such as the following:

I think all principals in Tonga need some training and the Tonga Government should provide that... we do not have many principals and each one of the principals should have a turn... I think the opportunities should be provided for all.... (ED5).

Tonga should learn from the New Zealand and Australian experience. I do not mean to bring all the Australian and New Zealand concepts and apply them in the Tongan situation but make these as examples because principals, needs should be identified from Tongan contexts.... (ED8).

While many respondents tended to support the need to have a professional development programme for all principals in Tonga others tended to point out discrepancies and related problems in the current programmes. Pattern 5 revealed some of these expressed views.

Pattern 5.

Cognition: We do have professional development programmes. The programmes are not directly for principals.

Causal Reasons: Lack of the appropriate resources.

Underlying Belief: Special training should be available for principals. Principals' jobs are no longer limited to school matters.

SP5, SP7.

Pattern 5 indicated that respondents suggested the content of the professional development programmes they knew were not directly for principals. The

causal explanation revealed that lack of expertise and lack of resources were the main problems which prevented some school systems from conducting a proper professional development programme. Other responses related to this pattern of comments indicated; "we have the facilities and the expertise to facilitate a good professional development programme for principals but we do not have the money". The money problem was deemed to be one of the major problems responsible for not having a professional development programme for principals in Tonga. Apart from money problems other problems revealed in the data were related to the distribution of opportunities for professional development.

I think the opportunities should be fairly distributed and well co-ordinated otherwise those who need the help do not have the chance for professional training. (ED7)

Generally, the examination of the data obtained from research question one disclosed the fact that the professional development programmes provided for the professional training of school principals were organized by different organizations, called by different names and often involved content not directly addressing professional needs of principals.

Content analysis of data from research question related to familiarity and provisions made for the professional

development of school principals in Tonga

The data indicated clearly that the principals rated their degree of familiarity with the professional development programme as moderately low whereas the educators rated their degree of familiarity as moderately high. An analysis of the data from research question one through content analysis techniques revealed the frequencies of the cited comments related to the relevancy of content and the distribution of opportunities. Table 18 provides a summary of cited comments related to content and distribution of opportunities for professional development and Table 19 provides a summary of responsible organizations for professional development.

Table 18

Frequencies of cited comments related to relevancy of content and distribution of opportunities for professional development

Content		Opportunities	
Relevant	Irrelevant	Fairly	Unfairly
ED* 4	3	4	6
SP 2	6	3	6
PP 3	2	5	3

*ED - educator
 SP - Secondary principal
 PP - Primary principal

Table 19
Frequencies of cited Responsible Organizations,
for Professional Development.

Responsible Organization Organized by:	Respondents			Total
	Secondary	Primary	Educators	
Tonga Ministry of Education	2	3	4	9
Private School System	4	1	5	10
Others	3	5	4	12

**Summary of Research Question Related to Familiarity and
Provisions made for the Professional Development of
School Principals**

There were three lines of thoughts emerging from the analysis of research question one. First, professional development was not a new phenomenon to the principals and educators in Tonga. Secondly, there was good support for the kinds of professional development programmes available for the principals in the local scene and overseas. Most of the supportive responses were related directly to the usefulness of the content and the opportunities to share each others experiences. The third line of thought pointed to discrepancies and lack of consultation in all matters related to professional development of school principals. Comments were accompanied with expressions of negative affect about the issues related to content, organization of the programmes and structure and the

distribution of resources for professional development purposes. As indicated in Pattern 2 "the professional development programme was a waste of time and money, it was badly organized, and there was nothing new" or in Pattern 1 "principals were not invited or could not attend because of teaching commitments". In some other cases, principals and educators pointed out ideas similar to that revealed in Pattern 5, "we do have professional development programmes, but the lack of the appropriate resources prevented us from having to organize a proper professional development programme". In another matter for concern some principals and educators stated their dissatisfaction with the methods of allocation of opportunities for professional training especially in the distribution of scholarships to study overseas. Table 20 shows that 50 percent of respondents stated that the opportunities for professional development were not distributed equally while 40 percent stated that the opportunities were distributed fairly and 10 percent did not respond. However, most of the professional training programmes in that country were funded by overseas aid and there were problems in relation to the continuation of programmes after the sponsorships had been terminated.

Of the thirty participants in the interviews (20 principals and 10 educators) 95 percent (n=29) stated that they had heard of a professional development programme, had read about one or had participated in a

professional development programme in the past. All educators except one stated that they had participated in a professional development programme. Of the 20 principals, 40 percent indicated that they had attended a professional development programme. Of this 40 percent, 20 percent were from the primary level who attended a professional development programme in Tonga and 20 percent were from the secondary school level who attended a professional development programme overseas. The question arises as to why primary school principals did not have comparable opportunities to attend overseas professional development.

Perceived Professional Development Needs of Principals

In response to research question two which was focused on the perceived needs of principals the respondents expressed their views in two different ways. Some replied with short direct answers and some replied in elaborative form. The latter will be dealt with first using the attributional analysis method to elicit the meaningful explanations which were associated with the responses.

Attributional analysis of the data from research question related to the perceived professional

development needs of principals, (Pattern 6 - 12)

The attributional analysis of the data from research question two revealed seven common patterns of responses. These patterns were:

Pattern 6

Cognition: Principals should be qualified. They should have an academic degree.

Causal Reasons: Principals have come through the system but that training has proved to be insufficient

- They should be qualified so that the staff could trust them

Underlying Belief: Principals need special training for principalships

- Need scholarships to be available
- Need to be relieved from teaching commitments
- Need substantive professional development programmes to be available

PP1, PP10, SP3, SP9, ED7, ED8, ED9.

Respondents' views reflected the idea that all principals must have an academic qualification. This was considered to be the first step towards principalship. Secondly, the data indicated that principals should have continual professional development during the time of principalships. The typical underlying belief in that comment reflected the view that changes in the education policies and the system were continual but the employees were not trained to accommodate the skills required to manage

the changes. Most respondents believed that opportunities should be available and principals should be released to attend professional training programmes. Most respondents believed that the period of successful classroom teaching was proven to be an insufficient training for principalships. The essence of the comments in pattern 6 was revealed in this comment of one of the respondents.

The first thing is, I believe that all principals should have an academic qualification and apart from that... he/she should have other qualities which is required for working with people... and these qualities are related to different areas... such as leadership, communication skills in both Tongan and English language... many other skills like technical skills.... computing for administration the Defence Force has the facilities to do that they have offered a training programme in computing (ED1)

Pattern 7.

Cognition: Principals must be well trained in school administration and leadership.

Causal Reasons: Because there were many new approaches to school administration which could make the work more effective.

- Group participation in decision making was more effective than individual decision-making.

Underlying Beliefs: I believe that a well trained principal would be able to run an effective school.

ED2, ED5, PP8, SP10.

Most of the comments in pattern 7 revealed that

principals should be well trained in administration and leadership. The idea behind this cognition was based on the belief that a good administrator and effective leader could operate an effective school. Principalships were seen in this case as 'no longer a one man job' and that responsibilities should be shared with other members of the staff. Sharing of the responsibilities and decisions on school matters is believed to enhance the degree of commitment to work. Most respondents believed that principals should participate in the decision-making for principals' professional development. The significance of the responses related to this trend of thought was revealed in statements such as:

Principals should be asked to identify their needs and to make contribution to the programme where necessary. After all the programme is for them and I cannot see any reason why the principals should not ask to participate... I am sure each one of us has something to share with others (SP2)

It seemed that the majority of the respondents believed that principals were informed inadequately about matters related to professional development. However, others, especially older principals, indicated that all they wanted was short intensive courses to update their skills. This request was revealed in pattern 8.

Pattern 8

Cognition: I do not want a diploma or a Degree.

Causal Reasons: I may be too old to go back to study.

Underlying Beliefs: For people like this, short courses are preferred.

PP8, PP5, PP10.

In Pattern 8 respondents reflected the individual need for personal improvement. Most of these responses came from the primary principals. Considering their age many of these principals believed that they did not want a degree or a diploma but short intensive courses would help them. The underlying belief in these comments was that all professional development programmes should be organized to include the needs which guaranteed immediate success at the school level. To illustrate this point the following comment was selected from among the data collected for the study.

At my age I do not want a degree or a Diploma I need skills to enable myself to do my job in the most effective and efficient ways... (PP9) (SP2)

Some of the main reasons which fuelled the need for professional development among the principals in Tonga were related to the continual re-formalization of new policies and procedures in the education system as revealed in Pattern 9.

Pattern 9.

Cognition: Principals need to be trained in general administration and curriculum Management.

Causal Reasons: Training seemed to be placed on the job. That sort of training is insufficient.

Underlying Beliefs: There were many changes in the system and training was needed.

SP2, SP3, PP2, SP10, PP4, PP1.

According to the chain of comments in Pattern 9 the changes in the system demanded new sets of professional skills for which principals should have professional training. With reference to certain administrative skill areas, respondents believed that all principals should be well trained in administration and curriculum management. It seemed that the respondents regarded these two major areas as essential for the principalship.

As the changes in the system are unavoidable all staff in the system must have appropriate training to accommodate the changes... I am sure that individual principals need some training in different areas... (SP7)

Additionally, respondents expressed the need for professional development in areas related to human service administration as illustrated in Pattern 10.

Pattern 10.

Cognition: Principals need training in counselling, public relationships and industrial relationships.

Causal Reasons: Principals' job now is more than just running the school.

SP4, ED6, SP3, SP6, SP8, PP1.

A different set of needs emerged from this pattern. Respondents stated other factors which pressurised the work of the principal. Apart from counselling skills which were required for advising students and staff, principals needed to have legal knowledge and public relationship skills as well. The respondents comments reflected some past case experiences which had resulted in court/legal action and some case experiences where contracts with employees have had to be reviewed due to unpredictable circumstances. The extensive changes in the nature of the principal's roles were revealed in this statement selected from the interview data.

As a principal I have to act as the liaison officer in some cases. Some parents seek advise from me in many cases and I act as the representative of the Education authority negotiating contracts for staff employment. I need to learn these sort of things. Its all part of the job (SP8).

The need for quality human service administration skills and interpersonal skills was revealed in the

chain of comments in Pattern 11.

Pattern 11

Cognition: Principals should be approachable, friendly but firm and possess a range of human qualities

Causal Reasons: Principals were authoritative, difficult to approach and in many cases did not socialize

Underlying Beliefs: Principals job now changes to suit the situation and time

ED, SP9, ED10, ED4.

The respondents indicated in this pattern that no longer should principals have to be authoritative. Rather, they could be friendly, approachable yet they ought at the same time to be firm. The respondents believed that principals should learn to be a public relation person and possess a range of interpersonal skills and qualities. The data revealed statements such as:

In many cases I am absolutely at a loss... I just cannot cope with the pressure of the different demands on the job... I just do things as they come without knowing whether that is the correct way of doing it or not... you take staff domestic problems or parents who come to you for advice... I simply do not know what to do in many cases (SP4)

While many of the expressed views were related to the western contexts of administration, there were some

respondents who believed that local contexts may have some relevant aspects which should be taken into consideration. This trend of thought was revealed in Pattern 12.

Pattern 12

Cognition: I think there are certain aspects of our Tongan ways of doing things that could be useful in the administration of our education system

Causal Reasons: As we are Tongans and we value things in our Tongan ways - this would not only make things easier to understand but more appreciated.

Underlying Belief: There are too many new ways which are confusing many of us but after all we have our own ways of doing things. You take meetings for example. In the Fono* every member who attends has the right to speak but the final decision has to be made after consultation with older members of the group. It has made things happen in the past and I can't see any reason why we cannot use these methods of participation in decision-making for professional development ... participation is not new to us if we cannot make the decision at least we are aware of what is going on.

PP6, PP10, ED9, ED4.

The respondents expressed their views in relation to many Tongan ways of administration. Specific examples were drawn from Fono*.

The important point in Pattern 12 was the relevancy of the local factors to the promotion of

* Fono - town or village meeting
 - to give strict or solemn instruction;
 to charge, command, direct, enjoin.

Western ideas in terms of administration. Perhaps some of the problems related to administration of education were context specific. However, Duignan (1987) and Thaman (1987) have recommended the consideration of situational factors. Most older principals seemed to be in agreement and supported the use of local contexts of participation in decision-making as used in Fono. In the same vein to this pattern, the notion was raised of language for instruction and administration. The Tongan language is used considerably in administration throughout the country. It was important in this study that the language for administration in Tonga should be investigated and considered. To illustrate the point, this statement was selected to represent the respondents' views.

I am not sure whether the using of English language is important or the message to be understood... if it is the latter then I persist in using the Tongan language for administration and perhaps for instruction as well but, that has to be further investigated (ED6)

As the evidence in Patterns 6 - 12 revealed clear views about the professional development needs of principals were held by the interview respondents. Other content analysis methods of the same data yielded evidence of a more specific nature.

Content analysis of data from research question related to the perceived professional development needs of school principals

In this level of analysis, frequencies of cited responses were calculated in terms of percentage of responses and percentage of total response. Table 20 indicates the frequencies with which particular training and development needs for school principals were cited. The data were categorised in terms of their human and physical resource management characteristics and then sub-categorised according to precise foci.

Table 20

Frequencies of cited professional development
needs of principals based on interview data

Category	Need	Respondents			Total
		P	S	E	
Management of Human Resources					
1.	motivational skills	4	4	3	11
2.	morale building strategies	7	8	4	19
3 .	Decision-making process	3	8	5	16
4.	Management process skills	9	9	7	25
5.	Conflict resolution strategies	6	10	3	19
6.	Art of delegation	5	6	4	15
7.	Inter-personal skill (negotiation)	6	9	2	17
8 .	Personnel performance appraisal	3	6	4	13
9.	Leaderships skills	10	10	6	26
10.	Induction strategies for new personnel	3	6	2	11
11.	Public speaking skills	4	5	-	9
12.	Stress management skills	2	4	1	7
13.	Communication skills	7	8	4	19
14.	Group management process skills meetings etc.	5	8	3	16
External/Public relationships skills					
15.	Public relationships	9	9	3	21
16.	Legal knowledge	3	7	2	12
17.	Interpretation of policies and educational regulation	4	8	3	15
18.	Relationships with PTA	6	8	3	17
Management of Physical Resources					
19.	Financial management skills	4	8	3	15

Table 20 (con't)

		P	S	E	Total
20.	Office management procedures	4	9	2	15
21.	Planning/prioritizing skills	6	10	3	19
22.	Use of computers for administration	0	6	2	8
23.	Programme evaluation techniques	2	7	2	11
24.	Time management skills	6	7	2	12
25.	Maintenance skills (school equipment)	5	6	2	13
Professional (career) Development and interest					
26.	Doctoral studies	-	1	-	1
27.	Masters Degree	1	6	3	10
26.	BA	2	-	6	8
28.	Diploma	-	4	1	5
29.	Specialization in certain areas of education	3	1	-	4
30.	Short intensive courses	6	4	6	16
Curriculum Management skills					
31.	Teaching strategies to assist teachers	6	6	6	18
32.	Development of culture to promote learning	2	3	3	8
33.	Research skills	4	8	4	16
34.	Interpret findings from research and apply the conclusion in solving educational problems	4	8	5	17
Uncategorised					
35.	Knowledge of the Tongan language and culture	5	3	4	12
36.	Christian instruction skills	3	4	4	11

The perceived skills for professional development were categorized under the following six categories:

1. Management of Human Resources.
2. External and Public Relationships Skills.
3. Management of the Schools' Physical Resources.
4. Professional (career) Development and Interest.
5. Curriculum Management Skills and.
6. Uncategorized Areas.

In each category educators and principals rated some skills higher than the others indicating that some skills were perceived to be more needed in terms of professional development than others. In Category One, Management of Human Resources, the interviewees perceived that management process skills (84 percent) and leadership skills (87 percent) were urgently needed for professional development. The other skills which were rated higher than 60 percent were:

- morale building strategies (about 64 percent)
- conflict resolution strategies (about 64 percent)
- communication skills (about 64 percent)

The lowest rated skills in this category was stress management skills (about 24 percent). It seemed that stress was not a serious problem among the Tongan principals. However, the matters related to stress need to be investigated further.

In Category Two, External Relationships skills, the educators and principals rated the need for public relationship skills (70 percent) higher than the need

for legal knowledge (40 percent), relationships with Parents (about 57 percent) and interpretation of education policies and regulations (50 percent). The evidence revealed the changes in the principal's job and emphasised the need for effective inter-personal relationships skills.

In Category Three, Management of the Schools' Physical Resources, three of the cited skills were rated higher than 50 percent and three skills were rated lower than 50 percent. One of the lowest rated skills was the use of computers for administration where approximately 27 percent of the interviewees perceived the need for professional development. None of the primary principals perceived any need for professional development in this skill area. However, the skills which were perceived to be of great need for professional development were:

- planning/prioritizing skills (about 64 percent),
- financial management skills (50 percent) and,
- office management skills (50 percent)

In Category Four, Professional (career) Development and Interest, the short intensive courses (about 54 percent) were rated higher than any other areas of training need in this category.

In the category of Curriculum Management Skills

the highest rated skills were found in:

- teaching strategies to assist teachers (60 percent)
- interpret findings from research and apply the conclusion in solving educational problems (about 57 percent) and,
- research skills (about 54 percent)

The lowest rated skill was development of culture to promote learnings (about 27 percent)

In the final category the Uncategorized Area, there was a need for professional development in:

- knowledge of the Tongan language and culture (40 percent) and,
- christian instruction skills (about 37 percent)

The arguments in support of these two needs were associated with the preservation of Tongan culture and customs and the need for sound moral behaviours.

***Summary of Research Question Related to the Perceived
Professional Development Needs of Principals***

The data associated with the second research questions which were derived from the interviewing process confirmed the trends and findings revealed in the principals responses to the administrative skills survey (see Part B of this chapter). The broad categories of professional development needs of Tongan principals were:

1. Management of Human Resources at the School level
2. Management of the School's Physical Resources
3. Curriculum Management
4. Leadership and entrepreneurialship of human resources both internally and within the school's external environment.

More than 80 percent of the stated administrative skills of principals can be accounted for by the four broad categories of professional development needs. The similarity between the questionnaire findings and the interview data was an interesting outcome. More than 70 percent (n=21) of the interviewees stated skills related to the Management of Human Resources and of Curriculum Management. Skills related to the Management of the School's Physical Resources were rated in the third rank by about 64 percent (n=19) of the interviewees.

***Suggested Strategies for Professional
Development of the Perceived Needs***

Research question three sought to identify the training needs of the principals. Most of these perceived training needs were discussed in relation to the perceived professional development needs identified in research question two and the questionnaire schedule.

***Attributional analysis of data from research
question related to required strategies for the
professional development of the perceived needs
(Pattern 13 - 15)***

The first level of analysis in this section attempted to identify the training needs considered by the educators and principals to be the appropriate strategies for the professional training of principals in the current situation in Tonga. There were three common patterns of comments which were related to responses to research question three.

Pattern 13

Cognition: We should have a regular professional development programme workshops or seminars

Causal Reason: To inform principals of changes and to introduce new strategies required for managing the changes

Underlying Beliefs: Principals feel incompetent in many ways and in some cases no formal instructions received

PP7, SP10, ED5, ED8.

The common responses in Pattern 13 reflected the perceived need to have a regular training programme where every principal in Tonga could be able to attend a programme once or twice in every three to five years. The expressed views of respondents were related to the importance of having an on-going professional development programme. The following statement illustrated the pattern:

Every time I have the opportunity to attend a workshop I gain something new - something which gives me confidence and 'llo fo'ou*. I think the principalship is like other management jobs Principals need to update their skills and knowledge. (PP3)

There was also strong support from both levels of principals, secondary and primary, and the educators to have a regular training programme for principals at the overseas level as revealed in Pattern 14.

* 'llofo'ou - new knowledge

Pattern 14

Cognition: We do not have many principals in Tonga and all principals should have a turn to attend a professional development programme overseas

Causal Reason: Like other professionals, principals need their skills and knowledge to be updated

Underlying Belief: Without new skills and new knowledge many school programmes remained stagnant.

ED6, ED8, SP9, PP9.

Apart from the support for regular professional development many respondents expressed their disappointment in the non-consideration of the principalship in terms of professional development. Some of the comments were related to the distribution of aid and especially the scholarships for further studies. The data indicated that this was not fairly distributed. Overall 70 percent (n=21) of the respondents expressed views related to the perceived need to have an on-going professional development programme for all principals. This on-going professional development programme, as indicated in the data, referred to local professional development programmes and overseas programmes. The Tonga Principals Association was recommended to act as a liaison body. About 62 percent of the respondents supported strongly the idea that principals should attend an overseas professional development programme. This statement was selected from the data to illustrate the point.

I think every principal in Tonga should have a turn to attend an overseas training programme. We do not have many principals on the other hand the local programmes should be organized with consultation with the Tonga Principals Association (SP7)

In relation to the local scene one respondent stated:

As the primary principals do not have an Association like the secondary principals perhaps primary principals should establish an Association or the FITA will have to do the work for us... I do not know who will be responsible but I think there should be a responsible body (PP2)

Other responses in the case of research question three were related to the satisfaction of the resources available locally. Pattern 15 revealed some of the related comments.

Pattern 15

Cognition: We have the resources and experience and we must have our own professional development programme

Causal Reason: We cannot rely on the Aid at all times. We can start with the Tonga Principals Association provided that the Ministry of Education will offer support

Underlying Belief: This will save money and could provide the immediate help that may be needed by principals from time to time.

ED8, ED6, ED10, SP8, SP7, PP3

According to the chain of comments in Pattern 15 providing an on-going professional development

programme for principals had many advantages. Principals and educators believed that professional development programmes for principals would serve three purposes.

1. Provide a base for a professional body to advise all principals
2. Provide relevant information to educational authorities which may help in the formulation of effective school development programmes.
3. Co-ordinate professional development opportunities.

At the present time many principals and educators believe that practitioners were left out and not involved in the making of the decisions for school matters. Such negative feelings of the respondents are reflected in this statement:

- o I am very much concerned with the unspecified roles and regulations which, many times over-ride the power of principals. These undefined roles, unwritten regulations, unspecified communication channels and lack of consultation between the authority and the staff at the school level always causes problems. Such issues should have to be written in a handbook for school administration - principals and education administrators should be trained in education policy, Education Act Regulations and Rules to avoid related problems.(SP6)

The matter related to unwritten educational policies was raised by another respondent.

We do not have written policies in education ... Education Act gave the full authority to the Minister of Education. It is a highly centralized system. The

Constitution clothed the Minister with a number of authorities and according to this law, the Minister holds all authorities to education he can delegate the authority or part of it but the most interesting thing is, there is nothing written in black and white. (ED5)

However, all comments expressed the need for professional development which tended to warrant immediate success at the school level.

***Summary of Data from Research Question Related to
Required Strategies for the Professional Development
of the Perceived Needs of Principals***

Of the 30 participants in the interview schedule, 70 percent (n=21) indicated that Tonga should have a professional development programme for the school principals. This professional development programme should be incorporated with the current training programme offered for principals' further studies. Such a programme should be treated as an on-going activity and all principals ought to have a turn to participate. The programme could be organized in the form of seminars, workshops or participation observation experiences. Such a programme should be held in Tonga. Alternatively, provision should be made for principals to visit overseas schools or undertake exchange programmes with overseas principals. To fulfil the perceived professional development needs respondents suggested different ways and means in order to acquire the required skills. At the primary level

60 percent (n=6) of the principals stated that, "a regular meeting with the staff and education officers (Area Organizer) would help to keep the principals up to date in educational matters". The same number of principals stated that "they do not want further study for formal degree or diploma". The remaining 40 percent (n=4) of principals in the primary school level stated that they wanted short intensive courses, inservice training and or further studies. At the secondary level, 70 percent of the principals stated that they wanted further study (in an overseas institution for a higher degree) or specialization in certain areas of education. The remaining 30 percent (n=3) preferred the usual training programmes such as those indicated by the primary principals. The responses of the educators to interviews further confirmed the data collected from questionnaires. Among the highest rating needs mentioned during the interviews were those related to:

- management process skill (70 percent)
 - Leadership skills (60 percent)
 - Teaching strategies to assist teachers (60 percent) and
 - Short intensive courses (60 percent)
- (See Table 23 for details of these needs)

Summary of the Chapter

Generally, the data obtained from interviews and the survey questionnaire indicated that more than 80 percent of the primary principals and more than 90 percent of the secondary school principals in Tonga strongly need professional development. The areas of needs were:

1. Management of Human Resources at the School level
2. Curriculum Management
3. Management of the School's Physical Resources
4. Leadership and Entrepreneurialship of Human Resources both Internally and within the School's External Environment.

A summary of the specific needs in each area were presented in Tables 15, 16, 17 and 20.

The differences of opinions expressed in relation to the types of training required for professional development were seen to be context specific. However, subject to the many reasons stated by the principals and educators who were involved in this study, Tonga should have a professional development programme for principals because there are many changes in the education system in terms of curriculum, organizational structure and practice. These changes were revealed in the literature reviewed for this study in Chapter 2. The perspectives of educators

and principals revealed needs for three distinct types of training and development. These related to:

- 1) The development of personal and interpersonal skills;
- 2) Training in administrative and managerial skills, which emphasized the efficient and effective use of human and physical resources; and,
- 3) Professional-career development which, from the perspectives of some, implied advancement in the position of principal, while in other instances it also included the potential for change of career.

A summary of the interview responses related to the types of training programme is presented in Table 21.

Types of Prog.	Frequencies		
	Educators	PP	SP
- Overseas trained for higher degree	4	2	6
- Short intensive course	5	6	4
- Seminars, Workshops Conference, others	4	6	5

Of the 20 principals and 10 educators who were involved in this study 80 percent (n=26) indicated that such programmes would not only serve as an information source to all principals but would also help to boost the morale of the practitioners.

The causal explanations provided by the interviewees revealed that such training was expected to improve the standard of principals' performance and in turn would help create an effective school. .

Consequently, the current era of increased expectations for the professional competence of principals and limited resources for education would seem to require an essential co-ordination of the total set of professional development opportunities. The evidence would suggest that non-government education systems and the Tonga government education system should work together to design one professional development programme for all principals. The common perceptions of educators and principals in this study reflected the need for practical experience which was required for "getting the job done effectively and efficiently" at the school level.

Some of the many problems that faced the professional development issues were prescribed in the non-availability of the appropriate training of principals in the country, the limited level of consultation between the educator-principal trainers, and the restricted resources for professional development. Such problems could be minimized by the co-ordination of the professional development opportunities. The concerns of the educators and principals who were involved in this study could be

summarised by the following statement:

The professional development programme should be for all principals. The principal is the key person for the success of any school programme and she/he must be well trained in all the areas needed for running an effective school in the present situation. (ED4)

CHAPTER 5

DISCUSSION OF RESEARCH FINDINGS

INTRODUCTION

This chapter presents a discussion of the research findings from the interviews and the survey questionnaires. The discussion of the findings attempts to interpret the data in accordance with each of the research questions and, to some extent, with certain themes raised in the literature review for this study. The particular focus for each research question is as follows:

- o Research question 1 sought to find the provisions made for the professional development of school principals and how well the educators and principals understood professional development issues.
- o Research question 2 sought to identify the professional development needs of principals.
- o Research question 3 sought to find the strategies required by the practitioners and those responsible for the provision of the professional development.

Familiarity with the professional development issues and provisions made for the professional development of school principals

The analysis of data obtained from research question one revealed that the content of most professional development programmes offered in Tonga were not relevant to principals' perceived professional

development needs. This may have been caused by limited participation of the practitioners in the decision-making for professional development programmes. In terms of content the data revealed that a variety of educational issues were included which ranged from curriculum management skills to administrative/managerial skills and other incidental issues which may have arisen at the time. Professional development needs of principals may have been included in any of the programmes but the timing and how much of any particular issue was included may not have been relevant to the principals' needs. In that sense content was deemed to be not relevant. Most of the programmes, as stated by the educators and principals, were organized in a form of seminars, workshops weekend retreats, and/or, monthly meetings. Individual non-government school systems tended to operate their own professional development programmes. Many of these individual programmes were designed to suit the needs of the individual system and not of all principals in Tonga. There were only a few professional development programmes organized for all principals in Tonga. Some were held in Tonga and others were operated overseas. Interviews reported favourable comments about some of these professional development programmes especially on the issues that were deemed to be relevant to the perceived needs of the practitioners. On the irrelevant part of each programme the expressed concerns were related directly to participation and

decision-making and, effective communication. The significance of these concerns warrant a further examination and discussion.

Problems related to many professional development programmes in Tonga

Most of the concerns of educators and principals who were involved in this study were related directly to:

- o limited relevancy of the content of most professional development programmes as indicated in pattern 5 (pp129), pattern 2 (pp.124)

- o limited opportunities for professional development of principals as indicated in pattern 8; and, limited level of consultation between educator/principals' trainer and the practitioners as indicated in pattern 4 (pp.128) and pattern 5 (pp.129).

The limited level of consultation between educator/principals' trainer and the practitioners was evident in the following statements selected from the interview data to illustrate the point.

I have been a principal for more than twenty years and I have attended some professional development programmes but I

could not remember being asked to identify my professional needs I just asked to attend the workshop. (PP5)

There were surveys to investigate the professional needs of teachers but none has been done to investigate the professional development needs of the principals.....(PP5, SH6)

However, further investigation of the level of consultation between the educators and the principals would be very important for future professional development programmes in the country. Because the level of principals' involvement in the decision-making for professional development was limited most principals feel that their sense of commitment is deteriorating. Fourteen principals and four educators tended to believe that a direct outcome of such limited level of consultation affected not only the commitment to duty but resulted in the inclusion of irrelevant professional development issues in some professional development programmes. Consequently the resources appeared to be wasted and the proper goals of professional development were not achieved. On the other hand some of the educators and principals believed that professional development programmes should be planned and designed only by those who know and understand the professional development issues. The data indicated that the principals were not happy about this. Most of the principals' and educators' concerns were revealed in statements such as:

That is doing what the book says you see what I mean.... to some extent most professional development programmes were designed to fulfil what the education authorities need to achieve its not to fulfil the principals' or teachers' needs I mean things to help them (teachers and principals) to perform effectively but.....(SP4).

Such attitudes, evident in the data, revealed part of the nature of the problems which jeopardized many professional development programmes in the country. The data seemed to support the idea of participative decision-making on matters related to school improvement programmes. Participative decision-making appeared to be a familiar concept to many principals and educators. The concept of participative decision-making according to an older principal was commonly used in the Tongan Fono* where all members had a turn to speak if they wanted to. He said:

Perhaps, our education authorities should have to learn from the older members of the system how to use the concept of participative decision-making which used in the Fono instead of adopting western ideas at all times that would make things more attractive to all and less expensive too....(PP7)

The data seemed to reveal that the second meaning of Fono* was commonly used in the current situation.

Participative Decision-Making and Related Professional Development Issues

In relation to decision-making about professional

development of school principals, the data revealed that principals' involvement was very limited. The data indicated that the limitation of principals' involvement in decision-making had created a gap in the working relationships between the education authorities and the school principals. The data revealed comments from respondents which supported strongly the importance of inter-personal relationships mainly through informal communication. This trend was considered by principals and educators as crucial. The data revealed such viewpoints as:

I am sure if the Director of education or the AO (Area Organizer) comes here to-day he may not know who I am.... I do not remember when was the last time I met the director....it was long time ago when he was still teaching at the Training College....(PP9)

I remember that before, the palesiteni ako* in our school system occasionally visit the school.... and that makes us warm and feel that we know each other it makes us also feel that we are part of the system when the boss know you....(PP3)

* Palesiteni ako - president of the education system or education committee

The expressed views of the respondents revealed the need for a closer working relationship between the employers and the employees. It seemed that the employees valued such inter-personal relationships. In another case one respondent stated:

A visit from the Director usually boosts the morale of the staff.... and I think it is very important for both the employer and the employee to know each other. It helps to break down some of the barriers which exists simply because of not knowing each other such informal contact harmonized the relationships. (PP7)

While this particular emphasis on human contact may be typical only in the Tongan situation, many would accept that in all human organizations good interpersonal relationships enhance effective working relationships. In relation to decision-making and participation the data indicated that the particular emphasis on human relationships was not taken seriously. With reference to local contexts the data indicated that the meaning of *Fono* associated with direct control was used commonly in many administrative matters probably because of western influences. The implications of such problems related to decision-making and participation seemed to be reflected in the nature of leadership prevailing in Tonga at this time.

Some Aspects of Leadership Related to the Tongan Situation

The structure of the Tongan Education system was hierarchical in nature. Within the context of that organization the "great person" approach in the traditional theory of leadership appeared to have dominated many decisions related to educational matters. Supporters of this "great person" theory argued that a one-man style of decision-making could accomplish much achievement and change in a short time. In respect to status the "great-person" approach also pointed to the idea that the "great person's" status had been ascribed and not achieved. To illustrate the typical responses of respondents in this study the following statement was selected from the data.

I think there are people who were born to be leaders ... it looks to me that there are also people who were born to be principals... you see, in our schools in the past we have some principals who were not having academic degrees but the results of their works were remarkable... I am not denying that principals should be well qualified but... I think there are people who were born to be good leaders. (ED1)

Such an idea is associated with the traditional stance on leadership which assumed the one-directional flow of command from the top of the hierarchy. In this

context the "great person" approach carried an assumption that other members of the organization accept the present organizational practices as natural rather than being imposed. Because the practitioners had little if any input then self-understanding of their actions and their involvements were likely to be limited.

Looking at these perceptions from another perspective, supporters of the "great person" approach seemed to take the view that employees were unaware of the power being exercised over them. The acceptance of such organizational practices, according to recent studies of human organizations such as that by Greenfield (1986:70), have implied that recognition of people as the real actors in society is proper, natural and logical. In regard to educational improvement programmes in that country traditional "great person" theory seemed to have been one of the most influential factors in relation to the decision making of issues about school improvement and in particular professional development programmes. Seemingly this feature was perceived to be a salient factor of the social forms which have dominated the Tongan education system. Of the 30 interviewees, 70 percent (n=21) expressed their direct concerns about decision-making on educational matters including those related to professional development issues. Fifteen of the 21 respondents stated that the "great man" approach provided a basis

for the problems related to professional development programmes in the country. The expressed views of the respondents were revealed in the following statement from one of the participants.

The traditional approach which was a benevolent contributor to education in our country served its purpose exceedingly well and I do not want to knock the image which has done so much for education however, this approach is obsolete to-day. To keep on attempting this style would be to court confusion and disaster (ED10)

Another respondent pointed out the mixing together of educational matters, religion and government matters:

To some people the fulfilling of the needs of the government and churches in Tonga means fulfilling the needs of education.... but that is completely different. Education is a separate entity. The needs of education are unperishable but the needs of the government and churches are perishable. Needs of education should be treated separately from those of the government and the churches needs of education pursues goals to achieve and to improve learning and knowledge and I think that is different from the goals of the government and churches which many times aimed only to achieve perishable goals because tomorrow for sure there will be different set of goals and objectives we cannot mix religion and politics with education, one will definitely perish (ED6).

The respondents' comments seemed to reveal the general feelings of the respondents about the "great man approach" and reflected also the notion of church

and government influences in many of the educational matters.

Positive and Negative Comments about the Issues of Participative Decision-Making

The data indicated that most of the discontent about the issues of participative decision-making were direct outcomes of "one party decision-making". Positive comments about the involvement of the principals in the decision-making for professional development included:

- o increased awareness among the principals about new developments in the roles of principals
- o provision of support for the educator principals' trainers and relief of decision-making pressure on one individual group;
- o the provision of democratic decision-making opportunities for all members; and
- o the provision of a forum for full representation and more avenues for principals to suggest views, ideas and concerns.

While a majority of the principals and educators persisted in their view that practitioners should be involved in the decision-making for professional development others were adamant in their beliefs that principals' involvement would lead to:

- o concern on the part of educators that decision-making groups will interfere in what is seen as the educator-principals trainers' professional responsibility;
- o lack of clear guide-lines for decision-making groups; and

- o the potential for conflict with staff at school level.

In many ways these comments may be complementary since there were no written education policies to be used in the country. In relation to this point the data revealed notions such as contained in the following:

We do not have written policies for education in Tonga the Constitution assigned the Minister of Education with all authority in education (ED7)

Only through consultation with all relevant parties can professional development programmes become a reality. Participative decision-making was an on-going process and the related rules and regulations should be revised from time to time. However, the concept of participative decision-making highlighted the importance of the practitioners in the whole process of professional development and in human organizations.

The Importance of People in Organizational Contexts

The inclusion of practitioners in the participative decision-making processes was proper and appropriate according to many studies of effective organizations. Greenfield (1986:71) discussed the

living parts which make up the organization. He argued that an organization was the world that lived and reflected the conscious life and reality of individuals who know they know. He points out that:

Organizations are not things. They have no ontological reality, and there is no use studying them as though they did. They are an invented social reality of human creation. It is people who are responsible for organizations and people who change them. Organizations have reality only through human action, and it is that action that we must come to understand. (1986:71)

Greenfield's comments seemed to be supported by the findings in this study. The view that people who were responsible for organizations and people who changed them gave rise to the importance of the people, their feelings, attitudes, language and behaviours. People were the most important factor of an organization and they should be taken into account when considering professional development issues. Scriven (1979), Thaman (1987) and Duignan (1988) noted that the needs must not be identified away from the actual situation. Practitioners' participation in the decision-making for professional development was very important as evidenced in the following:

The education authorities should listen to us..... we know the schools better and we understand the needs better. We do not want more money, but love human relations and various forms of democratic participation and non-monetary self-actualization (SP8)

The data revealed that principals do not feel that they were involved in the process of professional development except when they were asked to attend the workshops or seminars. Fullan (1988) and Drucker (1987) regarded this as a discouraging point for most implementers of change. The data revealed also that most of the major conflicts involved in professional development programmes in Tonga do not derive from value differences that were in the open and understood, but from those that were "under-the-table" and misunderstood. Misunderstanding in many of these cases seemed to be a direct result of the one party decision-making and associated problems of communication.

Other Concerns:

Other concerns about the professional development of principals revealed in the data were related to financial matters and representations of principals in the schools' controlling committees. Indeed, some principals of non-government schools expressed their concerns about poor representation of principals on the controlling committees. As a result of this lack of representation many educational matters were perceived to be neglected or replaced with less important issues. The low level of representation of the teaching staff on controlling committees was evident in the following statements collected during

the interviews:

There are more faifekau* and kau pisinisi* in the Komiti Ako* than representatives of the teaching staff. As a result, many of our suggestions were outvoted..(SP8 and SP9).

3

I am the principal of this school but I cannot vote in the meeting of the Board of Governors. I can make recommendations but the others will make the final decisions (SP6).

We know that principals need schools' professional training ... but we cannot do all things at one time you remember that we organized a programme for principals in the secondary and the education officers now we have to shift to the primary level we do not have the kind of money that we require to do all these at one time....(ED2).

I think another problem which is directly related to local programmes is the question of who will conduct the programme? If or a Senior Officer from the Ministry of Education is coming then surely, many principals will attend if not may be only a few will turn up ... principals tend to be influenced by that factor... (SP1)

Apart from sentiments related to decision-making and influences of the "great man approach" restricted financial resources available for education seemed to be a severe problem which may have affected professional development programmes in Tonga. The data revealed comments such as:

Most of our professional development

Faifekau* - priest
 Kau Pisinisi* - businessmen
 Komiti ako* - education committee

programmes are funded from overseas aid the AIDAB is currently operating a programme in co-operation with the Tonga Government and you see these programmes are depending on how long the sponsorship last (ED2)

However, the findings in this study revealed that most of the problems related to professional development programmes in the country were linked to limited involvement of the practitioners in the decisions-making about professional development and communication issues, shortage of finance and appropriate resources. Reiterated in the discussion of the findings in this section were some of the perceived needs of the principals and these will be discussed further in the next section.

Summary of the Findings Related to Professional Development Needs of School Principals

The areas of professional development needs which were identified in this study tended to be similar in many ways to those stated by Harvey (1987) and Hyde (1988). These areas were:

- 1. *Management of human resources***
- 2. *Curriculum development and instructions***
- 3. *Management of the school's physical resources***
- 4. *Leadership and entrepreneurialship both within the school and its immediate external environments***

Origin of the perceived professional development needs of principals

During the period of profound change in the Tongan education system principals faced a variety of professional development needs. Most of these needs seemed to be generated by the changes in the system in terms of curriculum and structure. The data indicated some differences and similarities in the perceptions of principals and educators. These were understood to have their origins in various demands of the current change situation, differences in age and experience, types of schools and surrounding environments.

Some differences in the primary and secondary principals' perceived professional development needs

Analysis of the data revealed no significant differences between the perceived professional development needs of the primary and secondary

principals. Where there were differences in the level of needs these seemed to result from differences in age, experience, types of schools and location. Most of the primary principals who were older and more experienced tended toward preferences for specific skills that could be used directly and immediately with some guarantee of success in their schools. Consequently, most principals in the secondary schools who were younger and inexperienced tended towards preferences for further studies to improve their qualifications.

Nevertheless, because this study was purposely designed to identify the professional development and training needs of principals the discussion in this section will focus on those skills which could be used directly and immediately with some guarantee of success. These needs, as indicated in the literature reviewed for this study, seemed to result from changes in different aspects of the system. Most of these professional development needs pertain to administrative/managerial skills that are required for managing the human and physical resources. The different groups of skills revealed in the data were grouped according to their human and physical management characteristics, curriculum management and external relationships. (see Tables 14, 15, 16 and 20). The general belief of those who were involved in the study was that, if the principals acquired such

skills, then their performance would be improved and in return likely to result in more successful school improvement programmes. The analysis of the data revealed that more than 80 percent of the identified skills were related to the management of human resources. Many of the identified management of human resources skills indicated a demand of good communication skills and inter-personal skills.

Some skills required for leadership and managing of human resources both within the school and its external environment

The ability to work with people seemed to be an important pre-requisite for principalship. Recent studies on human resource management had indicated that the ability to relate to many people in constructive ways was essential to the proper exercise of technical competence. Throughout the research literature on effective schools the principal was commonly viewed as the key person to coordinate the people and activities which brought about educational change. The problem with this common view, according to Leithwood and Montgomery (1982) was that only a small proportion of those in the role seemed to realize this potential. The data obtained from this study revealed that most principals in Tonga were not exercising this potential because they did not either have the skills or because somebody else was making the decisions for them. Typical expressed views of respondents were revealed

in statements such as the following:

We have some first class principals ... I guarantee that ... but they cannot make use of their potential because all decisions are made in the upper level principals are just at school to carry out the decisions made for them I think education will never improve unless the system is changed I mean, delegate the authority to the school level.... principals and staff when they are involved in making of decisions for what is going on in the school will feel more responsible and that will help to develop a sense of commitment to work (ED3).

In another level of the need for effective communication skills respondents views were related to the gradual increase of the community involvement in the school affairs. As some respondents stated:

Many of the school's projects are funded by the Parents and some by the Ex-students Association.... and this sort of involvement requires the principals to have a new set of skills in working with people from out-side the school it is not easy. (SP1).

Some of my staff are older than me and some have higher qualification than me. In these cases I do some times feel the pressure from different groups ... perhaps the answer is with learning new skills ... (SP3).

The data indicated also the need for counselling skills. Principals stated that disciplinary problems in the schools were sometimes more complicated than people expected. Most principals and educators who were involved in this study confirmed the needs in

different areas related to counselling skills.

Sometimes I have to spend hours in the morning sorting out problems that happened outside from school.... girls been drinking or smoking ... you see this was not regular during ten years ago but now very common.(SP6).

or

Having to listen to parents in tears because the child had been running away from school during the last few weeks and the father or mother is away in New Zealand or in America (SP9 and SP4).

or

trying to recruit teachers because one of the teachers had left without notifying the authority...(SP6 and SP5).

Each of these problems required a different set of human service skills particularly communication skills. The variety of needs as indicated in these comments revealed the complexities of the problems that need to be solved by principals in the present situation in Tonga.

Importance of the Situational factor When Considering Professional Development Programmes

There appeared to be no one correct answer for all the problems related to principal's professional development. The studies of effective principals do not seem to provide much in the way of practical suggestions about how to solve these problems either. The problems seem to be related basically to situational factors as claimed by recent authors such

as Scriven (1979) Duignan (1987) and Thaman (1987). Consideration of situational factors according to these authors was appropriate and proper when planning professional development programmes. However, while some people did not believe that principals need detailed guide-lines, there were some who believed that principals needed relevant information to guide their efforts and technical competency to improve their performance. The principalship, as the respondents perceived, was like high performing leaders in other organizations or in other professions. They needed:

certain skills to facilitate their roles in the most effective and efficient ways. I think the belief that a good rugby player would be a good coach is not true may be that is why our rugby is going down hill the same with principalship. It is not true to say that a good classroom teacher would become a good principal.... they need skills for principalship not for teaching. (ED8).

Basically, the findings indicated that the role of principals required appropriate skills for different aspects of the responsibilities. Among these needs were the inter-personal and effective communication skills and leaderships skills. Of the 30 interviewees 63 percent of the respondents emphasized the importance of effective communication skills at all levels of the school organization.

Importance of Effective Communication Skills for the Operation of an Effective Education System

The concern for communication in school organizations and inter-personal relationships within the school had grown enormously in recent years. Among the many factors responsible for this on-going change were the growing insights into the impact of administrative/managerial responsibilities on educational institutions. The current cohort of principals were aware and understood that the efficiency of a school depended to a great extent on how the efforts of its individual members was co-ordinated. Many principals realised that higher levels of co-ordination did not just happen. Principals had learned that satisfactory communication was necessary if they and other members of the school community were to achieve understanding and co-operation. In dealing with these problems and many other concerns principals have had to become effective communicators. The impact of administration/management in the on-going school organizations in terms of structure, inter-personal relationships with students, staff, parents and the introduction of new technology to be used in the educational system had generated the need for professional help to minimise the problems that were responsible for the down-fall of many school improvement programmes.

The real competence in principal communication skills required both short-term (solving the problem) and long term (maintaining the relationships) considerations. At all levels of interaction contact needed to be such that parties strengthened their relationships while solving mutual problems. This was most likely to occur where creative solutions were found to problems and, at the same time, resulted in both the principal and the other parties perceiving some benefit and gaining.

Recent studies of effective communication had emphasised that communication was a two-way process. In the school situation principals needed to be concerned with not only how much information they were going to share with their subordinates but also how much information their subordinates were willing to share with them. Educators/principals who genuinely listened to subordinates were not only enhancing the flow of upward communication but they were also sending a message to subordinates which conveyed the notion of 'we care'.

Whenever the two-way communication existed there was bound to be also some distortion. According to O'Rielly and Roberts, (1974:253) most of the distortion will be in communication that is negative and unfavourable rather than that which is powerful, positive and favourable. However, real communication

according to O'Rielly and Roberts (1974) occurred when the:

evaluative tendency is avoided by listening with understanding by seeing the attitudes and expressed ideas from the other person's point of view, to sense how it feels to him, to achieve his frame of reference in regards to what he is talking about. Managers (educators and principals) must start with themselves, break down the attitudes of being self-centred and be a part of the team, think with them, identify with them and work with them. (pp.253)

In the Tongan situation the education authorities seemed to feel threatened by such intimacy with subordinates fearing a loss of respect. This may be alleviated by recognizing that their superior leadership and knowledge of the job would generate genuine respect from subordinates.

The key to improving the communication process on inter-personal relationships in organizations according to recent studies of communication stated in O'Rielly and Rogers (1974: 253) lay in:

linking effective formal communication and ineffective informal communication with other members of the organization. It does not accomplish a great deal to have highly effective communication in work teams and good manager employee relationships if employers feel alienated from the organization as a whole.

Extending this reasoning to the Tongan situation it seemed that education organizations in Tonga did not need developments in communication that were more

effective by means of large scale employee persuasion. Rather the education organizations did need to develop small scale tasks as skills in communications that might help to maximize two-way communication between individual members and the organization. This linking of formal communication with informal communication relied on a basis of a healthy information system. There should be an opportunity for establishing a personal relationship between the individual and the supervisor or other organizational representatives. This was necessary at both the individual and institutional levels in any bid to humanize organization communication. The essence of inter-personal communication was revealed in this statement expressed by one of the interviewees in the study:

I remember at one time the teachers in Vava'u and Ha'apai were unhappy about certain rules and regulations and at one stage it looked as if that there would be a walk-out however, the Minister called me to his office and we discussed what to do.... in the end I had to travel to Ha'apai and Vava'u.... when I arrived teachers came for Faikava* its a Tongan custom of welcoming someone... you know that.... but the interesting thing was here we talk freely on different matters and somehow the issues that caused the disappointment came up and I have the opportunity to explain it to them informally ... after that there was no formal meeting. Both parties were satisfied I have learned from that that sometimes misunderstandings between the employees and the employers can be solved with building up of good inter-personal relationships through informal communication. In such situation both parties tend to be relax and have a

different set of mentality ... anyway, it was happened in this case. I think employers are many times need to meet with their superior but quite often this was impossible.... however they usually could not....and that is sad because it should not be like that. I personally think that the importance of inter-personal relationships in human organization is very crucial to pay a visit to schools means something to the teachers and students. (ED5)

Apart from inter-personal relationship problems which could be alleviated by good communication skills as outlined in the previous section the data indicated that there was also a great demand for skills and knowledge related to the managing of the school's physical resources. Within the context of the latter educators and principals perceived the needs to acquire skills in the following:

- o Have strategies for management and organizational problem-solving. This means having the capacity to conceptualize the nature of the problem in relation to where the school is going.
- o Have accurate knowledge of the functions of the organization of the Tonga Ministry of Education and the expectation for the new approach to school management.
- o Have the knowledge and skills for the acquisition of accurate information about school finances. Prepare a budget that supports the school programme.
- o Have knowledge to decide the facilities necessary for the execution of the educational goals of the school and be able to provide the maintenance skills.

The main argument behind these comments seemed to suggest that the skills needed for managing the school's physical resources were equally important to those skills required for inter-personal relationships. Schools consist not only of people but includes also the buildings, grounds, and other facilities.

Unlike the human aspects of the school organization which required sensitive and flexible principal skills the material aspects of the school required mostly skills of a more technical nature. These technical skills included financial management and legal knowledge. The data indicated that there was a great need for professional development in all these skills.

As well as the skills needed for the managing of human resources and the school's physical resources the need to acquire skills for curriculum development were also important.

During the last decade numerous changes took place in the curriculum taught in the Tongan schools especially at the secondary level. The orientation of the curriculum had an obvious impact on what the principals had to do to implement new curriculum changes at schools. Both educators and principals who were involved in this study acknowledged that the

school systems had been experiencing constant discontinuity through the modification of curricula in various subject areas and assessment policy. The data revealed that these changes had some detrimental effects on principals' and teachers' work and students' learning. Principals and educators reflected some past experiences where "non-compulsory subjects for the Tonga Higher Leaving Examination were not known until a few months before the examination or the introduction of new curriculum without appropriate training of staff in many subject areas" (SP6). One respondent pointed out the matter related to the demands emerged from the introduction of the Government Grant to non-government schools.

We are now required to present financial reports to the Ministry of Education, but many of us are not familiar with the practice.... there should be a formal workshop to provide proper instruction on how to do these(SP5).

The consequences were received by the students. The important safeguard as indicated by one interviewee was that:

The facilitator of change must ensure that the changes are not introduced in ways which disrupt the continuity of any particular group of learners but in this case principals and teachers were receiving inappropriate training. (ED8)

The curriculum discontinuity was not just a problem for secondary schools. Primary schools

experienced similar changes. One primary principal stated:

I think that the curriculum taught at Class 6 in the primary is overlapped with Form 1 curriculum in many subject areas. The principals realized that but we cannot do anything to avoid these I think we do have some skills and knowledge to minimize the problems but not enough. (PP8)

The most restrained thought about curriculum changes indicated that this particular problem seemed to require considerable attention. The pressure for curriculum change came mainly from the educational authority levels while the teaching fraternity and the public seemed to have a limited knowledge of what is going on. This made easier the quiet implementation of change. Evidence from the literature reviewed for this study indicated that a change without involvement of the practitioners tended to be not well supported. Consequently the literature provides strong arguments for the inclusion of a variety of skills in any professional development programme which should enable the principals to perform effectively and efficiently.

In relation to curriculum development, it seemed that the respondents' perceptions tended to not support the use of teachers for curriculum writing without compensation from the government. To illustrate this point the following statement was selected from the data collected for this study.

The sad thing about re-writing of curriculum many of us who were asked to participate had full time commitments to either teaching or administration and what happen when we leave for the curriculum work our classes were neglected or there was nobody to do my job and this was a serious problem (SP6)

Regardless of the complaints and sentiments raised by principals and some educators on matters related to curriculum writing others in the profession, mostly educators, pointed out that during times of financial difficulties, there would still be a reliance mainly on principals and graduate teachers for curriculum development. However, the overall perceptions of the respondents indicated a great need for professional development in the areas related to curriculum.

Perceived Training Needs of Principals in Tonga

In relation to the types of training required for professional development of school principals in Tonga, the findings of this study as listed below seemed similar to those found by Hyde (1988)

1. The development of personal and inter-personal skills.
2. Training in administration and managerial skills which emphasized the efficient and effective use of human and physical resources.

3. Professional-career development which from the perspective of some principals implied advancement in the position of principal, while for other principals it included the potential for a successful change of career.
4. Professional development programmes that are conducted by acknowledged experts with credibility and competence in their areas.
5. A mix of provisions for skill training and development activities, workshops or seminars but not those of a short term, one-off nature or duration where opportunities for participants interaction are restricted.

Within the contexts of these types of professional training the data indicated also a great need for expertise to coordinate the professional development opportunities. The coordinator of the professional development programmes is perceived by principals and educators to be an expert in his/her area. Among his/her many responsibilities was to place the needs into perspective and use that as a base for the planning and development of each professional development programme. The expressed views of respondents indicated that this might help to avoid the inconsistencies related to irrelevancy of the content and the timing of presentation of each programme. Within the same vein, the process of professional development was perceived to be an on-going process that requires the commitment of both the co-ordinator and the practitioners.

***The Need for Good Co-ordination of
Professional Development Opportunities***

The expressed views of principals and educators related to the importance of a co-ordinator revealed a uniformity of opinion which indicated the immediate need for a proper co-ordination of professional development opportunities throughout Tonga. Certain aspects of the past programme had seemed to be neglected and may have resulted in a waste of resources and time. As an example in most cases principals and educators stated that effective personal follow up of professional development in the past had often been of little value since everyone appeared to experience inadequate preparation and the unavailability of the appropriate resources. Most of the problems related to the employment of a full-time co-ordinator were exemplified in this statement:

One of the problems with these training programmes is.... there will be no follow up after this workshop many of our training programmes are funded from overseas aid. We are depending on how long will that money last in this regard individual programmes and individual participants do not have the opportunity to continue ..(ED3).

Evidently there was a need for opportunities to be provided in each developmental activity where the expert would listen to the individual principal's

problems and concerns and discuss administrative matters with that person.

Summary

The views of those principals and educators who participated in this study maintained a broad conception of professional development. There was a reluctance to provide a specific definition of the phenomenon or to be prescriptive. These views reflected the diversity of opportunities and constraints which could be found in the professional development programmes and the lack of appropriate definition of the concept. The fact that the meaning of professional development was not defined clearly and that there was an absence of firm guide-lines about professional development may have created a situation where principals mistakenly believed that they were engaged in the making of decisions for professional development. The history of the attempts to initiate professional development programmes in Tonga contained many examples of worthwhile approaches which foundered because the goals were understood only vaguely by the participants. Those with authority to oversee the programme also faced the dilemma resulting from the conflicts of ideas related to the established procedures and the current perceptions of the practitioners.

A number of perspectives of professional development emerged from the data. Firstly, there was general acceptance that principals in Tonga currently did not exercise full potential when deciding matters related to school priorities. All decisions seemed to be made at Head Office level. The alternative views suggested that professional development programmes for principals in Tonga could be initiated by groups such as the Association of the Tongan Principals. At the same time non-government school systems were viewed as having the capacity to initiate programmes for the principals for their particular school systems provided that some professional advice and appropriate resources were available. The data revealed comments which recognized the potential of the professional Association like the principals' association and the non-government organizations, to initiate professional development programmes.

I know that the Minister of Education always listened to suggestions from the Principals Association and I know that he recognized that body as a professional body and with that, I think, perhaps this body could act on behalf of the principals to initiate a sort of professional development programme. (ED6)

Secondly, professional development should be seen as a liberating rather than a constraining activity for principals. In this respect the data indicated that principals would seem to be more willing to make appropriate contributions. Having a proper

professional development programme for principals would encourage the practitioners to become involved in the process rather than just monitoring the evolved programme.

Thirdly, apart from money matters and expertise requirements, the diversity of school systems and the unavailability of some necessary documents were partly responsible for many of the discrepancies that may have jeopardized efforts to establish effective professional development programmes in Tonga. A substantial national policy on professional development of principals and co-ordination was essential. The policy would serve as the basis for guide-lines on professional development. The co-ordinator would be responsible for setting broad goals, key priorities and needs to facilitate planning in accordance with the policy. The co-ordinating of resources, the prioritizing of activities and the establishing of review procedures were perceived as necessary to monitor the progress of the activities.

Professional development needs seemed to mean different things to different people in this study. However, all tended to agree that professional development needs did refer to a set of different elements which provided the principals with the capacity to influence the directions of school affairs. Regarding the principal as the leader, the initiator,

the implementer, and the facilitator of change was crucial. The role required the professional acquisition of numerous skills. Importantly, the skills which were associated with the execution of the tasks of principals ought not to be considered separately from the actual situation when considering a professional development programme. The processes could be described as "continual professional development" for they took place when the principal's appointment began and continued until that appointment expired.

CHAPTER 6

SUMMARY, RECOMMENDATIONS, CONCLUSIONS AND IMPLICATIONS

Summary

The research findings from this study seemed to be similar in many ways to the findings of Chapman's (1987) study of the Victorian Primary schools' principals, Harvey's (1987) study of the Western Australian newly appointed principals and those of Hyde's (1988) study of the professional development needs of school principals in remote area schools in Western Australia. Generally the differences between those findings and the findings from this study of the principals in Tonga appeared to originate from the different cultural, economic, social and political background. However, the findings from this study verified the importance of professional development and training needs of school principals in Tonga. The uniformity of the expressed views attached to the perceived professional development and training needs revealed that the school principals in Tonga needed professional training in the areas related to:

- *Management of Human Resources*
- *Management of the School's Physical Resources*
- *Management of the Curriculum*
- *Leadership and Entrepreneurialship both Internally and within the School's External Environment.*

To further explain the professional

development needs of school principals in Tonga this chapter will first provide some background information about the Tongan education system. Secondly, the chapter will outline the professional development and training needs of the principals as they were revealed in the data. Thirdly, the chapter re-examines the possible strategies which may be required to fulfil the changes in the provision of adequate professional development programmes and fourthly, makes some recommendations for future improvement of professional development programmes, and for further research.

Background Information, Tonga Education System

The Tongan education system is hierarchical in structure. Under the guidance of the Minister of Education this organization has the authority to make decisions to change and to approve all education matters. All general education policies are formulated at this level. The Director of Education is the chief executive officer who is responsible for administering the approved decisions. Approved educational matters are then passed on to the school levels with some degree of flexibility. The flexibility of the policies allows non-government school systems to re-formulate these policies to suit their schools. On the other hand the government schools are required to follow directions from the main office. Individual non-government education systems tend to function

independently when operating their schools. Consequently, some of the regulations and operational activities of these schools are different from those of the government schools.

Within the complement of the Tongan education system there are 103 primary schools and 54 secondary schools. About 97 percent of the primary schools are operated by the Tonga Government while different non-government organizations operate the balance. At the secondary level about 89 percent of the schools are operated by non-government organizations, mostly church organizations, and the Tonga Government operates the remaining 11 percent. Most of the secondary schools are on the main island of Tongatapu while many of the primary schools are distributed throughout the inhabited islands of which some are isolated and thinly populated. Such differences in the types of the schools, locations and practices may have been responsible for the differences in the professional development and training needs of school principals in Tonga.

Outline of the Professional Development and Training Needs of School Principals in Tonga

The findings from this study indicated that 80 percent of the perceived professional development and training needs of principals in Tonga were influenced

directly by the current changes in the education system. Where there were differences in the level of needs these were due to individual differences, types of schools and other situational factors. Typical of the Tongan situation were examples of:

- o different views related to denominational beliefs which were influencing the need.
- o domination of "great man approach" in many school matters.
- o principals with no teacher training background.
- o Tongan language in administration and language for instruction in schools.
- o limited level of consultation between educator, principal trainer and the practitioner.

Apart from these differences change in the Tongan education system in terms of management styles, curriculum developments and other situational factors seemed to be similar to professional development needs of principals in other countries. In the current situation most principals in Tonga tend to require a new set of skills or set of expectations to effect school improvement programmes introduced by the Tonga Ministry of Education. To some extent the perceived professional development needs of principals in Tonga were similar to those stated by Hyde (1988:3). Principals were now required to possess the following skills:

- o good personal and interpersonal skills
- o the ability to operate confidently and

- decisively in "dark areas" of policy which the Ministry of Education did not spell out
- o entrepreneurial skills that enabled the whole school to "maximize" rather than "satisfice" in its operation
 - o the ability to promote attainment of knowledge competencies and skills in teachers and students
 - o an understanding of the resource system in order to match finite and possibly declining resources with central and local priorities
 - o the ability to adjust resources to programme objectives and plans for action
 - o the knowledge and skill to apply evaluative criteria systematically to all aspects of the operations of the school
 - o the ability to demonstrate and convince others that they can "get the job done"

Furthermore the data tended to emphasize the importance of cultural values. Of the thirty interviewees, about 57 percent (n=17) of them stated that school principals in Tonga should be able to demonstrate appropriate 'ulungaanga faka-Tonga*, and be able to use both Tongan and English language effectively and efficiently.

Within the contexts of these perceived professional development needs Tongan principals tended towards preferences for:

1. development programmes that provided academic qualifications and,
2. developmental activities that provided specific

* 'ulungaanga faka-Tonga tctonu - appropriate Tonga customs

skills and processes that could be used directly and immediately with some guarantee of success in their schools

Given the general conditions of the professional development and training needs of principals, the present management role of principals in Tonga had become different from their previous management role. The present roles of principals were regarded to be different in five significant ways. School principals in Tonga now:

1. must become adept in establishing and maintaining good working relationships with members of the school community and the outside-of-school members as well
2. are required to demonstrate competence in the development of all school resources and especially in the overall management of human resources and curriculum matters
3. must expect to promote democratic decision-making processes in school while at the same time retaining overall accountability
4. are required to be accountable to their communities, local authority in the case of non-government schools, Ministry of Education and the Tonga Government
5. must demonstrate effective leadership skills

With reference to the changes in the role of principals in Tonga, principals required a new set of leadership and administrative skills and knowledge to address the needs which had emerged from the current

situation. One way of attempting to alleviate or at least minimise the differences which now confronted principals was to organize and implement effective professional development programmes. The evidence revealed also that there was a need for a framework to assist in defining the professional development needs.

Within these contexts several studies of school improvement programmes had appraised the importance of situational factors and the need to conduct a proper investigation of principals' needs in terms of professional development. Among the most recent studies were that by Duignan (1982) who proposed and recommended the importance of:

1. societal issues and trends which formed the context for education and for leadership in schools.
2. the organizational context within which principals operated as administrators and leaders.
3. research findings about the nature of the job that principals performed.

Duignan's framework for professional development of principals (1988) is included in Appendix 12.

Thaman (1987) and Chapman (1988) seemed to support the same factors. The main argument was that the professional development needs should not be considered

in isolation from the present situation. However, the findings from this study were not only supporting the literature but indicated also that the need for professional development seemed to have been always with Tongan principals. Inadequate finance and lack of expertise were two major difficulties that hindered the attempts to improve the situation. Furthermore, the examination of the issues and the data arising from this study revealed that the issues of professional development were inadequately addressed and there was a great need to provide professional training for principals.

Recommendations, Considerations and Implications

Based on the findings of this study the following recommendations are offered for consideration:

Recommendation 1.

There is a need for a substantial policy for the professional development of school principals in Tonga.

A clear statement of policy about the professional development of school principals in Tonga has yet to be presented or developed. Rather, any such policy was embedded or implied within a variety of other policy statements in Education. Professional development of principals tended to be seen more as a procedural policy rather than a substantial policy with

- o integration of professional growth activities into regular/local principals meetings
- o opportunities for intensive short courses
- o provision for interaction with middle managers in public service and industry

Recommendation 2

Consideration should be given to the forms of professional development appropriate for different stages in a principal's career such as:

- o a principal aspirant
- o immediately prior to first appointment as principal
- o in the period immediately following initial appointment
- o when specific initiatives and changes are being implemented in response to government policy

Recommendation 3

Consideration should be given to participative decision-making when planning professional development of principals

Whether the degree of participation should be voluntary or compulsory there is a need to allow the practitioners to participate in decision-making for their professional development.

Participation of the practitioners in the planning and operating of the professional development programmes would not only enhance the opportunity to improve working relationships but this would further develop a sense of commitment to the programmes.

Recommendation 4

School authorities should reconsider their expectations of principals

Where the Ministry of Education or non-government education authorities expected principals to be active promoters of school improvement they should reduce the teaching and administrative responsibilities involved in the position to allow principals to devote more time to educational development. This would involve:

- o examining administrative tasks currently required of principals to determine if they were necessary and/or undertaken in the most

efficient manner

- o providing more administrative support staff
- o promoting the concept of principals as leaders of the learning community

Additionally, when introducing large scale change, school authorities should ensure that adequate training, support and resources were available to principals to enable them to implement changes at the school level. School authorities should also provide support for a relevant agency to develop a resource information network on research, case studies, individual/ideal school practices and national programmes relevant to improving practice in the principalship in Tonga.

In viewing the need for individual professional growth authorities should provide support for educators to undertake further on-going professional growth. Support should include:

- o wider provision of study leave and/or regular leaves for extended study
- o secondments or exchanges for alternative work experience

It is understood that some of the school systems in Tonga have begun to free their school principals from classroom teaching thereby enabling them to work as full time managers and co-ordinators of all school programmes. These statements were selected from the interview data to illustrate the point.

We intend to free principals in our schools from classroom teaching to concentrate on planning school programmes, co-ordinating and responsible for implementing all school activities (ED4).

We wanted to relieve the principals from classroom teaching and to take up full-time administrative tasks but we do not have enough qualified teachers (Ed3).

Recommendations 1 to 4 are perceived to be consistent with the set of educational reforms introduced by the Tonga Ministry of Education and set forth in the Tonga Government Development Plan IV (1980-85). These educational reforms were characterised by contextual features that bear upon the roles of school administrators and hence their training and development needs.

Professional development of principals enhances the motivation and professionalism of principals and promotes higher levels of commitment. Consequently professional development tends to nurture the opportunities for a requirement of accountability which may demand consistent auditing and reporting in order to provide proof of efficiency and effectiveness of the role. A substantial policy for professional development of principals would encourage practitioners to accept responsibility for on-going professional development and career planning service for the principalship. The policy would also allow for specified minimum competency requirements for principalships to be stated and made known to all.

Recommendation 5

A priority in professional development should be given to the provision of programmes which should bring immediate success at the school level

A programme of professional development which relates to the following would be beneficial to many principals:

1. strategies for the increase of motivation and awareness among principals and teachers;
2. public relations skills/improving the public image of the school;
3. financial management and budgeting techniques;
4. strategies for the improvement of teacher morale;
5. participative decision-making processes;
6. planning skills;
7. programme evaluation techniques;
8. administrative use of computers in record keeping and word processing;
9. preservation of the Tongan cultures and customs;
and
10. Moral education and pastoral care.

In relation to the use of computers there should be an exploration of the possibility of using the computers in the Community Centre in Nuku'alofa for the delivery of in-service activities to principals. This facility enables school staff to attempt in-service activities in accordance with the erratic demands of their work. In relation to the need for computer training one principal stated:

I think schools should have computers for administration. Principals should learn to use them it would help a lot saves time and saves space also. You see,

most of my office space is occupied by files and draws and when it comes to finding of information computer would be very efficient.... but may be expensive(SP1)

However, when implementing Recommendation 5 the Tonga Teachers Training College should review the Diploma Course offered for teachers to ensure that new practitioners receive a professional preparation which enables them to become competent participants in school development and decision-making.

School authorities in co-operation with the Tonga Teachers Training College should seek the assistance of the Department of Educational Policy and Administrative Studies of the University of the South Pacific or other Institutions from New Zealand or Australia in the design of professional development experiences for principals. A series of visiting fellowships should be planned to facilitate the design of professional development experiences.

Recommendation 6

Members of the school's management team should be involved in the training programmes

Relevant provisions should be made for the inclusion of appropriate members of schools' management teams in all administrative and managerial training activities. Participants in this study seemed to be in complete agreement with the idea that training and professional development should not be restricted only to school principals. In terms of immediate and short-term needs activated by the present changing situation strong viewpoints were expressed that provisions should be made for all members of the school management team to acquire knowledge, skills and expertise simultaneously. The data indicated that there was a widespread acceptance that clerical staff should be included in some of the training and development activities for training in specific aspects of their clerical tasks.

The idea of contemporary training and development of the key personnel in a school is both logical and desirable in the contexts of the current changing situation. Properly designed and implemented this approach would broaden the bases of administrative and managerial competence within schools and lessen the burden on the principal as the sole source of expertise in these areas. The apparent disadvantage in the idea

is that the increased number of individuals who may need training would place a greater demand upon the available resources. Notwithstanding this possible difficulty it is considered that the advantages of a team approach to training and development far outweigh the disadvantages particularly in terms of increases in efficiency and effectiveness, both for individual staff and the management team.

Recommendations for Further Research

Evidence from this study has indicated areas within the context of principalships in Tonga which require further research. The outcome of this study verified the need for further research in certain areas related to the minimum level of need for professional development required by principals. It is understood that this would require the development of a new set of skills and re-defining of the job description for principalship. However, this is important to the planning of professional development opportunities which relate to the current professional career of principals.

Pertaining to the perceived professional development needs of principals the Tonga Ministry of Education should establish within the Tonga Teachers Training College a Graduate Certificate programme with a focus on research relating to the learning

experiences and the professional development needs of principals. The programme could include the following questions which emerged from this study and could direct further research:

1. *To what extent could the professional development programmes offered by different school systems in Tonga be used for further development of a national professional development programme for all principals in Tonga?*
2. *What are the particular professional development needs of female principals?*
3. *In what way might principals attempt to manage change, especially as this relates to the current era of increased expectations for the professional competence of principals and restricted educational resources?*
4. *What are the professional development needs of newly appointed principals?*
5. *Are there any differences in the professional development needs of principals with no teacher training qualification and the professional development needs of principals with an educational qualification? If so, what are they?*

Conclusion

To manage the current situation in the education system Tongan principals need continual in-service training. This study has found that the professional development needs of these principals are not addressed adequately. The Tonga Ministry of Education should make provisions to address this inadequacy since principals are viewed to be the key persons to

facilitate change in schools. Effectiveness of the role of principal appears to be related to the principal's ability to adopt, plan, implement and stabilize change within the school. Consequently the notion of principalship as a profession and in relation to the importance of situational factors, and the need for on-going professional development were supported in the findings of this study. Some examples of the importance of local knowledge and related factors to the actual situation were revealed in these statements selected from the interview data.

I think principalship is like other professions You take fishing for example ... If you are a professional tangata toutai* you must learn to know the tide, sea current, the weather, the kinds of fishing instruments to be used, how to use them and at what time. You must also learn how to swim. You see ... knowing all these and be able to use them at the right time - the fisherman is almost certain of what he will get. Like principalship in many ways a good principal must learn to know different skills and techniques and be able to apply them to the right problem in the right situation. If the principal possesses the right skills and knowledge and knows when to use them - to some extent I think, he can be able to predict the likely outcomeslike fishing in many ways it has to do with knowledge of the situation plus experience (ED5)

In another example one respondent related principalship to farming and in particular to to'uifi* or planting yam.

If we talk about to 'uifi* for example - In

* tangata toutai - fisherman

* to 'uifi - planting yam

Tonga we can say that everybody can plant a yam but only some who can plan 'ufi foha* like kahokaho*. The explanation is simple. These people have learned the skills of yam planting and continue to improve the know how through the years. They know the right pulopula* how to cut the pulopula, when to cut them....cutting yam seedlings is not just getting the knife and do it. It is a profession you have to know the right angle to cut, you have to know what time of the year you have to do the cutting. Cutting yam seedlings has to do with the moon ... oh yes! moon determined the strength of the plant ... if you want to kill a plant then you have to do it after the full moon but if you want to plant a new plant then you have to do it before the full moon. The environmental factors are very crucial. Principalship is like farming in that sense.... principal must know the environment and be able to use the right skills and knowledge at the right time to the right problem. You don't have to rely on what you have learn five years ago because the environment is changing so as the problems in schools (PP10)

Evidence from these statements revealed a store house of local knowledge about related matters to the immediate environment and that may contribute to emphasising the importance of the situational factors when considering professional development. However, the statements confirm also the often-stated finding that the role of principal was changing and each principal had distinctive professional development needs. Consequently the delivery of professional development programmes should encourage principals to raise their awareness of and to identify their own

* 'ufi foha - big crops of yam

* kahokaho - special kinds of yam

* pulopula - seedlings or yam cuttings ready for planting

professional development needs. Principals should review regularly their professional development needs according to the context of the school, to changes in the nature of the principalship and to their career aspirations. However, the need for all principals to take up a new administrative style as a result of the structural reform of education system require continuous professional development. That responsibility in terms of adequate provision probably rests with the employing authorities, especially the Tonga Ministry of Education. Nevertheless when planning for professional development programmes this study is recommending Duignan's (1988) framework and plan for the professional development of principals which is included in Appendix 11a Frame Work for Professional Development of Principals, 11b Prior Considerations, 11c Design for the Evaluation and 11d Plan for a Professional Development Program for Principals at the Regional Level. Duignan's recommendations placed the emphasis on the use of situational factors to enhance the understanding and skills required to build a positive learning system in school. Similarly Chapman (1988), Thaman (1987) and Scriven (1979) emphasised the importance of the situational factors. The professional development of the school principals in Tonga should be built on the existing constructs, the types of schools, Tongan cultures, language, norms and behaviours relevant for the development of education in Tonga.

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Appendix 1

International Developments

"Principals' Centers and Other Relevant Organizations"

1. In 1987, the School Decision Making & Management Centre at Monash University made contact with more than fifty Principals' Centres, School Improvement Centres and so forth, mainly in the U.S.

To date, materials have been received from a number of these organizations.

2. Set out below are short summaries of the aims and objectives of each corresponding centre (where provided) with some indication as to the major directions and concerns of each.

The Centres are grouped for convenience under the headings

- * University-based Principals' Centres
- * Education Department initiatives
- * Other research and development centres
- * Miscellaneous

Within each group the arrangement is alphabetical (by state where appropriate).

University-based Principals' Centres

COLORADO PRINCIPALS' CENTER

University of Colorado at Denver
School of Education
Denver, CO 80202

Professional development programs for Colorado school administrators. Current research involvements include a study of first-time high-school principals, a study of administrator perceptions of the principals' role in school improvement, and an analysis of their peer leadership coaching program.

PRINCIPALS' INSTITUTE GEORGIA STATE UNIVERSITY

Georgia State University
Atlanta GA 30303

Emphasises the provision of programs concerned with the school level of administration, rather than district or state level. The publications and programs of this particular centre suggest a focus on the humanities in the development of school principals.

The institute is located in the Dept. of Ed.Admin. at Georgia State, and its major focus is on improvement of instructional leadership.

HARVARD PRINCIPALS' CENTRE

Harvard Graduate School of Education
Cambridge, MA 02138

This Center was established in 1981 and is based on commitment to the individual school as the locus of educational improvement. Founder and co-director Roland Barth states "We set out to create a Principals' Center not a school leadership centre. Subsequently, the former has given way to the latter."

The Center engages in a very diverse array of educational development activities for and with principals. These include Summer Institutes, a Peer Team Visits program, Visiting Practitioner program, Interest Group meetings and guest lectures. Its publishing activities include the Center's Newsletter, the Network Newsnotes (National Network of Principals' Centers) and the National Directory of Principals' Centres.

LONG ISLAND UNIVERSITY PRINCIPALS' CENTER

Greenvale, NY 11548

This center is based in the university's Dept. of Educational Leadership & Administration. Emphasises professional development activities and principal-initiated action research projects. Publishes a Newsletter.

PRINCIPALS' EXECUTIVE CENTER

Institute of Government
University of North Carolina
Chapel Hill, N.C. 27514

Emphasises professional-level management courses "for public school principals who want to develop their managerial skills and refine their understanding of the fundamental systems and issues that challenge them on the job". Instructional materials used in the program include works by N.V. Peale, Thomas Peters, and M. Adler (Paidea proposal etc.). Skills learned in PEP can be applied through SIP (School Improvement Programs). Faculty of the program are UNC faculty members.

BAYLOR PRINCIPALS' CENTRE

Baylor University
Waco, Tx. 76798

Aims to encourage principals to be active, sustained, lifelong learners. Offer five types of program: Advanced Instructional Leadership; Collegial Circles, Meal Function (speakers); Major Speakers; Principals' seminars (monthly). Supplies some training but restricts creativity. Activities organised for, rather than with, the principals.

TEXAS A & M UNIVERSITY PRINCIPALS' CENTER

College of Education
Texas A & M University

"Formed to support elementary and secondary school principals through training, assistance and research. The principal's position is recognized as crucial to the success of the school. The effective support of the principal is a powerful strategy for revitalizing the educational process."

Organises a variety of professional development activities and assists with regional networking. Also engages in R & D activities based on the Center's assessment of needs.

Educational Department Initiatives

MARIN COUNTRY OFFICE OF EDUCATION

PROFESSIONAL DEVELOPMENT PROJECT

Pt. Richmond CA. 94801

Has supplied materials outlining an approach to the professional development of teachers which emphasises:-

- 1) Making education a more attractive profession for those who would choose and have chosen education as their work and -
- 2) to improving student learning.

Endeavours to respond to efforts towards educational reform in California. Program's orientation based in humanistic psychology and adult learning theory - which make it a little unusual.

FLORIDA ACADEMY FOR SCHOOL LEADERS

Florida Dept. of Education
Tallahassee, FL. 32399

The Academy is essentially a program, administered by the Division of Public Schools in the State Dept. of Education. It aims to provide training for school management personnel. The Training Institutes offered are competency-based programs which "support and promote state policy and direction" in education.

ACADEMY FOR THE ADVANCEMENT OF TEACHING AND MANAGEMENT

New Jersey State Dept. of
Education

Established in 1983. Emphasises professional development programs for instructional supervisors, and trains teacher trainers. ("Staff Development Leader Program").

NORTH CAROLINA STAFF DEVELOPMENT/LEADERSHIP

Institute for Administrators
Raleigh, Nth. Carolina 27611

Aims to provide comprehensive and long-term programs and services for the up-grading of school managers' skills. Based upon assumption that the principal must be the instructional leader of the school. Runs seminars, peer-training programs, short-term internships, staff development by television, and offers newsletters and assistance with provision of a range of media and technical resources.

Office of Leadership and
School Improvement
Dept. of Education
Columbia, Sth. Carolina 29201

Has provided array of publications and newsletters. The Academy "promotes quality education leadership in South Carolina by providing continuing professional development and diversified services for public school administrators". Extensive program of seminars, simulation training, business/industry liaison and also provides assistance with learning resources and networking.

Other research and development centers

DANFORTH SCHOOL ADMINISTRATORS FELLOWSHIP PROGRAM

St. Louis, MO. 63105-1903

Programs of continuing professional education for school administrators. Mid-West orientation. Danforth Foundation is a philanthropic enterprise focussed on education.

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Founded in 1966 the Laboratory (Director, Dr. C. Lynn Jenks) "has focussed on the analysis, design, development and evaluation of learning systems and on the problems and processes of communicating the results of our inquiry to help solve a range of significant educational, organizational and societal problems". Undertakes extensive research and development programs and offers technical assistance and a wide array of publications. Recent publications include Excellence in our schools: making it happen: Effective Principals: knowledge, talent, spirit of inquiry; Elementary Principals' Yellow Pages and Secondary Principals' Yellow Pages: solutions to common instructional management problems.

INSTITUTE FOR DEVELOPMENT OF EDUCATIONAL ACTIVITIES, INC

Dayton, Ohio, 45459

Established 1965 as educational arm of Charles F. Kettering Foundation. Now independent. Have supplied background materials emphasising Institute's training and development programs that are orientated toward school improvement. Advocate the principle that the school is the unit of change.

Miscellaneous

NATIONAL COMMUNITY EDUCATION ASSOCIATION

Alexandria Va 22314

Brochure states that NCEA "gives teachers, administrators, policy makers and interested citizens the information, resources, and support networks they need to promote community involvement in education, inter-agency partnerships and lifelong learning for everyone in the community".

NEW HAMPSHIRE ASSOCIATION OF SCHOOL PRINCIPALS

Very little information supplied. The Association participates in the N.H. School Improvement Project whose prospectus we have.

OAKLAND UNIVERSITY (MICHIGAN) SCHOOL OF HUMAN & EDUCATIONAL SERVICES

Gerald Pine, Dean, has supplied papers by himself and other faculty on matters to do with "collaborative action research." Is involved in a study, Action Research on Change in Schools, which emphasises investigation on problems mutually identified by teachers and researchers. Pine also discusses university roles in school improvement.

REGIONAL LABORATORY FOR EDUCATIONAL IMPROVEMENT
OF THE NORTHEAST & ISLANDS

Have supplied information about some publications and a copy of
Continuing to Learn: a guidebook for teacher development.

SOUTHEAST MINNESOTA EDUCATIONAL COOPERATIVE SERVICE UNIT

Rochester, MN, 55901

This Cooperative directs the Minnesota Educational Effectiveness Program, which trains school-based leadership teams. The program is based on research which has delineated fifteen characteristics of an effective school.

Adapted from Chapman, 1988: Defining the professional development needs of school principals: Paper presented to the invited national conference on the professional development needs of principals, International Institute for Policy and Administrative Studies, Perth, WA.

PRINCIPALS - Strengths, Successes and Weaknesses

FEEDBACK FROM TEACHERS

1. STRENGTHS

Improvement of communication - between Principal and pupils
 - between Principal and staff
 - between Principal and parents

More organisation in the office, e.g., filing system.
 Able to delegate more responsibilities to Deputy and Head Tutor.
 Able to evaluate the performance of staff and students.
 Establishment of teachers' in-service training programme within the School.
 Carry out major disciplinary actions. For example, expelling nine students for drinking homebrew.

2. SUCCESS

Providing teachers with Plan Books.
 Introducing a school handbook, a filing system, ex-students records, clubs such as drama, music and traditional dancing.
 Inter-house singing competition.

3. WEAKNESSES

Leadership - lack of co-operation between Principal and staff
 - Principal is not able to co-ordinate his/her staff
 - Principal being dishonest in some cases, e.g., not following timetable and policies produced
 - favouring some teachers over others
 - lack trust in staff
 - Principal lacks dedication and devotion to work
 - delegating of responsibilities and without checking how things are done

Decision-making

- no flexibility in decisions made
 - too flexible in decisions made
 - no consideration of staffs' opinions and feelings before decisions are made
 - neglected teachers' complaints and problems

Classroom - no evaluation of class performance
 - missing classes
 - more emphasis on covering the syllabus rather than learning
 - not enough contact with students
 - no enough teaching

Office - no office records kept
 - no organisation of the Principal's desk

Other weaknesses

- lack of initiative
- lack of direct contact with parents regarding their children
- no planning of the overall running of the school
- unable to solve existing financial problems
- not living up to the aims of the F.W.C. Education System.

STAFF MEETINGS

1. Purpose
 - to make decisions and recommendations
 - to give opportunities for any staff member to bring any matter to be discussed
 - to be used for staff training and development
 - to discuss the progress of individual students and groups, and even pray for them if possible
 - to discuss the daily running of the school
 - to discuss raising funds and financial matters
 - to discuss syllabus, reports of classroom work and evaluation of students
 - to discuss reports from subject departments and their plans
 - to discuss school materials and equipment
 - to discuss reports of school projects and constructions

Adapted from the Free Wesleyan Church Education System
Report of Staff Meeting, 1989

1.1.0. Principal

Direct Liaison Line: Director of Education

Minimum Qualifications:

- (a) Bachelor Degree
- (b) Four years of Secondary School Teaching
- (c) Positive Attitudes
- (d) Level I Teaching Status

1.1.1. Primary Functions

- (a) To organise and manage all human material and financial resources of the school to promote effective teaching and learning.
- (b) To develop, implement, evaluate and supervise the teaching programmes so that excellence can be achieved by both the teacher and the student.
- (c) To ensure that the school operates within the requirements of the Tongan Ministry of Education and the guidelines provided by the Director of Education, Tailulu Colleges.

1.1.2. Responsibilities

The following responsibilities rest with the Principal but, in the school situation, are subject to delegation to responsible officers.

1.1.2.1. Organisation and Administration

- (a) To develop a School Policy that meets the requirements of the Ministry of Education, is compatible with the Church's educational philosophy, policies and expectations, and considers community needs and expectations.
- (b) To provide leadership and direction for the total school operation.
- (c) To allocate personnel in accordance with policy and to delegate the authority to assist in the school management.
- (d) To establish and maintain a security system for the protection of school property.
- (e) To ensure that the strict economy of time, equipment, services and expenses is practised in order to reduce wastage and encourage efficiency.
- (f) To encourage and develop teamwork, harmony and self-discipline for the benefit of all in the school.

- (d) To liaise with the Director concerning matters raised by staff and/or students.
- (e) To submit monthly and annual reports as required by the Director.
- (f) To contribute to a spirit of integrity, loyalty and co-operation to enhance the educational climate of the system.
- (g) To advise the Director on any changes and developments relevant to the Tailulu Colleges.
- (h) To report and recommend on disciplinary action that may be required to apply to a teacher.

1.1.2.3. Educational Leadership

- (a) To promote positive attitudes to teaching and learning.
- (b) To ensure regular review and evaluation of the school's educational programmes.
- (c) To foster professional development of staff.
- (d) To implement a positive individualised staff development programme.
- (e) To establish a realistic pupil welfare programme involving discussion, consultation and interview with relevant personnel.
- (f) To conduct and record Staff Meetings and Workshops relevant to the needs of teachers and the Curriculum.

1.1.2.4. Functional Responsibilities

Many of the following should be subject to delegation.

- (a) To complete Registration and Admission of students.
- (b) To maintain all School Records in an efficient manner.
- (c) To collect and account for all School Fees and funds raised on behalf of the school.
- (d) To promote and involve the local Parent-Teacher Association in the affairs of the school.
- (e) To attend internal and external meetings as required or appropriate.

1.1.2.5. Others

- (a) To perform other duties and assume other responsibilities as required by the Director.

ED 106. SCHOOL ADMINISTRATION

AIM

This course aims at introducing the students to the system and current practices of school administration and management. It focuses on the general professional, academic and administrative roles of the Head Teachers, Schools' Regulations and Finance.

OBJECTIVES

MORE specific goals of this course are:

1. to develop better understanding and knowledge of how Tongan Schools are run.
2. to familiarise students with the specific roles of the Head Teacher and regulations of the school.
3. to develop a sympathetic understanding of the constraints that often influence the smooth running of a school and also to assist them in finding satisfactory solutions.
4. to enable students to know how funds are raised and distributed by each school system in Tonga.

CONTENT

The following topics are expected to be covered:

1. POLICY MAKING:
 1. function of parliament in education
 2. role of the department of education
 - role of both the government department of education and church/independent school systems on the following:-
 - aims of education
 - curriculum
 - training of teachers
 - teachers' qualifications
 - building and teaching materials
 - school inspections
 - duration of school terms/semesters
 - national committees on examinations
 - scholarship committee
 - regulations, and education act.
2. FINANCE
 - sources of money for the running of the school
 - ways of distributing funds for various division and sections in each school system
 - government contribution to church systems
 - government funds for its school systems.
3. ANNUAL REPORTS AND STATISTICS

4. HEAD TEACHERS' ROLE :

- Academic role: how does he organize classes for his staff development
- Professional role: his assistance in promoting his staff competency in teaching professionalism
- Administrative role: qualities required for smooth running of the school
 - his relationship with parents and public
 - his role in relation to expectancy of the body of authority in the system
 - filing system and correspondence

5. TEACHER AND REGULATIONS:

PUNCTUALITY AND ATTENDANCE

- casual leave/vacation leave/study leave/sick leave
- leave without pay/ resignation
- expulsion/retirement/promotion/demotion
- transfer/salary

6. TEACHERS' ROLES & PUPILS:

- punctuality and attendance
- truancy/sick leave
- corporal punishment/other forms of punishment
- method of transfer and pupils' records
- pupil's academic development, record and forms of assessment
- pupil's history - health and medical card, home background church, nearest kin, date of birth, home address, transport
- counselling/ relationship with other staff of the school
- relationships with parents and members of the community
- rules of conduct

METHODS OF TEACHING

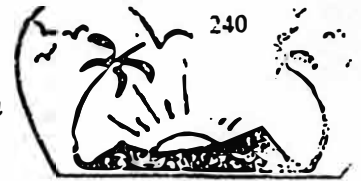
1. Lecture
2. ~~Tutorial~~
3. Research Work

ASSESSMENT

1. Assigned Projects
2. Tutorial Assignments
3. Examinations

FITA

The Friendly Islands Teachers' Association



P.O. PRIVATE BAG XI
Nuku'alofa
Tonga Islands
SOUTH PACIFIC
PH No. 24 062
FAX: 005)676(24 105

WCOTP / FITA LEADERSHIP TRAINING

P R O G R A M M E

DATE : 26th - 30th June 1989
VENUE: FITA'S OFFICE, NUKU'ALOFA

DAY ONE (MONDAY) 26th June '89

5:00 - 5:30	O P E N I N G	
6:00	T E A	
6:00 - 7:00	Administrative Matters	- FATAI HALAAPAPI
	-Introduction WCOTP Policies	- ALISI WIGHTMAN
	-Identifying Needs= and Problems of Leadership (Group Work)	
7:00 - 9:00	Types and styles of Leadership (Exercise)	- HAVEA KATO
	-Quality of a good Leader	- HAVEA KATO
9:00	T E A	

DAY TWO (TUESDAY) 27th June '89

5:00 - 7:00	Conditions of service / work	- H O E
7:00 - 8:00	FITA (objectives, structure, functions)	- EMOSI ALATINI
8:00 - 9:00	Role of FITA to its members/DISCUSSION	- HAVEA KATO
9:00	T E A	

DAY THREE (WEDNESDAY) 28th June '89

5:00 - 7:00	Evaluation, controlling, Performance Appraisal	
	DISCUSSION	- S NA'A FIEFIA
7:00 - 7:30	Handling grievances/DISCUSSION	- EMOSI ALATINI
7:30 - 8:30	Recruitment	- T HAUTONI MOLI
8:30 - 9:00	Role Play	
9:00	T E A	

DAY FOUR (THURSDAY) 29th '89

5:00 - 6:00	Negotiation and Problem Solving Exercise (Resolving) Exercise(Resolution)	- HAVEA KATO
6:00 - 7:00	Identifying Educational FITA needs (Group Work)	- FATAI HALAAPAPI
7:00 - 8:00	Office Administration (Budgets/Loan/Projects)	- FATAI HALAAPAPI
8:00 - 9:00	How to chair a meeting	- HAVEA KATO
9:00	T E A	

DAY FIVE (FRIDAY) 30th June '89

5:00 - 7:00	Delegation of Power and Authority (Consultative)	- S NA'A FIEFIA
7:00 - 8:00	Evaluation	
8:00 - 9:00	Closing Ceremony	
9:00	T E A	

Outline of the Friendly Island Teachers Association Professional Development Programme, 1989

APPENDIX 3

CHAPTER 20

EDUCATION, YOUTH, SPORTS AND CULTURE20.1 OBJECTIVES

20.1 The long-term development objectives regarding education, youth, sports and culture are to

- develop the potential and talents of each Tongan;
- enhance the spirit of initiative, creativity, entrepreneurship and sense of responsibility;
- provide an understanding of Tonga and her part in the global community; and
- meet the country's manpower needs to achieve continuous national development and growth.

20.2 In this context, the objectives for the DPIV period are to

- continue to improve the standard and quality of education at all levels;
- continue to upgrade education and training facilities;
- train teachers at all levels to a truly professional standard;
- achieve a more equitable geographic distribution of education and training facilities and opportunities;
- develop vocational and in-service training programmes and facilities;
- improve cooperation and coordination between Government, church and other private education authorities to ensure complementarity of activities and achievement of the long-term goals;
- design and implement youth services and sports promotion programmes;
- establish cultural facilities and programmes.

Adapted from the paper presented by the Tonga Director of Education during the Conference for "Teachers for Tonga. 1990s. June 1983.

PRIMARY EDUCATION

Tongan primary education aims to develop the whole child both as an individual and as a member of Tongan society. To achieve the integration of the child with his school and his community, his intellectual, cultural, physical, emotional, spiritual, social, environmental and linguistic needs must be catered for. It is with these needs in mind that Tonga's primary education system has taken shape.

THE SITUATION TODAY

Administrative Structure - The Ministry

Within the education ministry there are two principal administrative divisions. The Director of Education is responsible directly to the Minister for all Ministry affairs. However, much of the daily routine of the primary division is delegated to the Senior Education Officer for Primary (S.E.O.P.). Other Ministry based staff with duties exclusive to primary schools include 5 members of the inspectorate whose principal role is to evaluate school programmes; 5 area organizers who are responsible for the schools within their specific zone; and 10 supervising teachers (S.T.) staff who liaise directly with local teaching staff ascertaining specific needs and assisting teachers as required.

Educational Statistics

	Total Enrolments		No. of Schools		No. of teachers	
	Govt.	Mission	Govt.	Mission	Govt.	Mission
1966	11,429	12,283	82	88	415	not avail.
1971	10,483	5,933	82	47	403	245
1976	16,566	2,694	85	31	630	137
1981	16,295	1,069	97	13	716	84

The figures above indicate a slight decline in total primary school enrolments over the last five years. This could possibly be explained by Tonga's declining birthrate, itself attributable to a wide acceptance of family planning and the desire for a smaller family size. Currently approximately 3,000 babies are born annually in the Kingdom. This number is unlikely to decrease in the near future to any significant degree because greater numbers are now entering the reproductive age groups (owing to the high birth rates of the 1960's) and avenues of permanent outward migration appear less available than in the past.

At the same time the survival rate for the 0 - 5 years age group is rising because of improved medical care within Tonga. In view of these trends it is unlikely that primary school enrolment will continue to fall at the rate evidenced between 1976 and 1971.

The closure of all primary schools run by the Roman Catholic Church and of a high proportion of the Wesleyan primary schools is clearly shown by the foregoing table. This has led to higher rolls at the government primary schools rather than to a corresponding increase in the number of government primary schools.

The government has been able, in spite of its increased share of primary school enrolments, to reduce teacher pupil ratios. The figures for government primary schools only, over recent years, are as follows:

Teacher/Pupil Ratio

1966	1 : 27.5
1971	1 : 26
1976	1 : 26
1981	1 : 22.5
1983	1 : 24.

The official maximum teacher/pupil ratio is 1:30. To date the Ministry has had little difficulty meeting this requirement in the central district of Tongatapu. However, in the western and eastern districts of Tongatapu and particularly on the outer islands, it has often proved difficult to reduce the teacher/pupil ratios to the desired level. This is largely attributable to the unwillingness of teaching staff to be stationed in remote areas.

Locational Factors

<u>1983</u>	<u>GPS</u>		<u>Schools</u>
	<u>Enrolment</u>	(%)	
Tongatapu central/'Eua	4,519	30	14
Tongatapu - east	3,757	25	19
Tongatapu - west	2,014	13	13
Ha'apai	1,647	11	19
Vava'u	2,541	17	29
Niuaotoputapu	305	2	2
Niuafo'ou	144	1	2
T O T A L	14,927	100	98

Sixty-eight percent of Tongan primary school children attend school on either Tongatapu or 'Eua. Generally schools in Tongatapu have a larger student body than those in outer areas. In some of the smaller islands the 1:30 pupil ratio has been superseded by the need to provide a separate teacher for the upper and the lower school although the total school roll may be fewer than 30 pupils.

New Schools

In 1983 a new primary school was opened in the village of Nukuleka. This school currently caters for 49 pupils who would otherwise have to make the lengthy daily journey to Talafo'ou G.P.S. With the large scale movement of families into the Popua area in the wake of 1982's Hurricane Isaac it is proposed to build a new G.P.S. in this district to cater for local children who are currently forced to attend G.P.S. Ma'ufanga. Should any of the remaining F.W.P.S. decide to close down as occurred in a large number of church schools a decade ago, the future government school building programme will undoubtedly be influenced.

School Building

A large number of primary schools suffered extensive damage during the ravages of Hurricane Isaac. Although overseas aid has assisted considerably in the reconstruction programme a number of schools continue to function in buildings of an unsatisfactory nature.

The Japanese government has recently funded two complete G.P.S. - one at Houma and the other at Kolonga. The donor country has provided both the buildings and much of the school hardware. The basic G.P.S. is merely a series of classrooms often only partitioned instead of being divided by a solid wall. No provision is made for specialist teaching rooms or a school hall. Should a school library exist it is generally merely a part of an ordinary classroom. Many of the school classrooms are in fact in urgent need of repair. This need for renovation extends also to blackboards, desks, seats and classroom partitions.

Educational Equipment

A general lack of finance has prevented the Ministry from providing anything other than the most basic classroom equipment. Although education is ostensibly free at the G.P.S. it has proved necessary to charge pupils a fee even for class readers which are an integral part of the learning programme.

Such wallcharts and other visual aids that can be found in our primary schools are a tribute to the enthusiasm and energy of the individual classroom teacher. In many a G.P.S. there is a lack of stimulating visual material which goes to make up an interesting and provocative learning environment.

Curriculum

For each of the six years of primary education, G.P.S. pupils are required to study Tongan, Mathematics, English, Art and Craft, Social Studies, Environmental Science and Physical Education. A religious programme for the children of each faith is run by visiting clergy once a week in each school.

The curriculum of all mission primary schools is the responsibility of the departments of education in the individual churches.

Australian advisers have, in recent years, assisted with syllabus revisions in Mathematics, Environmental Science and English. The syllabus for Tongan has been devised by the Ministry. The curriculum is always under review as the nation's needs change, and experts from overseas nations and international bodies are often invited to work together with local personnel on syllabus revision.

Assessment and Measurement

At the end of class VI pupils sit a nationwide, government examination - the "sivi hū". Papers in English, Tongan, Mathematics and General Knowledge are set and marked by officers of the Ministry. This examination is used by both church and government authorities as a means of selection for entry into the respective secondary schools.

In 1981, 4,832 primary school pupils sat this examination. Approximately 65% entered secondary school in 1982, 28% repeated class VI and 7% left the school system. The school leaving age is 14 years but students are only permitted to spend two years in class 6. Should a child fail to gain sufficient marks to enter a secondary school on his second attempt at the "sivi hū" he may well be forced to leave school whether or not he has attained the official school leaving age. These two factors would appear to be inherently contradictory.

Placement in Secondary Schools

The government has complete jurisdiction over only three of Tonga's secondary schools, viz. Tonga High School, Tonga College and Niuatoputapu College. Students are selected for the limited number of places in the entrance years of these schools according to their performance in the "sivi hu" and according to their own preference of a secondary school. Mission schools follow an independent although similar process of selection.

The majority of "sivi hū" candidates put a government school as their first choice. Fees at government schools tend to be lower than those of the mission secondary schools; teachers tend to be more highly qualified in the former, and educational resources are generally more available. These factors coupled with the generally superior examination results of the government high schools would appear to account for their high ranking in pupil preferences.

TEACHER TRAINING 1983 (PRIMARY DIVISION)

Students work through a two year course then do a year's probationary teaching before being awarded the Class III Teacher's Certificate provided that they have passed all College courses and practice teaching is satisfactory.

Admission Qualifications

- (a) Passed University Entrance or
- (b) Passed School Certificate (N.Z.) or the Australian School Leaving Exams. OR

IN-SERVICE TRAINING

The present system of education is that of the emergency service compensating for deficiencies in the educational system. More comprehensive structured systems of in-service are essential.

Demands on the teacher change considerably. It is impossible to equip him with everything during the short years of pre-service especially all knowledge and skills. In-service provision ensures that teachers become acquainted with new methods and new teaching and new learning resources as they become available, and also ensures that they keep up to date with changes in the knowledge content of the subject matter with which they are concerned. In-service provision can prepare serving teachers for new roles as head teachers, inspectors and administrators.

AIMS OF TEACHER DEVELOPMENT IN TONGA

To produce a competent teacher who possesses a range of knowledge, skills and attitudes for effective teaching and meaningful participation in the development of education in Tonga.

Experience both in pre-service and in-service is designed to produce teachers with a:

- i. sound general education;
- ii. high level of professional competence and who are dedicated to teaching.

Teachers should possess:

1. A sound knowledge of the content and methods of subjects taught in primary schools;
2. a knowledge, awareness and understanding of the social and cultural content of the Tongan primary school;
3. a sound knowledge of the process of teaching and learning, including the ability to relate theory to practice and to implement a range of effective teaching strategies;
4. a sense of professional responsibility towards the children he teaches, his colleagues and the community;
5. an awareness of importance of the education in the economic, social and cultural development of the country;
6. a high level of competence in Tongan and in English.

It is envisaged that such a competent teacher would be not only a skilled practitioner, but also the kind of 'educated' teacher who is aware of the need for his own personal professional development and of the part he can play in the development of education in Tonga.

Inter-related areas of study

1. Education Studies
2. Language Studies
3. Studies in Science
4. Studies in Mathematics
5. Social Studies
6. Cultural Studies
7. Health Education

THE PRESENT SITUATION - SOME OF THE PROBLEMS

- a) Concern about teaching for examinations especially at year six in the primary schools;
- b) long-term attitudinal problem with teachers concerning change, new content and new methodology;
- c) pressure from the public for more academic type of secondary schools;
- d) concern for more qualified teachers for secondary schools;
- e) the inequality of educational standards in the secondary schools;
- f) concern about the teaching of English and Tongan language;
- g) need to upgrade the teacher education programmes.

NEAR FUTURE

By 1990 the following improvements will be effected within Tonga's primary school system:

1. It is desirable that each school possess a library, specialist teaching rooms and a school hall. Efforts will be made to find funding for these new projects.
2. The proposed resource centre will be developed with a view to providing a complete set of resources for each primary school to eliminate the needs for parents to pay an equipment fee for learning materials. Teachers will be able to borrow from the resources class sets of materials and equipment required in their teaching programmes.
3. The primary school system will be extended to include class 8. At the end of class 8, secondary school entrance will occur. This will avoid the problem of the 7% of pupils who leave school at the end of class 6.
4. To overcome the difficulties of staffing schools in the remoter areas a salary bar will be introduced. Teachers will be unable to progress beyond a certain point in the salary scale unless they have completed two years service in schools designated 'remote', or have reached the age of 35 years.
5. To improve the quality of teacher trainee entrance an active recruiting plan at the senior high schools (viz. Tupou High School, Tonga High School, Tonga College, St. Mary's High School, St. John's High School and Takuilau College) will be implemented in October each year. Efforts will be concentrated on forms five, six and seven in these schools.

SECONDARY EDUCATION

If planning for secondary education in the 1990's is to be worthwhile, it must not only be considered not only in terms of developmental and governmental needs, in terms of societal and individual aspirations, but it must also be put within the framework of present and past achievements, of present and past failures. This section will therefore consider briefly each of the following:

- A. Failures and successes of the present system.
- B. Government aims for development - DP IV.
- C. The role of secondary education in development.
- D. The alternatives.

A. FAILURES AND SUCCESSES

1. Some Achievements

Despite the many handicaps under which Tonga's secondary education system operates, Tonga should be proud to acknowledge the many achievements of the system. Although the quality of education needs to be improved greatly, the figures for 1981 reveal that the vast majority of secondary school age children are attending school. The school system has in fact succeeded in providing the trained manpower necessary for the operations of government. A fairly high proportion of the secondary school students do reach the terminal level, which is the Tonga Higher Leaving level. It is gratifying to note too that there is more or less equal access to secondary school places for both girls and boys. In 1981 there were in fact 347 more girls than boys in the secondary school system. There were fewer girls who repeated each level, and fewer of them dropped out of school during the school year. It appears then that as far as women are concerned, the system has provided more than an equal opportunity. It must be one of the few countries in the developing world, or in the developed world for that matter, where this could be said to be true. The schools are also predominantly staffed by Tongan teachers. In 1981, 83 per cent of the secondary teaching staff were Tongans. All children at that level have been exposed to English, and some receive all their secondary education in English, and by Class 12 have achieved a very high level of competence indeed. A fair proportion of the secondary school students can enter universities in developed nations with secondary qualifications obtained in Tongan secondary schools, and have demonstrated by their performance in these institutions that they have received quite adequate instruction in these schools. It also seems that we are in a way developing fairly high competence in Mathematics and Bookkeeping, which have been consistently two of the best subjects in the external exams. We have also been very little affected by the problems besetting the youth of other countries. We have yet to see, and may it be our prayer that we will not see them, major vandalism or drug problems in the school system, or teenage pregnancies, which are prevalent in the secondary schools of some countries. We have also been blessed indeed with a teaching staff which are, by and large, still dedicated professionals who work long hours for very little monetary returns.

2. Some Weaknesses

But, however laudable these achievements are there are some fundamental weaknesses too. If universal education has been achieved, the quality of education leaves a great deal to be desired. Although some students leave with a very high level of competence in many subjects, there are far too many who leave inadequately prepared either for the job situation or for the life they would be expected to lead in their own communities. Very often the aims of the schools are so vastly different from those of the communities they purport to serve that they actively alienate the students from their own people. Students who have had to leave their homes in the islands to attend Tongatapu schools become so enamoured of their environment that they choose to remain there instead of returning to their own homes. Even in the job situation, it seems that the school system is preparing far too many for white collar jobs, and far too few in the technical and vocational areas. It seems that we have not paused too often in the process of educating these secondary school children to ask ourselves for what purposes do we educate them. The teaching staff too, although the vast majority are Tongan and therefore conversant at first hand with the needs and problems of these children, have not had the kind of training that will enable them to provide the assistance that the students need.

Given these pluses and minuses of the secondary education system, what can be done to make it a more effective tool for development?

B. DP IV: GOVERNMENT AIMS

The Government's Fourth Development Plan (1980-1985) gave the long term economic and social objectives of Tonga as the following:

To -

1. Achieve a sustained increase in the production of goods and services and real incomes of the people.
2. Achieve effective management of the national economy.
3. Achieve a fair distribution of goods, services and income between the people in different parts of the Kingdom.
4. Enhance the quality of life and security of the people, the cultural heritage of the nation, and the preservation of the environment.
5. Develop harmonious relations and mutual co-operation in economic, social and related spheres with all nations and international organisations.

These objectives translated into educational terms become the aims of education, including secondary education, not only for this development period but also for the foreseeable future.

C. SECONDARY EDUCATION AND DEVELOPMENT

Objective (1) above translates into expansion of government involvement in secondary education. To date the government has only been educating about 10 per cent of the secondary school population, while church and private organisations have borne the major burden of educating Tonga's young at this level.

Objective (2) translates into cost effectiveness. How best can we manage Tonga's meagre resources to serve Tonga's educational needs? It is a question of identifying our priorities and achieving our educational aims in the most efficient and effective ways and means. Objective (3) means the decentralisation of secondary education to make it equally accessible to all people within the Kingdom of Tonga. In concrete terms it means providing secondary schools in the rural areas. Objective (4) is a very broad objective indeed but it emphasises the need to make secondary education an instrument for perpetuating the heritage of the Tongan people. It should develop, preserve and enhance the networks of relationships that create the interdependence between the student and his environments. It should not be an instrument of alienation whether in a cultural, social, economical or physical sense. However, objective (5) is a clear warning that education need not be completely insular. Education must also be outward looking. It must train young people to be in control of their environment but to be equally at home as a citizen of the planet Earth. If these are the expectations for education, are there any options available to the educational planner?

D. WHAT ARE THE OPTIONS?

There are indeed various alternatives open to the planner.

1. Quality and Cost Effectiveness

If the objective is to raise the standard of education and yet be able to meet the other demands of democratising secondary education, etc. any one of these alternatives could be considered.

(a) Change the Structure

Structural changes could bring about the desired ends at minimal cost.

- i) This would mean a school certificate level terminal examination instead of the present Higher Leaving terminal exam at the fourth form level. Forms 6 and 7 will still be available only to the minority.
- ii) A Form 3-7 Structure
The primary level will go up to Form 2, and the secondary level will consist of five years, which will be from Forms 3-7. This will make Form 7 accessible to the vast majority of secondary school students.
- iii) A Form 3-5, F6-7 Structure
In this structure, two streams will be identified from the primary level. The academically oriented will go through an academic curricula and end up in Form 7. The vast majority will follow a vocational/technical programme and terminate at Form 5.

(b) Language Policy

The other option is to experiment with various language policies:

- i) The secondary school system could push for a complete English medium at this level. This objective is achievable but at a cost. The main advantage is that it will not mean any change in the curriculum. We would simply adapt materials developed elsewhere and strive for international standards.
- ii) The other possibility is to change to a Tongan medium. This will mean developing entirely new materials. The advantages would be enormous educationally and culturally but it will mean translation on an immense scale and the cost in economic terms will not be low.
- iii) Adopt a bilingual programme as in the Philippines, for example. Some subjects will be taught in Tongan, and some in English right through to Form 7.

(c) Develop Suitable Curricula

The options are either to go completely academic or to offer vocational and technical courses to everyone, or to have two distinct streams, one academic for the better students, and the other vocational for the vast majority. The arguments are that:

- i) a purely academic programme with a thorough grounding in the basics will enable the student to adapt to any career programme at a later stage or to any education system
- ii) vocational training is really training for unemployment because the jobs are simply not there
- iii) it would avoid separating the students too early in life and condemning some of them to vocations for which they might be completely unsuited.

The contents of the curricula are very much related to these issues.

Should we aim at realism and relevancy or should we acknowledge the fact that the world is getting smaller and therefore train for world citizenship?

2. Management and Control

If we are to achieve a coherent approach to secondary education planning, we have to decide on the issue of control. Here too are several options:

- a) The government could increase the number of its high schools and operate a zoning system. It would then be in a better moral position to regulate secondary school policies.

- b) The government could subsidize the church schools in return for control over entry, structure, and curricula, etc.
- c) The government and the churches could collaborate and operate the schools co-jointly.

3. Teacher Required

But for all our planning, we would still rely very heavily on the teacher to put it into effect, and unless we are absolutely sure of our aims, and what we hope in the long term to achieve, unless we decide on issues such as language and structure and control, etc. we will not even begin to understand what kind of teacher we need to put our plans into fruition.

CONCLUSION

There are indeed many unresolved issues in secondary education. It is hoped that this conference will provide an initial platform for further discussion and their eventual resolution.

TECHNICAL EDUCATION

At present most secondary schools in Tonga are giving their pupils training in subjects such as Industrial Arts and Home Economics as part of their normal general education program.

At this stage of our education development, taking into account the economic and other relevant factors it is quite sound as an education policy to concentrate on giving the child a high level of general education so as to provide a large degree of flexibility of training and subsequent employment and at the same time, to enable school graduates to develop, through their own initiative, ways and means of earning a livelihood other than that offered by government and large enterprises.

The technical basic training in the secondary school curriculum could be summarised as follows:

- develop an interest in industry
- develop an awareness of career opportunities in industry
- develop safe working habits
- develop orderly ways to work
- develop hand and machine tool skills

THE PROBLEMS WITH TECHNICAL EDUCATION

Technical Education as we know it has its origins in the 19th Century. It was the industrial revolution that brought about changes which led to a need for training manual workers in technical skills, and to gain a better understanding of the process involved in the new industries. Technical education or training therefore evolved as a provision for the poorer working classes on a part time basis, and with a practical or vocational basis rather than as part of a liberal education. As a result it acquired an image of inferiority in quality, social esteem and educational value.

When attempting to eradicate this image most education systems especially in the developing countries have included technical training courses in their normal secondary school programmes, and regarded them as equally important as the other areas of studies in the curriculum.

The incorporation of technical education into the normal secondary school programmes is not only to eradicate the above-mentioned image. The fact is that technical education is essential in the development of the secondary school curriculum. It is believed that in our technological world the technical and technological element, together with literary and scientific elements should permeate the whole secondary curriculum, and that the curriculum should emphasize innovation and investigation rather than imitation and rote instruction.

APPENDIX III(b)VOCATIONAL TECHNICAL EDUCATIONAT PRESENT

The following institutions, now in full operation are:

POST PRIMARY

	<u>Managing Authority</u>	<u>Students</u>	
Hango Agricultural School	FWC	36	
Mahinae'a Agricultural School	FWC	24	
Sia'atoutai Theological College	FWC	85	
Fualu Agricultural College	RCC	85	
Pieson Theological College	SDA	27	
	SUB-TOTAL	257	257

POST SECONDARY

Queen Salote School of Nursing	GOVT.	80	
Tonga Health Training Centre	GOVT.	7	
Police Training School	GOVT.	154	
MOW Apprenticeship Training	GOVT.	49	
St. Joseph's Business College	RCC	40	
	SUB-TOTAL	330	330

TERTIARY

USP Extension Centre	USP	201	
'Atenisi Institute	PRIVATE	54	
	SUB-TOTAL	225	225
	GRAND TOTAL		842

FUTURE PLANNINGTertiary Education

The establishment of a community development and training complex which will consist of (either as part of or as associate institutions)

- i) The Education Development Centre which will cover -
 - teacher education and training of both primary and junior secondary school teachers
 - information dissemination
 - curriculum development for both primary and part of secondary education
 - examination, measurement and evaluation
 - teacher in service training programme
- ii) The Maritime Training School providing:
 - seamen's training
 - officer's training

iii) The Rural Development and Technology Centre comprising Rural Development Projects and training in:

- fisheries
- agriculture
- food and nutrition
- technical training
 - . mechanical
 - . construction
 - . electrical
- administration
- housing
- hostels
- library

iv) The Administrative Training Centre for:

- communal studies
- stenography training
- administration
- small business administration
- bookkeeping
- community leadership
- women in development
- low level and middle level supervisor training

v) Culture and Creative Recreation Centre dealing with:

- handicrafts
- textiles and print making
- music and dance
- Tongan culture
- sports - coaching and training

POST SECONDARY EDUCATIONCOMMUNITY DEVELOPMENT AND TRAINING CENTRE

The Community Development and Training Centre is a post secondary institution established by His Majesty's Cabinet in January 2, 1985. The Centre's general objective is to expand training and development opportunities throughout Tonga.

With a view to promoting and encouraging the development of training opportunities in the Kingdom the Centre would

- a) provide ways of meeting the educational and training needs of individuals beyond the usual age of secondary education and of the Communities of which those individuals are members.
- b) encompass within its offerings
 - i) as wide a range as possible of post secondary training including those leading to diploma, associate diploma, post-graduate diploma, certificate and middle level qualifications, short non-formal courses, refresher and retraining programmes;
 - ii) non-vocational adult courses including a range of general and liberal studies and leisure type activities;
 - iii) special courses designed to overcome particular deficiencies of students;
 - iv) provide assistance to persons seeking to undertake or are undertaking courses through institutions outside Tonga.

The administrative structure of the Centre is designed to coordinate and rationalise training opportunities throughout the country. The Centre aims at encouraging and assisting established institutions and training programmes by providing a framework for coordinated development.

Listed below are the training programmes already offered at the Community Development and Training Centre.

A. AVIATION TRAINING

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Through the Community Development and Training Centre a training programme was initiated for the training of aircraft pilots and licensed Aircraft Maintenance engineers for the local airline.

The first two trainee pilots to go through the programme have completed their training and are now employed by Friendly Island Airways. Three students are presently studying aircraft engineering at the Air New Zealand Training Centre in Christchurch, New Zealand.

B. FINANCE AND MANAGEMENT

The objective of this training programme is to improve the skills of government accounting staff and the further development of the accounting profession in Tonga. The second batch of 47 started the programme in June 1987. A course in accounting to be offered at the diploma level is being planned for implementation.

C. TECHNICAL TRAINING

1. Trade Training and Testing Programme

This programme aims at developing trade training and testing of non-formally trained people.

As a response to this training need the Trade Training and Testing Centre of the Community Development and Training Centre conducted in 1987 motor mechanics courses at basic, intermediate and final levels.

The basic level course was conducted for 10 weeks from 18 June to 27th August. Eleven participants took part and eight successfully completed the course.

The intermediate level course was conducted from 7th September to 2nd October for eleven participants. Ten successfully completed the course.

The highlight of this programme was the final level course conducted from 12th October to 26th November. Thirty three participants took part and thirty one successfully completed the requirements for this level of training.

A. The Teacher Education Programme

The College was established in 1944 to provide for the initial training of Primary School Teachers. Since then there have been no major changes in the College's academic programme or in the actual training of teachers. In 1986 however, as a direct outcome of attempts made in 1979, with the introduction of the Secondary Teachers' Education Project (STEP) to upgrade the qualification of teachers in both Primary and Secondary schools, the following major changes were introduced.

1. Minimum entry qualification required is sixth form certificate.
2. Minimum period of training was raised from 2 to 3 years.
3. The College's academic programme was reviewed to cater for the training of both Primary and Secondary School teachers.
4. The courses offered at the college was upgraded to diploma level. The diploma awarded by the College is recognised by the University of the South Pacific and other overseas tertiary institutions.

In 1987, 148 students enrolled at the College for different academic programme consisting of:

1. 45 first year students who have just completed sixth form at secondary schools.
2. 58 second year students including 21 serving teachers enrolling in the diploma programme for the first time.
3. 45 third year students who have successfully completed the preceeding two years study programme.

Of the third year group, 39 successfully completed the prescribed courses. 5 of them were Government teachers and 34 were Church Secondary Teachers. These teachers were awarded with the Tongan Diploma in Education by the Acting Premier, Baron Tuita, and the Chancellor of the University of the South Pacific, Malietoa Tanumafili II, on behalf of the Government of Tonga during the First Combined Graduation between the Tonga Teachers' College and the University of the South Pacific, held at Tonga College in May 1987.

While the introduction of the Diploma programme may be rightly regarded as a historical landmark in the development of teacher education in the Kingdom, a lot remains to be done to ensure that the required standard is maintained and the college staff is continually involved in assessing and modifying the courses.

B. TONGA MARITIME POLYTECHNIC INSTITUTE (T. M. P. I.)

During 1987 the Tonga Maritime Polytechnic Institute implemented the following training courses for one hundred and three trainees.

1. Fifth Upgrading Course (2 February - 24 April 1987)

This was a 12 week course offered to upgrade 16 experienced seamen in deck, engine and catering work. It covered both theoretical and practical aspects of the trades.

Most trainees successfully completed the course and were awarded the appropriate certificates before returning to their respective employers.

2. 'Tradesman for General Engineering' Course (First Group) (2 March - 11 September 1987).

This course was offered for the first time to selected school leavers who were able to obtain employment and sponsorship as part of the requirements for a 3 year apprenticeship programme in general engineering. Sixteen trainees participated in the course and they made up the first group to undertake this 3 year programme.

Examinations were conducted at the end of the course before trainees returned to their respective employers for the workshop/job component of the training programme.

3. Sixth Upgrading Course (11 May - 31 July 1987)

The course was conducted to update and upgrade 10 experienced seamen in deck and engine ratings. Most of the participants sponsored themselves for this course.

For the same period, a similar upgrading course was conducted by the institute for sea/shore catering. Ten trainees participated in the course.

4. Safety and Ship Handling Course (27 April - 8 May 1987)

This special course was implemented to prepare and train crew members of the M.V. Fako, on safety and ship handling techniques. There were four participants in the course and they are now operating the vessel for the Ministry of Education in the Ha'apai Group.

5. Third Seafarers' Course (17 Aug. '87 - 29 Jan. '88)
 This course was offered in the first term for 18 trainees. Four of the trainees were in catering, three in engineering and the rest were for deck rating. All were sponsored by the Shipping Corporation of Polynesia. They are now undergoing their sea-time training.

6. Seventh Upgrading Course (18 Aug. - 6 Nov. 1987).

Seven participants took part in this upgrading course for deck, engine and catering levels. It was implemented in response to the training needs of the Ministry of Police, Fisheries Division of the Ministry of Agriculture, Ramsay Shipping, Lavengamalie College, and Warner Pacific Line.

Two of the participants sponsored themselves for this upgrading course and they are now engaged in commercial fishing.

7. 'Tradesman for General Engineering' Course (Second Group)
 (15 October 1987 - 15 April 1988).

There were 15 trainees participating in this course and this was the second group selected and sponsored to attend the first period of training at the institute. The course was implemented to cater for the training needs of Lavengamalie College, Ministry of Agriculture, Forestry and Fisheries, Royal Beer Brewery, Tonga Solar System, Ministry of Police, Warner Pacific Line, Burns Philp Motors, Scan Tonga Limited, Friendly Island Hotel and the Ministry of Works.

At the completion of the course the trainees are expected to return to their employers to carry out the on-the-job component of the training programme.

8. Fire Fighting Course (13 Nov. - 18 Dec. 1987).

The course was offered as a response to a request by the Civil Aviation Department to update and upgrade its fire fighting squad in the safe, efficient and effective handling techniques in fire fighting. Six participants took part in the course.

NON-GOVERNMENT SCHOOL AUTHORITIES

The continued cooperation and goodwill existing between Government and Non-Government educational authorities is the cornerstone of the National Education System. The cordial relations between Government and Non-Government Education authorities have been maintained in a number of ways.

The Senior Staff of the Ministry held regular meetings with the Principal of all Secondary Schools to discuss major aspects of policy and development particularly in relation to curriculum development and examinations. Training courses for teachers were carried out jointly by the Ministry, the Schools concerned and specialist staff from other sources. The successful continuation of the Secondary Teacher Education Programme reflects the high level of this cooperation.

The cooperation was reflected at the Primary Level where most church authorities used the test papers produced by the Ministry as their basis for selection into secondary schools.

Tertiary level scholarships were also awarded to the Non-Government authorities. They were used mainly for the training of teachers for their secondary schools.

In 1987 Non Government Schools received direct financial assistance from the Tonga Government for the first time. Altogether T\$66,780 were paid out to 31 Non Government Schools within the Kingdom.

The money was the first annual instalment of an on-going three year grant. Distributed to the schools at a rate of \$20 per student, the funds were for the 1986 school year. It was mandated that the payment be made during the first quarter of the following year.

The grants to each education authority were based on the number of Secondary and Middle School students as of November 26, 1986. Future grants will be based on the number of students enrolled on March 31 of each year.

Direct financial assistance to schools is based on the condition that funds be used for teachers salary and not for capital expenditures such as building construction or renovation, vehicles, videos, computers, or office equipment within the school.

I would like to express, in this report, my deep appreciation for the work that is being carried out by the various church and private organisations in the field of education. The country is indebted to their efforts. This has been the case in the past, and it will continue to be so in the future.

I wish to express my thanks to the Director of Education, Mr Paula S Bloomfield, and all the Staff in the Ministry, and all the Teachers for the conscientious manner and cooperative spirit in which they performed their duties during the year. I would also like to express the same gratitude to those in Non-Government Organisations especially the Churches who are directly or indirectly involved in Education.

Finally, I would like to express my sincere appreciation to all Government Departments, Members of the Legislative Assembly and Members of the Public for the assistance and advice offered during the year.

I have the honour to be
Your Majesty's
Most Humble and Obedient Servant


HU'AKAVAMEILIKU
Minister of Education

Adapted from the Tonga Ministry of Education Report. 1987

APPENDIX 6

1. RELEVANT GOVERNMENT DECISIONS

1.1 Cabinet Decision No. 616 of April 24, 1984, directed the Ministry of Education to initiate the planning phase of the Community Development and Training Centre.

1.2 Cabinet Decision No.124 of January 30, 1985, after reviewing the results of this planning approved:

- a. That a post-secondary institution be established as from January 2, 1985, and this institution be known as the "Community Development and Training Centre".
- b. That the Ministry of Education be responsible for the establishment of the Centre.

1.3 Cabinet Decision No.11 of January 8, 1986, was as follows:

1. The report entitled "Design Study for a Community College in the Kingdom of Tonga", (Volumes 1 and 2), done in March 1985 and prepared by a team funded by the Australian Development Assistance Bureau is noted and it is to serve as the guideline document for the establishment of the Community Development and Training Centre.
2. The proposal for Phase 1 of the project and its implementation are approved but the \$100,000 required for implementation are to be sought under overseas aid.
3. The Ministry of Foreign Affairs is to convey the above to the Australian Government.

1.4 Cabinet Decision No.1058 of July 23, 1986, stated that "the project be approved in principle for inclusion in the Australian Aid Programme" and that "the attached project proposal* be forwarded to the Australian authorities by the Secretary for Foreign Affairs."

* Project Proposal: "Community Development and Training Centre",
Ministry of Education, February 1986.

Tonga Secondary Teacher Education Program

Name and status of award to be
granted to successful graduates
of the S.T.E.P. project, 1986.

ANNEXES TO SUBMISSION
JUNE - 1986

ANNEX: 1MEMORANDUMtoDEVELOPMENT COORDINATION COMMITTEE

A teacher education and development proposal
for untrained and prospective secondary
school teachers.

The Secondary Schools

There are now 46 secondary schools in the Kingdom. These schools vary in size from 22 students at the Niua Fo'ou Middle School to over 900 students at Tonga High School and Mailefihi/Siu'ilikutapu College. The standards in these secondary schools also vary considerably. Out of the 46 secondary schools, eleven schools are presenting candidates for the Tonga Higher Leaving only; six are presenting candidates for the Tonga Higher Leaving and the New Zealand School Certificate; four for the Tonga Higher Leaving, New Zealand School Certificate and University Entrance; and two schools present candidates for the School Certificate and University Entrance only. Twenty-two schools are presenting candidates for classes 7-9 only and one presents candidates for up to class 10 only.

The total secondary school enrolment (in 1978) was 12,368 and 1,946 students out of this total attended the middle schools or Junior secondary high schools.

The Teachers

There are 530 secondary school teachers in Tonga. Of the secondary teachers 17% are expatriate or volunteer teachers. All the other teachers are Tongans. However 40% of the teachers in the secondary schools have had no education beyond their secondary education. For the

middle schools, over 60% of the teachers have had no further education after completing secondary school before teaching.

Teacher Education

The initial training of teachers for the primary schools is conducted locally in the Government Teachers Training College under a two-year program. No provision exists locally for training teachers for secondary schools. A small number of teachers are trained for teaching in secondary schools in overseas institutions particularly at the University of the South Pacific in Suva.

Improvement in the quality of secondary education provided depends on improving the quality of instruction and preparation of teachers for secondary schools.

A secondary teacher education program is seen to play a central role in any strategy for development of Junior high schools in Tonga. In the long-term the teacher education program would be staffed by Tongan teacher educators; however, in the early stages of development, assistance would be required from overseas teacher educators in developing skills and methods of teacher education with selected Tongan teacher educators and in designing the teacher education program curriculum.

The Ministry has had discussions with the various managers of the education Managing Authorities in Tonga on the subject of secondary schooling in Tonga. Specifically, we discussed how best to achieve the long range national education objective of upgrading the quality of education in our secondary schools.

This proposal is aimed at achieving quality of education in our secondary schools and has the full support of all managing authorities in the Kingdom.

Proposal

It is therefore proposed that a teacher education and development program for secondary school teachers be implemented in Tonga at the beginning of 1980.

It is envisaged that a one-year course be mounted in the existing facilities of the Teachers Training College. This course would be offered to untrained

teachers who are already teaching in the secondary schools and prospective secondary school teachers. The program would be designed to educate teachers to take part more effectively in the teaching of new curricula in our Junior high schools or middle schools. Students will be trained in the skills and knowledge needed for leadership in these schools.

Staffing

It is anticipated that the services of some of our own experienced and qualified lecturers and teachers may be given on a part-time basis in their respective areas of competence. To supplement this local staff input, we need the assistance of experienced teacher educators in four curriculum areas of English, Science, Mathematics and Social Science. It is hoped that the staff of the Teacher Education Program at Macquarie University would be asked to provide the outside teacher educators as they have had continual involvement since 1970 with our schools and with our curriculum development. The proposed program has been discussed informally with Dr M. Dunkley of Macquarie University, who has agreed to assist if A.D.A.B. is able to fund it.

Course Content

A Course Committee comprising of educators from the various managing authorities in Tonga and the Ministry would be set up to determine the local needs and to work out, with the help of overseas educators, the course content.

It is anticipated that the successful students in this course would have their subjects cross-credited to the University of the South Pacific Diploma in Education. The University has been appraised of this proposal and it has given its support in principle.

Funding

It is proposed that A.D.A.B. be asked to fund this project.

Recommendations: That the Development Coordination Committee recommend to Cabinet

- (i) the approval of this project in principle.
- (ii) the approval of the visit of a consultant group of teacher educators from Macquarie University to finalise details of course content, costs, staffing, etc., with the Ministry of Education.
- (iii) the final detailed plan be re-submitted for final consideration.
- (iv) the Australian Government be asked to fund the approved project.

S. Na'a Fiefia
Director of Education

SNF:LF
23 April. 1979.



REF: ORG 1/8

PRIME MINISTER'S OFFICE.
 NUKU'ALOFA, TONGA.

APPENDIX 7

19 July, 1989.

Mr Vili Vete,
 Unit 6/72,
 First Avenue,
 Mount Lawley,
 Perth, WA - 6050,
AUSTRALIA.

Dear Sir,

I wish to inform you that your application to carry out research work in Tonga was approved under Cabinet decision NO. 1023 of 12th July, 1989, which reads as follows;

Recommendations approved i.e.:

That approval be granted for Mr Vili Vete an AIDAB Awardee, to conduct research work in Tonga from August to September 1989, on the topic, "Training Needs and Professional Development of School Principals and Managers in Tonga and Australia".

Please contact this office on arrival in Tonga, or should there be any further changes in your proposed trip.

Yours sincerely,



.....
 Halaevalu M Palu
 for Chief Secretary & Secretary to Cabinet

HMP/tf/ff

cc: Australian High Commission
 Ministry of Education

.APPENDIX 8

**PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOL PRINCIPALS
IN TONGA.****OPERATIONAL SCHEDULE****JULY, 1989 - JUNE, 1990.**

This is a research project, sponsored by the AUSTRALIAN INTERNATIONAL DEVELOPMENT ASSISTANCE BUREAU (AIDAB) for a MEd. Degree at the Western Australian College of Advance Education (WACAE).

Approved by Cabinet Decision
No.1023 of July 12,1989.
TONGA GOVERNMENT

PROFESSIONAL DEVELOPMENT NEEDS OF SCHOOL PRINCIPALS.

PRINCIPALS' INTERVIEW SCHEDULE

PART 1

Please could you supply the following personal details before we begin the interview proper regarding the professional development needs of school principals.

1. Sex (Male/Female)
2. Status (Married/Single)
3. Years as principal/acting principal
4. Highest qualification
5. Classification of School: (circle the appropriate letter).
 - a. Primary school Address:-
 - b. Secondary school
 - c. government
 - d. non-government
6. Number of students:-
 - a. Boys
 - b. Girls
7. Number of Teaching staff:
 - a.
 - b. Female
8. Since the age of eighteen, how many years did you spend in employment in the following fields before entering further education teaching?
(exclude vacation, casual and part-time work)

P.T.O

	None	1-5	6-10	over 10 (No. yrs)
School Teaching	1	2	3	4
Industry, commerce	1	2	3	4
Civil Service, local government	1	2	3	4
Other	1	2	3	4

9. Age last birthday (circle the appropriate year group)

19-24, 25-30, 31-35, 36-40, 41-45

46-50, 51-55, 56-60, 61-65
6 7 8 9

THANK YOU FOR THAT INFORMATION.

I should now like to ask you some questions about the professional development needs of principals and how they relate to you?

APPENDIX 9

Research Interview Questions

1. Are you aware of any professional development programme for principals?
 - What you think of the programme?
 - What makes you say that?
2. What are the professional development needs of school principals in Tonga in relation to the current situation?
 - What makes you say that?
 - What concerns you most about the role of principal in relation to the current situation?
3. What would be the appropriate answer for the problems of professional development of school principals in Tonga?
 - What makes you say that?
 - Do you think Tonga should have a professional development programme for school principals?
 - Why you say that?
 - Do you have any further suggestions in relation to professional development of school principals?

APPENDIX 10

ADMINISTRATIVE SKILLS SURVEY

ADMINISTRATIVE SKILLS REQUIRED FOR EFFECTIVE FUNCTIONING IN TONGA SCHOOLS

(Adapted from J. Chapman's survey of Victorian principals)

Listed below are 50 statements, each of which describes an administrative skill which has been identified as associated with the school-principal.

Based on your experience you are asked to rate each of the skills on two scales :

1. Scale of Importance
2. Scale of Need for Professional Development.

It is recommended that you complete rating all skills on the Scale of Importance, before beginning to rate skills on the Scale of Need for Professional Development.

The rating scale is as follows :

Scale of Importance

- 4 -- It is extremely important that principals possess this skill
- 3 -- It is quite important that principals possess this skill
- 2 -- It is only of limited importance that principals possess this skill
- 1 -- It is not at all important that principals possess this skill

Scale of Need for Professional Development

- 4 -- The need for professional development in regard to this skill is extremely great
- 3 -- The need for professional development in regard to this skill is considerable
- 2 -- The need for professional development in regard to this skill is moderate
- 1 -- The need for professional development in regard to this skill is minimal

Scale of
Importance

Scale of Need
for Professional
Development

RELATIONSHIPS WITH STUDENTS

- | | | |
|---------|--|---------|
| 4 3 2 1 | 1. The ability to establish relationships of mutual understanding and trust with students by demonstrating interest in their welfare and openness to their concerns. | 4 3 2 1 |
| 4 3 2 1 | 2. The ability to establish adequate control over students through the maintenance of standards of conduct and disciplinary rules. | 4 3 2 1 |
| 4 3 2 1 | 3. The ability to utilise a variety of counselling techniques to provide guidance and support for children with difficult personal problems. | 4 3 2 1 |
| 4 3 2 1 | 4. The ability to handle serious discipline problems effectively. | 4 3 2 1 |
| 4 3 2 1 | 5. The ability to foster positive attitudes of respect and consideration among students. | 4 3 2 1 |
| 4 3 2 1 | 6. The ability to identify the wide range of academic abilities and educational needs among students. | 4 3 2 1 |

RELATIONSHIPS WITH SCHOOL-BASED DECISION MAKING GROUP (S.B.D.M.G.)

- | | | |
|---------|--|---------|
| 4 3 2 1 | 7. The ability to identify and manage the forces operating within the group decision making situation. | 4 3 2 1 |
| 4 3 2 1 | 8. The ability to synthesise ideas and information from the variety of sources within the S.B.D.M.G. | 4 3 2 1 |
| 4 3 2 1 | 9. The ability to translate S.B.D.M.G. policy into effective action. | 4 3 2 1 |

Scale of Importance		Scale of Need for Professional Development
4 3 2 1	10. The ability to facilitate shared decision making among members of the S.B.D.M.C.	4 3 2 1
4 3 2 1	11. The ability to elicit the support, and maintain the interest of members of the S.B.D.M.C.	4 3 2 1
4 3 2 1	12. The ability to mobilise people to make a contribution to the S.B.D.M.C.	4 3 2 1

RELATIONSHIPS AMONG MEMBERS OF THE SCHOOL COMMUNITY i.e. the general body of parents & interested community.

4 3 2 1	13. The ability to communicate with people from a wide range of social, ethnic and occupational backgrounds.	4 3 2 1
4 3 2 1	14. The ability to establish rapport among members of the school community through building feelings of mutual confidence and trust.	4 3 2 1
4 3 2 1	15. The ability to build a sense of loyalty, co-operation and teamwork so that all members of the school community work together in the pursuit of school goals.	4 3 2 1
4 3 2 1	16. The ability to mediate conflict and reconcile different points of view among members of the school community.	4 3 2 1
4 3 2 1	17. The ability to create a climate in which members of the community feel free to express honest opinion about problems.	4 3 2 1
4 3 2 1	18. The ability to create the conditions for effective interaction among all members of the school community.	4 3 2 1

Scale of Importance		Scale of Need for Professional Development
4 3 2 1	19. The ability to project a positive image to members of the school community generating enthusiasm and optimism in others.	4 3 2 1
4 3 2 1	20. The ability to identify those issues on which members of the school community want input.	4 3 2 1
THE DEVELOPMENT OF CURRICULUM AND INSTRUCTION		
4 3 2 1	21. The ability to interpret the findings of educational research and apply the conclusions in solving the educational problems of the school.	4 3 2 1
4 3 2 1	22. The ability to identify and understand the implications of political, economic and social trends for the development of the educational programme.	4 3 2 1
4 3 2 1	23. The ability to assist teachers to plan, implement and evaluate measures for the improvement of teaching practice.	4 3 2 1
4 3 2 1	24. The ability to innovate and support experimental practices which promote innovation and change in the school's curriculum and instruction.	4 3 2 1
4 3 2 1	25. The ability to assist members of the S.B.D.M.C. and staff in the formulation of educational goals.	4 3 2 1
4 3 2 1	26. The ability to identify the educational problems of the school.	4 3 2 1
4 3 2 1	27. The ability to motivate teachers to adopt curriculum innovations.	4 3 2 1

Scale of
Importance

Scale of Need
for Professional
Development

RELATIONSHIPS WITH PARENTS

- | | | | | | | | | | |
|---|---|---|---|-----|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 28. | The ability to counsel and direct disadvantaged or distressed parents to social welfare agencies in the community from which they can receive help. | 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 | 29. | The ability to assist parents to see beyond the interests of their own children to the interests of the entire school. | 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 | 30. | The ability to educate parents about changes in educational thought and practice. | 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 | 31. | The ability to elicit the active support of parents in the activities of the school. | 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 | 32. | The ability to establish and maintain parental confidence and support. | 4 | 3 | 2 | 1 |

RELATIONSHIPS WITH THE MINISTRY OF EDUCATION

- | | | | | | | | | | |
|---|---|---|---|-----|--|---|---|---|---|
| 4 | 3 | 2 | 1 | 33. | The ability to understand and administer the provisions of the Education Act and rules and regulations of the Ministry of Education. | 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 | 34. | The ability to indentify and communicate with District personnel for the purpose of gaining information and authoritative advice. | 4 | 3 | 2 | 1 |
| 4 | 3 | 2 | 1 | 35. | The ability to identify and coomunicate with central office personnel for the purpose of gaining information and authoritative advice. | 4 | 3 | 2 | 1 |

RELATIONSHIPS WITH STAFF

- | | | | | | | | | | |
|---|---|---|---|-----|---|---|---|---|---|
| 4 | 3 | 2 | 1 | 36. | The ability to recognise the talents of staff and to assist them in formulating purpose and accepting responsibility. | 4 | 3 | 2 | 1 |
|---|---|---|---|-----|---|---|---|---|---|

Scale of Importance		Scale of Need for Professional Development
4 3 2 1	37. The ability to supervise staff to ensure that decisions are implemented and duties are performed.	4 3 2 1
4 3 2 1	38. The ability to motivate staff to effective performance.	4 3 2 1
4 3 2 1	39. The ability to identify the needs and create the conditions for the continued professional development of staff.	4 3 2 1
4 3 2 1	40. The ability to delegate responsibility to staff	4 3 2 1
4 3 2 1	41. The ability to design organisational arrangements or frameworks within which staff can operate effectively.	4 3 2 1
4 3 2 1	42. The ability to guide and direct staff meetings maintaining participant interest and involvement.	4 3 2 1
4 3 2 1	43. The ability to mould staff who have differing philosophies, experiences and approaches into an effective working team.	4 3 2 1
MANAGEMENT OF THE SCHOOL'S PHYSICAL RESOURCES		
4 3 2 1	44. The ability to evaluate the effectiveness of the school's physical resources for meeting the needs of the educational programme.	4 3 2 1
4 3 2 1	45. The ability to arrange for the selection, procurement, storage, distribution and perpetual inventory of material resources and equipment.	4 3 2 1
4 3 2 1	46. The ability to identify and supervise the maintenance requirements of buildings, equipment and grounds.	4 3 2 1

Scale of Importance					Scale of Need for Professional Development			
4	3	2	1	47. The ability to use systematic decision making and planning techniques to identify needs and project growth and decline.	4	3	2	1
4	3	2	1	48. The ability to supervise the use of computers and management information.	4	3	2	1
4	3	2	1	49. The ability to develop, prepare, present and administer school budgets.	4	3	2	1
4	3	2	1	50. The ability to develop and maintain an efficient system of record keeping.	4	3	2	1

THANK YOU FOR YOUR CO-OPERATION IN COMPLETING THIS SURVEY.

OF PRINCIPALS

PRIOR CONSIDERATIONS

APPENDIX 11

1. Any model for inservice education or professional development must take into account what Boomer (1987:29) refers to as the "socio-political context of schooling", or what Joyce (1980) refers to as the "ecology of professional development". The whole context within which professional development is governed, funded, organised and rewarded must be considered (Ingvarson 1987:164). Too often, principals and/or teachers are targeted for change but nothing else changes. Models and frameworks for professional development should not try to educate and change individuals in isolation from the culture of the school or the educational system.
2. Many policy initiatives and models of professional development have failed at the implementation stage because of lack of support, resources, follow-up and feedback. There is a need for greater co-ordination of agencies within education systems to ensure that support and resources are given to those implementing changes.
3. It is important that the basic philosophy, underlying principles^{les} and learning theories related to professional development are examined and made explicit. While most planners of professional development would claim that they base their approach on principals of adult learning, many such courses would, according to Boomer (1987:31), "fail the test if these principles were used to evaluate them".
4. A perennial challenge to the planners of the professional development has been how best to maximise the transfer of knowledge and skills by participants from the actual development activity to the work site. ~ Often, seemingly well planned conferences and courses become, in effect, "education for disillusionment because they have not taught how to deal with the consequences of acting in ways which have been espoused during the inservice education activity" (Boomer, 1987:29-30).

The climate of the school has a major influence on whether or not new ideas will be accepted or innovators will be supported. The work of Little (1981) highlights the importance of a supportive climate that is characterised by norms of collegiality and experimentation.

5. While such programs must be mindful of the context within which the individual operates, in the end individuals must change if real change is to occur - the focus must be on the individual. Professional development activities should be based on a constructivist view of learning where participants are actively involved in reflecting on their practice and looking for an receiving feedback on their performance. Individuals must be provided with opportunities to 'test out' the new ideas presented to them because unless they can experiment and make personal meaning of new ideas in, or approaches to, their practice, they are unlikely to accept such innovations. Research findings suggest that attitudinal change follows behavioral change, not vice versa (Northfield, 1987; Fullan, 1962).

PREREQUISITES

QUALITY OF PROFESSIONAL DEVELOPMENT ACTIVITY

TRANSFER OF KNOWLEDGE,
UNDERSTANDINGS/SKILLS

IMPACT ON
PRACTICE

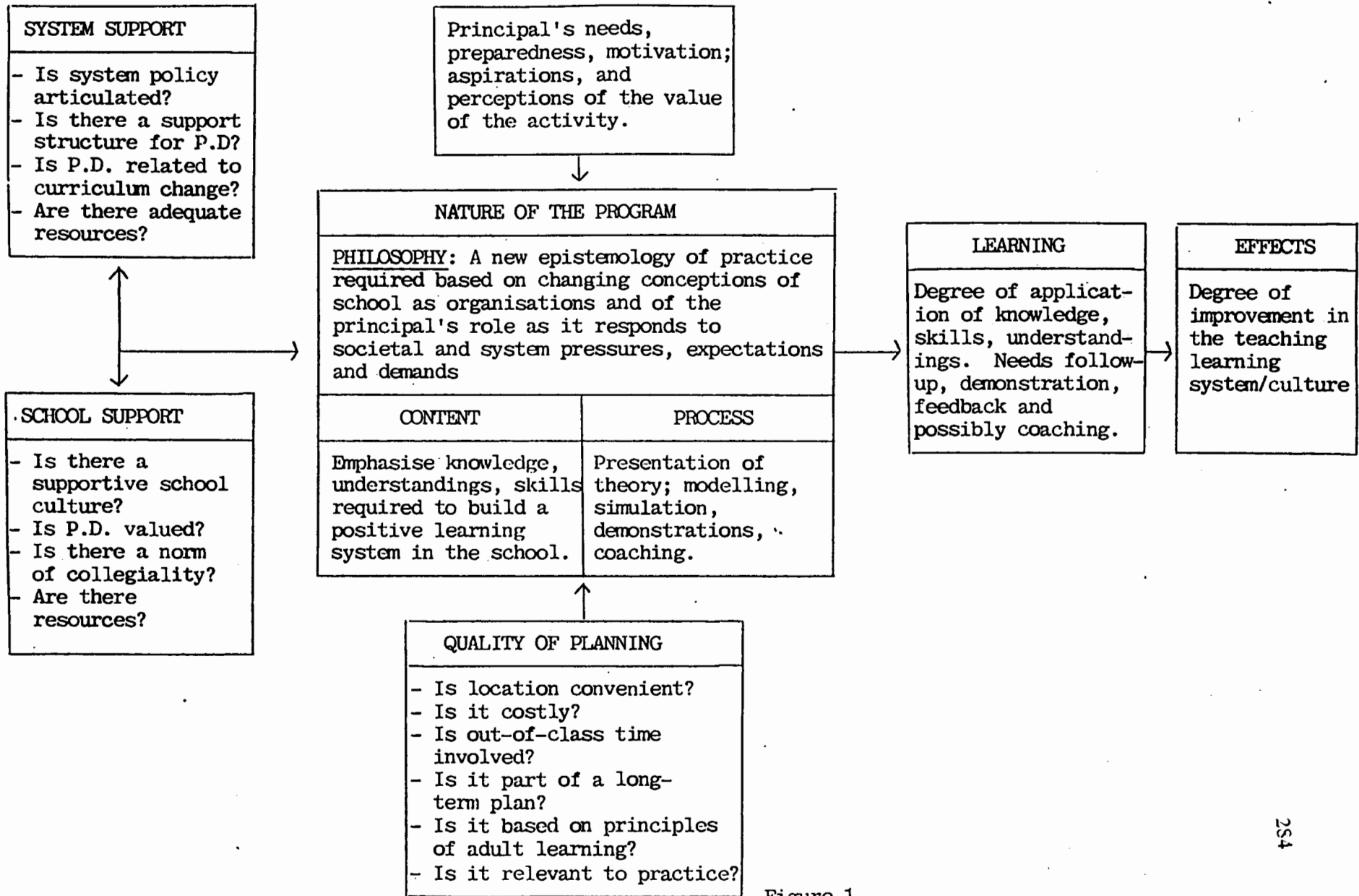


Figure 1

A FRAMEWORK FOR PLANNING PROFESSIONAL DEVELOPMENT PROGRAMS FOR PRINCIPALS

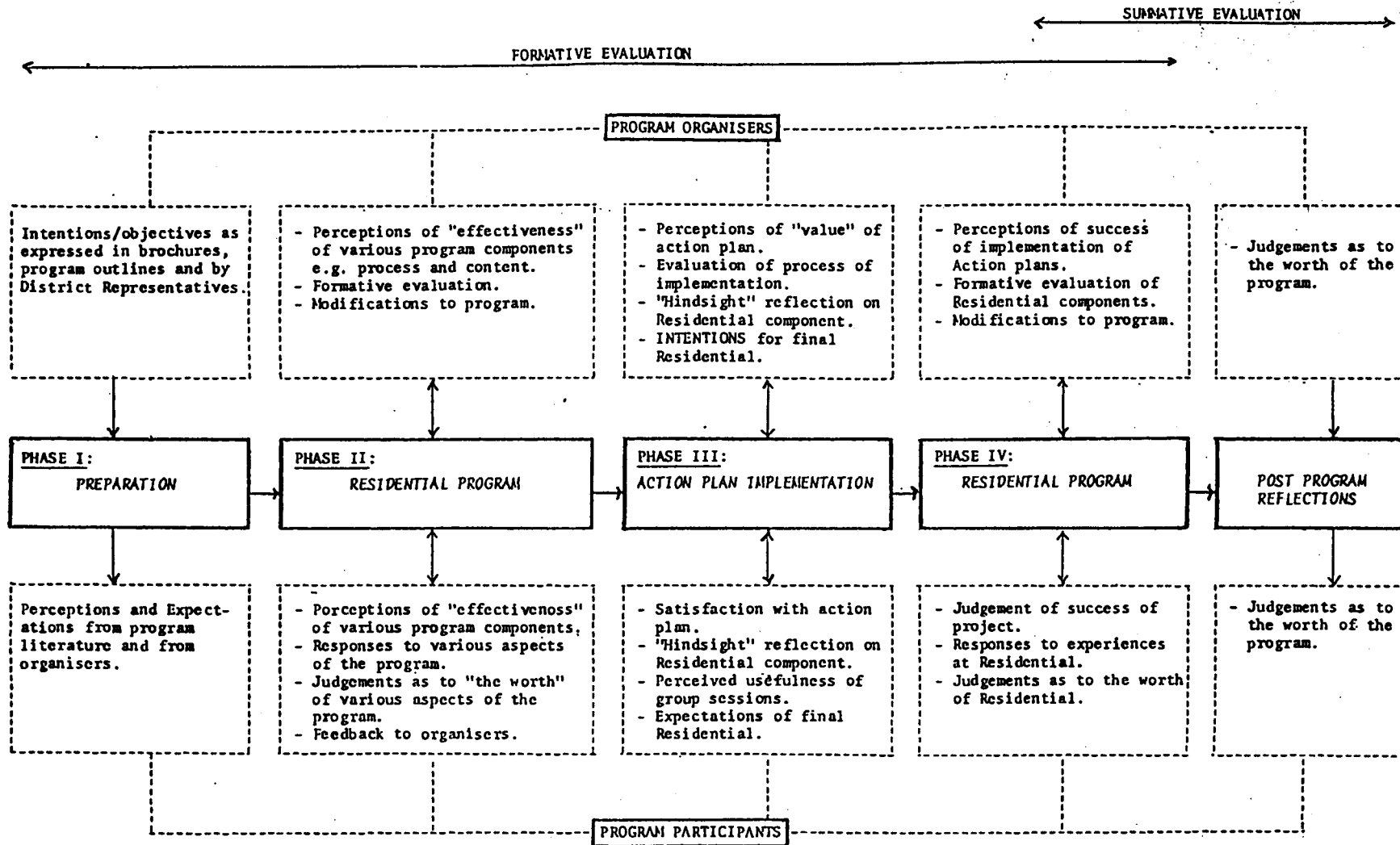


Figure 3
Design for the Evaluation

Figure 2

Plan for a Professional Development Program for Principals at Regional Level

PROGRAM PHASES	DURATION	LOCATION	PURPOSES AND SEQUENCE OF ACTIVITIES	PERSONNEL INVOLVED
Phase 1 (Term 4)	2 days	Residential	<ul style="list-style-type: none"> * Introduce the program - its philosophy, purpose and structure etc. * Provide an overview of the program * Make expectations clear as to outcomes * Involve participants with problem-solving methods and skills and introduce idea of action plans * Establish collegial groups * Determine evaluation procedures. It would be ideal if staff were included as sources of information 	<ul style="list-style-type: none"> * organisers * consultants * collegial group facilitators
Phase 2 (Term 4)	2-3 months	School and Collegial Groups	<ul style="list-style-type: none"> * Principals work with staff (and parents if appropriate) to identify a problem area that they wish to analyse and solve * Meet twice (1 day per month) in collegial groups to discuss problems and share ideas 	<ul style="list-style-type: none"> * collegial group leaders with individuals and with group
Phase 3 (Term 1)	4 days	Residential	<ul style="list-style-type: none"> * Systematic development of action plans to solve the identified problems * Individual and group learning activities, some structured and some selected by participants from program units * Direct input by consultants specialists on such areas as (1) collaborative decision making (2) leadership, and (3) introducing change into schools * Develop contract in action plan with program organisers (what will be done and when?) * Establish evaluation procedures 	<ul style="list-style-type: none"> * organisers * consultants * Input from specialists in areas identified (These may be the consultants although the consultants may be more process oriented)
Phase 4 (Terms 1 & 2)	6 months	School and Collegial Groups	<ul style="list-style-type: none"> * Implement action plan in the school (participants should be prepared to modify plans) * Hold six collegial group meetings. The best model is where participants visit each others' school for these meetings. * Facilitators to ensure that each meeting has a purpose and an agenda. Reports on meetings 	<ul style="list-style-type: none"> * Collegial group facilitators with individuals and with group
Phase 5 (Term 3)	2 days (possibly 3 days)	Residential	<ul style="list-style-type: none"> * Share plans and experiences * Review the whole course to date * Develop strategies for continuation of the group in the future * Identify possible areas for further action in schools and strategies for accomplishing them * Establish procedures for long-term feedback 	<ul style="list-style-type: none"> * organisers * consultants
Phase 6	9 months	School and Collegial Groups	<ul style="list-style-type: none"> * Fermentation period to see what transfer of knowledge and skills to school level. Any change in Administrative behaviour * Staff feedback on such changes would be valuable 	<ul style="list-style-type: none"> * collegial group leaders with group
Phase 7	1 day	Residential	<ul style="list-style-type: none"> * One day together about 12 months after the completion of Phase 5 would help participants keep up their motivation and would be useful for evaluation purposes 	<ul style="list-style-type: none"> * organisers and consultants