

The School Principal Orientation Role: Some Primary and Secondary Schools Management Problems in Uíge-Angola

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ABSTRACT

The orientation role of the school principal (headmaster) cannot be neglected or underestimated when it comes about the school success. Teachers, administrative staff, and the schools' principals are responsible for the implementation of the goals of the Country and the society in the cultural area, academic and technical training. The exercises of their tasks depend on the training that they had received, during their experience, and the satisfaction of degree and level of guidance by the Directors. This study analyzes the level of guidance of school principals using information gathered from teachers and administrative officials from the schools of the first and second cycles of the Uíge city. The results did not show a good correlation between the ability of orientation and gender, but the administrative staff has earned more guidance than the teachers. In general, the level of Directors' orientation in schools has been low.

KEY WORDS: Principal (headmaster), Orientation, School, teachers.

INTRODUCTION

The appointment of a Director at any public or private companies is not by chance. This is because; they play a crucial role in the effective achievement of the goals of the Organization. Likewise is regarded the school principal in Angola the case of Uíge province in particular. The guidance capacities are directly linked to the management capacities of the different resources available to the director, the policies conceived from the normative standpoint as well as the experiences and strategies that can be applied in each circumstance of the Development of school activities.

In this period of educational reform, the directors of the schools play a key role in the achievement of the goals recommended by the Country. Certainly, they cannot demonstrate a good guidance and supervisory the capacities if they are not well informed, if they do not have a good working condition, a good administrative staff, and not well trained so they will not be committed teachers because they are not satisfied. The two principal functions of the school principal seen as complementary are: Management and Administration [32]; to exercise the management, is the need for director's "*basic knowledge of human resources management, financial, material and educational affairs*" [31]. On the other hand, the Director also needs the training to improve administrative policies, the rules organizing the school's functional structure. Time management is also a very important behavior that the school principal must develop. The development of a good behavior leads to many positive consequences in the personal and professional life of the teachers, administrative workers and also the principals of the schools. This allows the reduction of stress, increasing in this way, the satisfaction of work and professional performance among employees [1].

The report of the Ministry of Education and other organizations interested in social development shows an increase in the supply of education with the construction of many schools and the diversification of courses to help the population to participate in the social development and their well-being. Many of these policies set out by the Government and who have education as foundation may fail if the school staff and teachers are not well trained. It is tantamount saying that if you look at education only as an alternative to employment and, if the directors of schools do not have sufficient guidance skills, they can help a bit to conduct the school's activities to the achievement of the goals. Otherwise, we want to say that the directors and teachers well trained, committed and satisfied with their work can contribute to the efficient performance of the students and also help the Country to achieve the formulated goals.

Background of the Study

Uíge is a province which in previous times had featured in the quality training of staff. It is populated with many areas of Government at the country's level. Only this information shows how the organizational structure and incentives worked. Each, Director, teachers of almost all categories,

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administrative workers, parents and even members of the communities in many localities participated and encouraged to educational activities all this it's supported by Director's activities. Many problems were solved at various levels and only the results were given to the director.

In the late 80's, changes of the political problems led to a drastic decline of this value by the continuous degradation of the self-esteem of his paintings (directors, faculty, and administrative staff), which began to feel obliged to get jobs in other companies or in other locations. This was followed by the implementation of the reform on the educational system in general in terms of leadership was the contemplating some of the structures seen in the new English educational system. The absence of a curriculum which embraced training for leaders, that is, a specific program for training of educational leaders which would include a leadership program, hampers their work. The absence of incentives to leaders of teachers, intermediate leaders or the completion of the implementation of the incentive structure of the directors themselves, are like that some of the functions passed just being whose effects cannot be named to make you feel.

To win the goodwill of teachers, many orders of appointments and to turn the coordinators of courses and disciplines, were issued and published but not covered to incentive the structure. It's important to note that according to point 2 and 4 of chapter V, Art. 54: the Law on the basis of education "2. *Education officers are remunerated and positioned in their careers according to their literary and professional qualifications and attitude of work, and 4. Effects of this article, the following are the means of education officers, teachers, directors, inspectors, administrators and other education managers*". Here, the position of the coordinating teachers has not been clarified. For this reason, these functions are absent from the docking station or incentive pay. Thus, the exercise of the assignments may be dependent solely on the goodwill of the teacher, and with what incentives these intermediates leaders or assistants of the director, it can operate responsibly and rigorously? This is the question.

However, the principal passes to operate more in collaboration with his Deputy because the job of interim leaders don't always make him feel happy, so it can be a bit forced to do that. This fact has discouraged the sense of responsibilities delegated to these professionals returning the work to the home team. On the other hand, the disproportionate nature in terms of social conditions between the localities, specifically between the city and the municipalities, much more the communes and villages, underestimated both the work of the Director and do not encourage the interest to promote leadership among teachers or Right in the direction.

An analysis on the implementation of the recent educational reform in Angola, with samples of three provinces Luanda, Huambo and Huila, questions he noted that "*initial and continuing training of teachers, administrators and school inspectors to guarantee equality of opportunity for all citizens*" [10]. Based on data from empirical observations, the author claims to be a lack of relationship between the directorates of education and schools because of there many bureaucratic hurdles and centralization of structures. It also showed a shortage of school directors, inspectors, and teachers with proper multidimensional training as well as the lack of motivation in both [10]. [21] Presented a brief analysis of the work of Paula Bravo rose that in 2016 has analyzed the educational role of the school director. As the result of analysis between the braces of the weaknesses of the quality of education in Angola have the higher education graduates without quality human resources. Some of these graduates occupy the school management positions including those of primary school. Then, the profile and pedagogical function of these directors spend to influence the quality of your work and the performance of students. Using ideas from Rosa (2016), [21] says many directors are unable to guidance in the areas of planning, advice, and exchange of ideas and are not very creative when it comes to suggestions of strategies to improve student performance and promotion of activities to improve the level of teachers' work.

Statement of the Problem

Despite the restriction policies placed on membership in different jobs, many of individuals well educated with education as the major field of study, and who can carry out the actions to implement the policies of the country, aim to find jobs in other areas or companies. Some, with luck, have abandoned the education sector. This has created many constraints in the sector. Some of those who remain do not always deserve the proper supervision and support needed to carry out their activities. As a result, the numbers of graduated increase, but their quality does not help the improvement of society [5][6]. Disciplines like mathematics, physics, foreign languages and Sciences are considered as the engine of development but does not have the total attention and support needed.

However, the orientation of head teachers are placed by their own training, by the constraints caused by "*working conditions, that is, lack of financial and material resources*" [5] and the degree of satisfaction of teachers and administrative workers. When we talk about the formation of directors, we want to highlight the lack of their specific training. The directors are limited to temporary formations or tell, of training seminars in management and administration of schools that think they're not being

sufficient to respond to the volume and complexity of the tasks. Most of them learn to exercise management in their own direction, a very remote practice for societies that need to take seriously the challenging paths of an evolving society at this time.

In general, the societies believe, deposit trust and hope into these humble employees for their promising work. A work that leads to the formation or the studying of their children in the hope that they can enjoy the benefits of the education offers. For this reason, the society, despite the scarcity of its resources, is always motivated to share with the educational policies its limits, to promote the talents of its children.

This vision is about the directors of schools and teachers, so the schools raise the responsibility of the State through the Ministry of education and related agencies increase the efforts for improving the activities of the directors. This can be done through a permanent investigation of the needs of the school, as they may be a key to the improvement of the various activities that are responsible to directors, teachers, and administrative workers. All this will help to improve the performance of students, and to the transformation of society. This study seeks to analyze the level of guidance of the school principals as well as some factors affecting the management capacities or guidance and administration of the schools' directors.

Research Objectives

The goal of this study is to examine the guiding role of the school principal among the schools of the first and second secondary schools at Uíge city.

For this purpose, the study examines if:

1. The orientation of the educational and administrative activities of school managers reported performance of administrative staff and teachers.
2. Compare the degree of guidance to their professional experience, working conditions, supervisory capacity, employee support and the degree of satisfaction.

LITERATURE REVIEW

Conceptualization of Orientation Role of Principal

In this study, guidance or direction is defined from the perspective of management and administration. Using descendants' concepts, [29] considers management as the use of governance, conduct and management procedures and administration as all policies and strategies employed for the management of capacities of all resources and assets within reach from school. For this author, the traditional, modern and emerging theories designed by Frederick Wilson Taylor, Peter Drucker (1954) and Fritz of Capra (70 years of the 20th century) linked to the Administration respectively are, to this day, a secure base for guidance and management **of the schools of the system** educational. These, offer ways to improve the relations between the staff in the service of education and also to create an environment that allows the insertion of technologies, the use of the resources of the school in an appropriate way and the circulation of information.

School policies are the instruments that give meaning to the daily operations of the school [34]. These guide the work behaviors of the teachers and the behaviors of the students and in charge of education. The authors advised that having a correct understanding of the central place and critical policies in the management of the school to play an important role in the daily operations. Thus, [34] summarizing in two groups the existing schools' context and implementation of the policies. The first is considered as guiding structures and instruments of the Organization of the daily operations of the school and the others are on the individual or collective actions directed to the achievement of the objectives set; or¹ the implementation of the policies established superiorly. *"The first step is the development of specific guidelines implementation. This dimension includes priority, determination, and budgeting. The second stage is the translation of the original policy in practical measures that it should involve issues such as the provision of human resources, working procedures, and organizational arrangements. The third phase deals with the leadership of nature enabled, which will ensure that the corrective action and review can happen during implementation."*[34]

It is important autonomy to the management of schools in the use of material, human and financial resources [9]. Although some consider it as a door to the deterioration of the quality of education, the author considers that it is the responsibility of the director, the administrative control, community and professional. There are two dimensions of guidance and direction: The management dimension of education and school management dimension [26]. The management of education is related to the policies "*macromanagement of education*"; these are of higher responsibility, that is, those that draw up public policies of education and, school management or "*micro-management*" is responsible for the implementation of the policies drawn up in the macro-management of education; many of them are

¹Cloete, et al (2008) e Khalid (2001) citados por Wyk, Chris Van e Marumoloo, Mohau (2012).

mostly related to the offer of quality training to students. It is important the responsible participation of all to the implementation of all policies [26]. They also consider three principles areas that aim at the management of the school on the administrative, pedagogical and human resources management which requires the director's dynamic orientation.

School directors should demonstrate leadership skills that promote professional growth among teachers and administrative officials as well as demonstrate pedagogical effectiveness [2]. They also suggest that good guidance can help collaboration between teachers and administrative workers to join forces and overcome the existing negative barriers [23] considered the responsibility of the Director to unite and integrate the school's actions. The author divides into two the school management dimensions: The organizational dimension and the implementation of the dimension. As the size of the Organization, it is part of the fundamentals and principles of school management and work, plan the supervision of all processes and the assessments of learning outcomes as well as the management of the same results. For the dimension of implementation, we have democratic and participative management, human resource management, administrative, pedagogical, and cultural climate. In this case, the director is seen, according to [23], as the bridge between what is and what may be the school.

The direction is synonymous of the leadership, management, administration, coordination, and supervision [25]. For this reason, the school principal, to better guide must have a background in administration and also in school management; "*the Administration is always rational use of resources to accomplish purposes, regardless of the nature of the thing given*" [25]. The school's resources, according to [25], are divided into objective and subjective resources. The first denotes the objective conditions available for the achievement of purposes (men, material resources); the subjective is linked to capacity or human faculties. In this case, the guidance is the activity of the director, a person who occupies the function at a high level. This function involves a conduct and leadership. The author also states that the administration is an instrument whose responsibility for its execution that can be delegated to someone. In short, the board encompasses the administration.

Were examined the orientation of principal based on the perspectives of leadership and administrative roles, management skills, dimensions of the tasks, activities and behavior profile, of director because he is the responsible for the operation of the school [24]. According to [33], it is important that the directors on your leadership to create and promote conditions for the teachers' participation in the of the institution standards, norms of cooperation and collective sense of responsibility success of students, creating incentives and opportunities for teachers to improve their practices.

According to the leadership, the director combines and coordinates four leadership functions "*planning, organization, support or assistance, and supervision or monitoring*" [24]; on monitoring, he watches the school's movements, fixes the actions, talks to the students, visits the classrooms, talks to the teachers, checks the performance and determines how the school should actually operate; for administrative actions, the school principal should distribute his time to meet the different meetings, check compliance with the rules, regulations and maintain communication quickly; for management skills, the school director must possess technical skills, conceptual and human capacity. According to [24], the effectiveness is evaluated by the director's satisfaction, accountability and performance of their subordinates.

The school principal should promote the leadership [31]. A successful model that can become (for example, adapting) the policy and culture of each country this one was promoted by England between 2000 and 2015. According to [31], this template can help to improve understanding on how to grow and organize the leadership in the educational institutions from the creation of intermediate leaders and the creation of a structure of incentives. Three phases are aimed at achieving this process:

Phase 1st: Define functions and develop curricula; 2nd integrate the leadership system into incentive structures; and 3rd promote expansion and encouragement in school networks.

The first phase involves the directors, Deputy Directors as senior leaders and finally the coordinating teachers (responsible for performance in specific disciplines, behavioral discipline, daily occurrences in the whole school-turn). It is based on this structure that a combined curriculum has been developed between theory and practice by aggregating face-to-face sessions and mixed assignments that contemplate exchange online information to facilitate the work in and out of school. This gave rise to three levels: institutional leadership (the leadership and school improvement); the operational management (which is the management of the school systems) and, the strategic leadership (which brings together at the work with the different people, the training and the leadership of the changes).

In the second phase is the development and implementation of the qualifications of the heads of all leadership structures, from the chiefs of the teachers, senior chiefs, middle bosses, and even the main head, is administered a training and at the end each has a certificate that gives access to the incentives of this level. The inspection is more focused on the processes that produce results to the students. The system emphasizes four main elements: student and disciplinary behavior, quality of education, leadership and management, and students.

The third phase deals with the expansion of leadership training curricula for the different schools, not by the central Government but by the schools with high performance. These allow for capacity building and promote the learning of schools [31]. The quality of the teaching and learning process is closely related to the professional competence of school managers and your ability to organize, guide and lead the actions and processes promoted at school focused on the formation of quality of students. “*The school manager presents competence and knowledge indispensable to the demands of a school behind*” [11]. So that the Manager can take on the role of promoter and advisor, whatever the management model, it is necessary that he/she be trained and understands that the working model or guidance to be applied. This is the most viable way out of the problems of the institution; to this end, a daily exercise of multiple competencies is required that sometimes go beyond the limits of their training [28].

There are two types of school principals [3]. First is the director of a functional school is one who manages to incorporate the culture of school so quickly; possess knowledge, skills, behaviors, and attitudes. This principal is aware of his/her responsibility and the authority for creation and reinforcement of good behavior and attitudes towards teaching and learning. Second is the director of a dysfunctional school – is one who is not aware of his/her authority as leader and lacks confidence. School management was analyzed taking into account factors such as changes in the economy, the revolution of the information, the availability of society, the crisis of ethics and social exclusion [19].

Sources of Principal Orientation Role

The large part of the discussions on the role of Director at school guidance is based on a review of information about the Organization and administration of companies and also within the framework of psychological and behavioral research. Making an introduction to Drucker's work, [22] understood that technical and moral efficiency as social obligations can only be achieved through the formation of leaders, available managerial resources, the correct selection of talents and skills Necessary. Many current surveys focus more on the leadership approach to address of the guiding role of the school principal [16]. Several dimensions that can be studied to understand the problems of leadership of the school principals, such as behavior, monitoring, the types of leadership, the relationships between the Director's work situations and his actions, goals, the relations among the Organizational structure, organization performance, organizational methods, environment and relationship with subordinates; The leadership contexts, among various aspects are presented by [30]. Also, according to Leithwood and Jantzi (1999-2012) cited by [30], four authorities it should be structured in school for best performance: dominated by the director, administrative control is delegated the authority of professional teachers, parents or community control and the control exerted between the balanced parents and professionals. In short, these and other aspects in addition to contributing to the understanding of the work of the director also help the director to conduct the work of the school in order to achieve the goals.

Research Framework

In this study, the concept of guiding role of the school principal includes in both aspects, the ability to orient and specific orientation of the different pedagogical, administrative and social components. The ability of orientation of the director may be measured by assessing their business along the career and also asking teachers, administrative staff, students or even the society members about the work and the guidelines of the director capabilities in the specific aspects of their relationship work; that is, the dimensions of work, such as working conditions, supervisory activity, support for teachers and administrative workers, and the degree of satisfaction. These dimensions are considered in this study as explanatory or independent variables. The intention of this study is to identify the importance of the guidance of the school principal as well as some factors associated with the success or crock of this orientation.

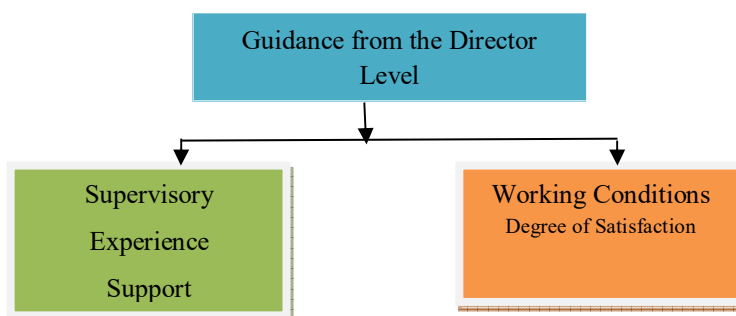


Figure 1 Framework

METHODOLOGY

This study began with the collection of bibliographic information concerning the roles of the school principal and the influence of his orientation on the school's performance. Next, the work sought information from individuals who are directly linked to the actions of the school principal daily. This procedure inserts the work into a positivist perspective. As for ranking, this study belongs to the second level because it is based on answering questions using a control group [4]. For this study, we used through the square to review the answers to the questions and the respective validation.

1. Characteristics of the participants

The study was done by using the selection of two hundred individuals between teachers and administrative staff of the first and second cycles of secondary education, without defining the service time. This selection was made purposefully in four schools, two of the first cycle, and another two in the second cycle of secondary education; the goal was to avoid the tendency information. Each of two schools was selected by their locations, conditions of work, guidance, and supervision of its directors are almost similar, both with a reasonable degree of strictly. As regards data collection, questionnaires were distributed to 130 teachers and only receive 120 questionnaires in good conditions to be considered in the study; for administrative officials, were distributed 100 questionnaires were completed, but only 80of. These two groups of the target population belong to the public school. The dependent variable is the ability of the orientation of the principal of the school and for the control of the level of experience in terms of school management.

2. Data collection and analysis procedures

In order to analyze some management problems that are occurring in these schools, researchers have applied the method survey by questionnaire to the teachers and administrative workers. It is an appropriate method chosen to gather information for a period of time with the aim to describe or explain the nature and conditions existing in a school or other location [7]. According to the authors, this method can overcome the cloudiness of the opinion of the respondents to make a detailed explanation or specific. Since it was only possible to study a part of the total population, it justifies the use of this method [19]. Therefore, the researchers found that the method was able to explore the views of teachers and workers about the forms of administrative, guidance and management of the directors of their schools. With the use of this method, it was also possible to clarify the issues and explain its meaning from the point of view of respondents [14].

3. Measures

In addition to the different resources the school needs, the income of school work depends on the ability of the teachers, workers and administrative capabilities of guidance, organization, and supervision of the directors. The more experienced (teachers and administrative workers, are even better) [27]. The present study was based on a survey by questionnaire to the teachers and administrative workers participating.

Four schools were selected, and then the teachers and administrative staff for each of the selected schools. The tool of data collection used the questionnaire with closed questions was distributed to each of the participants; the questions reflect the roles of the principal of the schools [15]. To allow all individuals to understand and respond the selected items proposed in safe and honest, it required a week.

The data collected were analyzed by using the IBM SPSS program, version 22. The results were the basis for the response and discussion of issues raised earlier, as well as to summarize some conclusions. The dependent variable is the ability of the orientation of the principal of the school and for the control of the level of experience in terms of school management.

4. Data Analysis

The standard deviation gives an idea about the reliability and accuracy of the sample; the smaller the standard deviation is the uniformity and reliability of the sample [19]. In quantitative research, variables are related to predicting results or response to research questions [8]; because researchers are not able to prove in advance the causes and effects of a phenomenon. In this study, we have as research questions as follows: 1. Does the orientation of the educational and administrative activities of the school managers have helped the performance of the administrative staff and teachers? 2. What is the relationship between the degree of guidance with professional experience, working conditions, supervisory capacity, employee support and the degree of satisfaction?

SURVEY FINDINGS AND DISCUSSION

The levels of orientation of pedagogical and administrative activities of the directors of the school

Table 1 contains information on the view of the respondents, teachers and administrative staff, on the level of orientation of the school principals. The issue was placed assuming two response alternatives comprising the high-level guidance and low-level guidance.

Table No. 1: Evaluation of the general level of guidance of the school principals

Report				
Workers				
Level of guide	Mean	N	Std. Deviation	% of Total N
Low	1,66	159	0,475	79,50%
High	1,37	41	0,488	20,50%
Total	1,6	200	0,491	100,00%

Table1. Shows that 79.5% of respondents considered there is the guidance of the directors of schools is low and 20.5% of respondents show that the guidance of the director level is high. So, the results suggest that a significant number of administrative workers and teachers do not consider good guidance level of school directors. As can be seen, the standard deviation is 0.491 and the average is 1.60. This data shows that some teachers and administrative workers in the schools of the municipality of Uíge lack the guidance of their directors.

Compare this degree of guidance, working conditions, supervisory capacity, employee, and support

To address the possible existence of significant differences between teachers, the administrative staff and the guidance of school principals, some variables were selected, such as gender, faculty, and staff, administration, working conditions, supervisory capacity, and support. So we determine the difference between the averages of the first two variables through the use of the independent test or T-Test and also the F test.

The results presented in table 2 and 2.1 show that there is no significant difference between the degree of guidance of school directors by gender. This can be confirmed by the results of T-Test that was -0, 087, F test was 0.029 with a degree of significance or Levene p-value of 0.864.

Table 2: The level of the Analysis orientation by gender education level

Group Statistics					
	Level of guide	N	Mean	Std. Deviation	Std. Error Mean
Gender	Low	159	1,36	0,481	0,038
	High	41	1,37	0,488	0,076

Table 2.1: The Independent Sample test-t analysis of the level of the Analysis orientation by gender education level

Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Gender	Equal variances assumed	0,029	0,864	-0,087	198	0,931	-0,007	0,084
	Equal variances not assumed			-0,086	61,613	0,931	-0,007	0,085

The results of the t-test analysis on the viewpoint of teachers and administrative staff in relation to the level orientation of the school principal are described in the table in paragraph 3 and 3.1. The resulting averages are 1.46 for the administrative staff and 1, 18 for the teachers. In table 3.1 the t-test is 4, 595 with a degree of significance or Levene p-value of 0, 000. These figures suggest that there is a significant difference among the level of director’s guidance, teachers, and administrative officials. This also shows that teachers have deserved less guidance than administrative officials.

Table No.3: Analysis of the level of guidance by teachers and administrative Group Statistics

	Workers	N	Mean	Std. Deviation	Std. Error Mean
Level of guide	Administrative	80	1,46	0,502	0,056
	Teachers	120	1,18	0,382	0,035

Table No. 3.1: Independent t-test analysis of the level of guidance by teachers and administrative Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Workers	Equal variances assumed	55,561	0	4,595	198	0	0,288	0,063
	Equal variances not assumed			4,354	138,038	0	0,288	0,066

The table no. 4 shows the test result F held teachers and administrative workers about the level of orientation of the director having regard to the working conditions of the school. “If H_0 is true, $MS_{between}$ and MS_{within} must be close and their reason should be close to the unit; Otherwise H_1 will be true, MS_b will be inflated by the value added to the variance and its reason will be a significantly higher value than the unit” [12][17]. Based on this, we can notice in table 4.1 that MS_b 1,774 is superior to MS_w 0,234 and the F-value test is 7,568 with a degree of significance or the statistical test p-value of 0,000 Leneve that we can see in the table no. 4. “To assess the degree of statistical significance, examine the value of p. If the value of p is less than the specified significance level (α) (usually 0.05 or 0.01 0.10) you can claim the difference as statistically significant and reject the H_0 of the test” [12]. This shows that there is a significant interaction or relationship between the working conditions and the level Director’s of guidance.

Table No. 4: Test Analysis F on the level of guidance by working conditions-Levene test Test of Homogeneity of Variances

Working Conditions			
Levene Statistic	df1	df2	Sig.
58,908	1	198	0

Table No. 4.1: Test analysis F ANOVA One Way on the level of guidance by working conditions ANOVA

Working Conditions					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,774	1	1,774	7,568	0,006
Within Groups	46,421	198	0,234		
Total	48,195	199			

Tables 5 and 5.1 describe the results of this test and Levene F performed with administrative workers and teachers on the level of orientation of principal of the school. The averages achieved were presented in table 5.1. The MS_b is higher than the MS_w (0,732 is greater than 0,249). The value of the F test is 2,945 and its level of Significance or Leneve p-value is 0,001. This indicates that there is a significant difference between the levels of the Director’s guidance in support of the actions of the workers.

Table No. 5:Levene test Analysis on the level of guidance by the Level of Support of the Workers Test of Homogeneity of Variances

Level of Support of the Workers			
Levene Statistic	df1	df2	Sig.
11,232	1	198	0,001

Table n° 5.1: Analysis of ANOVA F test One Way on the level of guidance by the Level of Workers Support

ANOVA					
Level of Support of the Workers					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0,732	1	0,732	2,945	0,088
Within Groups	49,223	198	0,249		
Total	49,955	199			

The F test was also carried out with the data collected from teachers and administrative workers of the school to analyze the supervisory capacity of the school principal. The results are described in Table 6 and 6.1.

Table No.6: Analysis of the Levene test on the level of guidance by supervisory capacities
Test of Homogeneity of Variances

Capability of supervision				
Levene Statistic	df1	df2	Sig.	
7,171	1	198	0,008	

Table No. 6.1: Analysis of ANOVA F test One Way about the guiding level supervisory abilities
ANOVA

Capability of supervision					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0,731	1	0,731	3,381	0,067
Within Groups	42,789	198	0,216		
Total	43,52	199			

In these tables we can observe that the value of the test F is 3,381 is associated with its value of test of Leneve p-value of 0,008 and the averages MS_b 0,731 the MS_w 0,216, and the sample size is 200. The value of p-value will be lower than α . We, therefore, admit that there are significant differences between the director's level of guidance and their supervisory capacity.

CONCLUSIONS AND RECOMMENDATIONS

This study allows a better understanding of the barriers that many directors find in the exercise of their functions, starting from the lack of sufficient knowledge for the exercise of the task, going to the working conditions and even to the workers and teachers, without forgetting the whole incentive structure.

The results achieved with this study allowed the researcher to say that both administrative workers and teachers on many occasions lack guidance from their directors and that these are not always the time to do so. The study could not confirm if the same situation happens in every school in the first and second cycles of secondary education in the province. The study also made possible to conclude that working conditions have a great influence on the role of guidance of the school principals. We can also conclude that there are difficulties in conducting supervision, and support of the activities of administrative workers and teachers. On the basis of these conclusions we consider the necessity, in addition to the general training that the directors have and training seminars, there would be a need for specific training for the school directors. The Ministry of education and its related organs would have to rethink and accomplish an action that improves the working conditions of the directors of schools and also the conditions of schools in order to facilitate the work of both the directors and teachers, staff and administrative students.

The study allows saying that, with the exception of the fact that the director's orientation with the gender is not proven then, the other items could prove this relationship.

Limitation of the study

This study was limited in geographical and also methodological terms. Geographical because it was only enclosed the provincial capital and methodological because the study was carried out using only the survey method by questionnaire of closed questions; the information was collected only in one moment. The lack of studies of this kind in the country makes it difficult to present any comparison. For future research would be better by studying the ability of orientation of the director in a more comprehensive way, that is, encompassing the different schools in different parts of the province including other provinces and also involves the directors directly.

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