

**THE ROLE OF THE PRINCIPAL TOWARDS EFFECTIVE  
EDUCATIONAL LEADERSHIP IN SELECTED SECONDARY  
SCHOOLS IN WATERBERG EDUCATION DISTRICT**

by

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## **DECLARATION**

I declare that the thesis hereby submitted to the University of Limpopo for the degree of Doctor of Philosophy in Education has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

29 April 2016

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**Seema, P.J. (Mr)**

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**DATE**

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## **DEDICATION**

This thesis is dedicated to my wife, Moloko Lydia for the love and support she has given me to complete this thesis. To my sons Paledi and Selelo for the support they have given in computer expertise.

## **ABSTRACT**

The main purpose of this research study is to investigate and analyse the role of the Principal towards effective educational leadership in selected Secondary schools in Waterberg Education District. The effectiveness of the educational leadership depends on the educational managers' personal backgrounds, conduciveness of the school climates, positive learning school cultures, availability of resources in the classrooms, utilisation of learner-teacher support material (LTSM), effective organisation of educational excursions, and other related issues. Principals, by virtue of their positions need to be empowered so as to coordinate activities and provide resources that can be used to enhance effective educational leadership.

The most important aspect pertaining to effective educational leadership in schools, is that it must be managed properly. This actually implies that correct and relevant resources should be provided to reinforce the quality of effective educational leadership. The primary study revealed that effective educational leadership cannot be achieved by school Principals in isolation, but through the School Management Team as a whole.

Due to the nature of the study, the researcher has employed phenomenology, stratified random sampling and qualitative research design to achieve the intended goal of the research project. The researcher has also used case studies and interview research instruments to collect relevant data from twenty (20) SMT members in area of the study. The data collected through case studies and interviews was analysed by coding derived from audio tape recorder. Descriptive analysis was used to analyse the data whose findings were based on to make conclusions and recommendations.

The results indicated that the role of the Principal contributes significantly to the quality of effective educational leadership. The results also showed that there is a need for continued support from the members of the School Management Teams. The need for support from the parents, SGBs and government in terms of resources, is vital. The abovementioned support, can also assist the Principals to make a positive impact on effective educational leadership.

The researcher believes that, if the findings and the recommendations from the study can be applied properly, they can add value to the educational practice in Waterberg District in particular and Limpopo Province as a whole.

## ABBREVIATIONS AND ACRONYMS

AA	-	Affirmative action
Acc.	-	Accounting
ACE	-	Advanced Certificate in Education
ANA	-	Annual national assessment
BA Hon.	-	Bachelor of Arts Honours
BEd	-	Bachelor of Education
Bibst	-	Biblical studies
BoR	-	Bill of Rights
CA(s)	-	Curriculum advisor(s)
CAPS	-	Curriculum assessment policy statement
CASS	-	Continuous assessment
CC	-	Constitutional Court
CCMA	-	Commission for conciliation, mediation and arbitration
CEO(s)	-	Chief Executive Officer(s)
CESA	-	Christian Education South Africa
CO(s)	-	Critical outcome(s)
CVF	-	Competing values framework
DC	-	Disciplinary Committee
DCES(s)	-	Deputy Chief Education Specialist(s)
DGHS	-	Durban Girls High School
DoE	-	Department of Education
Dr	-	Doctor
DVD	-	Digital versatile disc
E.g.	-	For example
EEA	-	Employment Equity Act
ELRC	-	Education Labour Relations Council
ERG	-	Existence, relatedness and growth
Etc.	-	<i>Et cetera</i>
FAL	-	First additional language
FET	-	Further education and training

HL	-	Home language
HoD(s)	-	Head(s) of department(s)
HRM	-	Human resource management
i.e.	-	that is
Intel-Teach	-	Internet teaching
IPD	-	In-school professional development
IQMS	-	Integrated quality management system
JSTC	-	Junior Secondary Teachers Certificate
Km(s)	-	Kilometer(s)
LDoE	-	Limpopo Department of Education
LO	-	Life orientation
LOLT	-	Language of teaching and learning
LPC	-	Least preferred co-worker
LR	-	Labour relations
LRA	-	Labour Relations Act
LTSM	-	Learner-teacher support material
MASTEC	-	Maths, science and technology centre
Maths	-	Mathematics
MBO	-	Management by objectives
MEC	-	Member of provincial executive council
MEd	-	Master of Education degree
Mr	-	Mister
MST	-	Maths, science and technology
MSU	-	Michigan State University
nAch	-	Need for achievement
nAff	-	Need for affiliation
NB	-	<i>Nota Bene</i> / Note well
NBME	-	National Board of Medical Examiners
NDoE	-	National Department of Education
NPD	-	National Professional Diploma
nPow	-	Need for power
OB	-	Organisational behaviour
OJT	-	On-the-job training



PEU	-	Professional Educators Union
PGP	-	Personal growth plan
PMDS	-	Performance management development system
PMS	-	Performance management system
PoA	-	Programme of Assessment
PR	-	Public relations
PRSA	-	Public Relations Society of America
PSA	-	Public Service Act
PTC	-	Primary Teachers Certificate
RSA	-	Republic of South Africa
S (s)	-	Section (s)
SA	-	South Africa
SACE	-	South African Council for Educators
SAG	-	Subject assessment guidelines
SASA	-	South African Schools Act
SB	-	School based
SBA	-	School-based assessment
SDT	-	School development team
SES(s)	-	Senior education specialist(s)
SGB(s)	-	School governing body(s)
SIP	-	School improvement plan
SMT(s)	-	School management team(s)
SO(s)	-	Specific outcome(s)
STD	-	Secondary Teachers Diploma
USA	-	United States of America
Viz.	-	Namely
Wits	-	Witwatersrand

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# **CHAPTER 1**

## **ORIENTATION TO THE STUDY**

### **1.1 INTRODUCTION**

Recent social changes in the Limpopo Province have placed new external pressures on secondary school Principals to improve their practices. One of the major issues facing Principals of secondary schools is to change from routine management into effective educational leadership. One of problems that are facing Principals in Waterberg is to improve the quality of leadership that will enhance the quality of teaching and learning in the classroom.

### **1.2 BACKGROUND AND ORIENTATION TO A PROBLEM**

Before 1994, secondary schools were managed differently due to apartheid policies. During apartheid era, education policies were characterised by un-democratic leadership, authoritative leadership style and parental involvement was minimal. School discipline was based on Christian philosophy, hence the use of corporal punishment was used as a means of maintaining discipline. After 1994, democratic institutions were put into place to improve the lives of people both in schools and in the society, hence corporal punishment was abolished. In this era, parental involvement in the education of their children, is emphasised. All public managers were forced to change their management styles to accommodate democratic processes, hence, school governing bodies (SGBs) and teacher unions were allowed to support the abovementioned processes.

All the abovementioned processes have exerted a lot of pressure on secondary school Principals to change from being administrators to school leaders. In order to alleviate these above challenges it requires secondary school Principals in Waterberg to develop strategies that will enhance their effective leadership and influence their subordinates to improve their performance in the schools, but how to do it becomes a problem to most of these managers, hence this study.

### **1.3 RESEARCH PROBLEM**

Recent changes in the education system in schools have compelled many secondary school Principals to change the way they have been operating before the new democratic South Africa, Waterberg Education District is not excluded from this problem. One of the main challenges facing secondary school Principals in Waterberg is to change from day-to-day management into effective leadership. Most of these Principals are not accommodating the principles of democratic values in their sphere of operation, hence poor teaching and learning in the classroom.

### **1.4 AIM OF THE STUDY**

The aim of the study is to investigate the role of the Principal towards effective educational leadership in selected secondary schools in Waterberg Education District.

### **1.5 OBJECTIVES**

In order to achieve the above aim, the following objectives are pursued:

- To describe the characteristics of quality school leadership.
- To investigate how effective leadership styles can change the culture of learning and teaching.
- To determine whether effective leadership practices can improve learner performance in the area of the study.

### **1.6 RESEARCH QUESTIONS**

#### **1.6.1 Main research question**

How does the role of the Principal impact on effective school leadership in Waterberg Education District?

#### **1.6.2 Sub-questions**

- What kind of characteristics should secondary school Principals have?
- Which leadership styles can change the culture of learning and teaching?

- Which strategies can be used by secondary school Principals to enhance effective leadership in Waterberg Education District?

## **1.7 SIGNIFICANCE OF THE STUDY**

The researcher believes that a study on the role of the Principal towards effective educational leadership will assist in the following ways:

- The study will assist the Principals to improve their managerial skills towards effective educational leadership in the area of study.
- It will assist secondary school Principals to identify effective leadership, appropriate leadership styles that will improve the culture of learning and teaching in the area of the study.
- It will also assist the school Principals to identify strategies that will enhance effective leadership in the area of study.
- If the recommendations of the study are correctly implemented, they will assist the secondary school Principals to provide quality education in the Waterberg Education District.

## **1.8 ANALYSIS AND CLARIFICATION OF CONCEPTS**

Concepts are primary instruments, which the researchers employ to understand reality and the essence of meaning. The following concepts need some clarification:

### **1.8.1 Education**

It is the personal learning process by which values, attitudes, information and skills are acquired and integrated. Milondzo (2003:9) explains education as an activity, which is concerned with the norms and the contents of these norms are unquestionably rooted in the view of life and the world of the adults who perform the education task.

### **1.8.2 Leadership**

Leadership is described by Nel *et al.* (2008:356) as the process whereby one individual influences, not coerces, others to willingly and enthusiastically direct

their efforts and abilities towards achieving group or organisational goals. These writers further indicate that leadership is a two-way relationship – the leader exerts his or her influence on the followers and the followers also exert their influence on the leader.

### **1.8.3 The Principal**

The Principal is defined by Milondzo (2003:11) as a manager, administrator and an instructional leader. He further defined the Principal as the head of the school given authority by either the national or provincial ministry of education to run a public school with the help of a School Management Team (SMT) as well as a school governing body (SGB).

### **1.8.4 Organisational culture**

Brown and Harvey (2006:437) define organisational culture as a system of shared values held by members that is distinguishing one organisation from the other. Lithoko (in Calitz, Fuglestad & Lillejord, 2002:239) has indicated that the organisational culture is a spirit of dedication and commitment of people who work in the organisation. The latter further indicated that organisational culture defines the requirements for leaders, how decision-making is done, who takes the decision and the methodology of performing tasks.

### **1.8.5 Motivation**

Nel *et al.* (2004) described motivation as intentional and directional. This means that there is personal choice, persistence of action and the presence of driving force aimed at achieving specific goal. Boone and Kurtz (2006:311) stated that employee motivation is the key effective management and motivation starts with good employee morale.

### **1.8.6 Management**

Boone and Kurtz (2006:266) defined management as a process of achieving organisational objectives through people and other resources. According to Smit *et al.* (2007:9) management is defined as “the planning, organising, leading, and controlling of resources” to achieve organisational goals effectively and efficiently.

## **1.9 PLAN OF THE STUDY**

The study will be divided into seven (7) chapters and the contents of these chapters will be the following:

**Chapter 1** – Background of the problem, purpose of the study, research methods, definition of operational terms and conclusion

**Chapter 2** – Theoretical foundation on effective educational leadership

**Chapter 3** – Leadership as critical factor on the Principal's managerial role in the secondary school

**Chapter 4** – Research design and methodology

**Chapter 5** – Presentation of findings

**Chapter 6** – Discussion of findings

**Chapter 7** – Conclusion and recommendations

## **1.10 CONCLUSION**

In this chapter, the problem of the role of Principal towards effective educational leadership in Waterberg Education District has been introduced. The researcher has clearly indicated the purpose of the study, significance, research design and target population are given. The composition of the research report and the definition of key concepts are also given.

In the next chapter, a review relevant to literature review will be discussed in full.



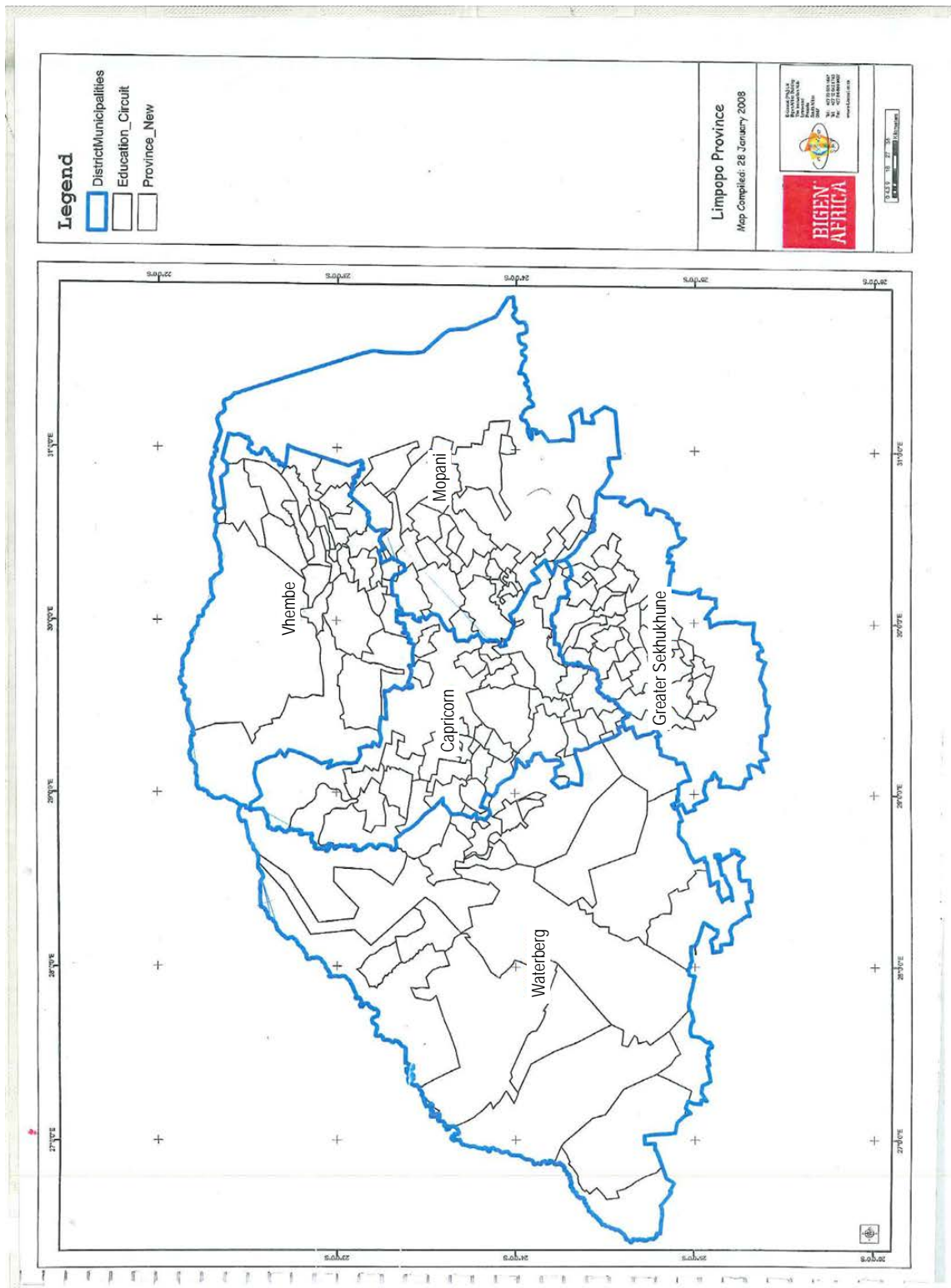
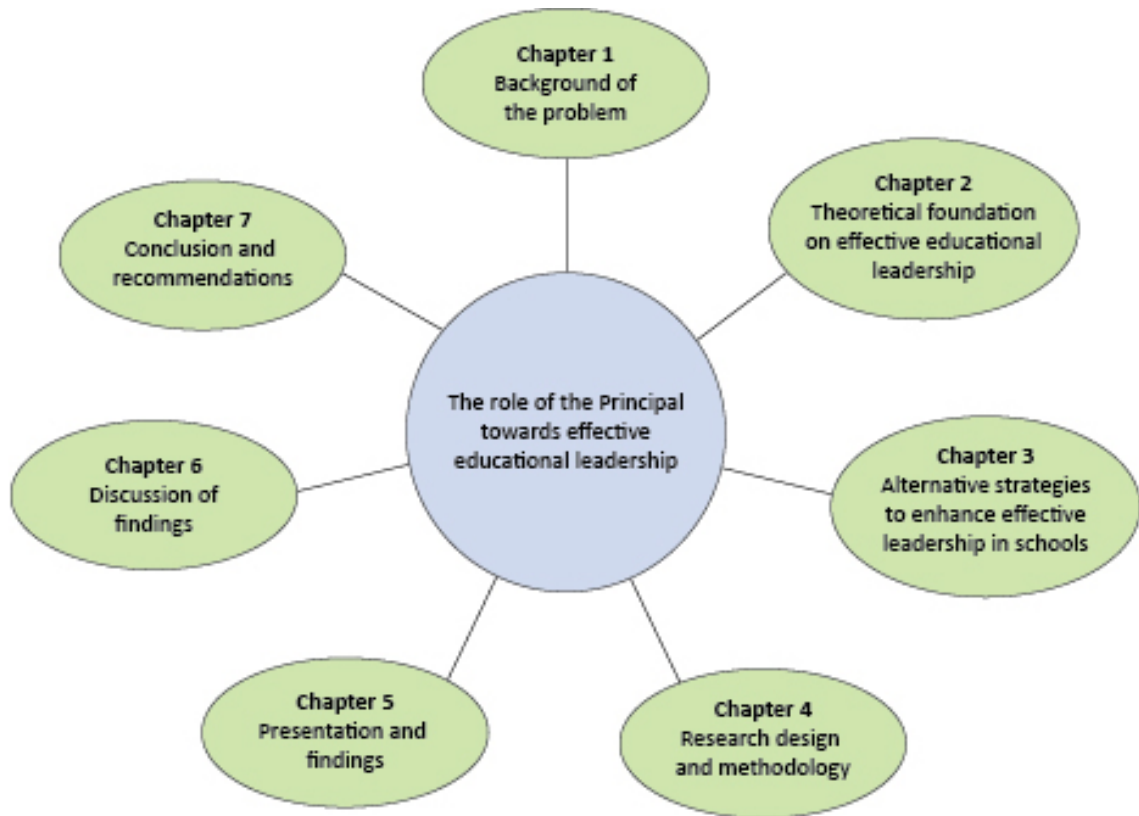


Figure 1.1: Map of Limpopo education districts





**Figure 1.3:** Plan of the study

This diagram represents the plan of the study as discussed in 1.9 above. In the centre it is the topic of the study, and each of the cells around the centre represents a chapter of the study.

# CHAPTER 2

## THEORETICAL FOUNDATIONS ON LEADERSHIP

### 2.1 INTRODUCTION

In this chapter, a review of relevant literature related to leadership will be analysed and discussed in full. The main purpose of exploring what has already been researched is to locate the present study within the existing body of knowledge. This will help the researcher to link the theory with the reality in the area of the study. This chapter will be organised as follows:

- A brief review of conceptual framework regarding leadership models.
- Critical analysis of previous and relevant research work which may place the current study in an appropriate context in terms of its research questions stated in chapter one.
- Lastly, the conclusion will be given at the end of this chapter in the form of a summary.

Schools exist to promote effective learning among their learners. The Principal is therefore concerned with the well-being of the school. The effectiveness of the Principal as a team leader depends on his traits of leadership, such as the following: motivation to staff; his behaviour; managerial style; and other related traits mentioned in the theoretical models as stated in section 2.3 below.

Recent changes in the country in general, Limpopo Province as a whole, and Waterberg District in particular, have brought challenges to Principals, as team leaders, to improve the way the secondary schools should be led. For example, the introduction of the new approach to the curriculum and changes in school governance, have exerted pressure on secondary school Principals, to change leadership styles. These issues have also compelled secondary school Principals to develop effective strategies that will encourage all stakeholders to work together as a team, to provide quality education in the district.

## 2.2 THE CONCEPT OF “LEADERSHIP”

One of the important traits of school management is leadership. Leadership is obviously a subject of extreme importance in educational management. The most important function of secondary school Principals is their ability to provide leadership within and outside the school environment, although doing it effectively becomes difficult to most of the Principals in the secondary schools.

Although much has been written about leadership, it is surprising how little is known about it. Attempts to define leadership reflect a variety of viewpoints. However, for the purpose of this study, the following writers' views on the topic of leadership will be regarded as sufficient. Milondzo (2003:84) defined leadership as both “a process and a property”. The process of leadership is the use of non-coercive influence to direct and co-ordinate the activities of the members of an organised group towards the accomplishment of group objectives. As a property, leadership is the set of qualities or characteristics attributed to those who are perceived to successfully employ such influences. To support the above statement, Nel, Werner, Haasbroek, Poisat, Sono and Schultz (2008:356) defined leadership as a process whereby one individual influences, not coerces, others to willingly and enthusiastically direct their efforts and abilities towards achieving group or organisational goals. Common to these definitions are that leadership is a process; whereby an individual; influences others; and lastly, to achieve a set common goal.

- In view of the above, leadership is described as a process that involves the exercise of influence over one individual or more. A process can also be referred to as a course of action that goes through a number of stages or multiple levels in a school. Leadership is therefore visible on three levels of a school, as an organisation. Kreitner and Kinicki (2010:467) have identified these leadership levels as:
  - **Individual level** – where leadership's responsibilities are to:
    - mentor,
    - coach,
    - inspire and
    - motivate teachers and teachers will in turn do the same to learners in a school.

- **Group level** – where leadership’s tasks are to:
  - build teams of subject teachers,
  - generate cohesion and
  - resolve conflicts among teachers and learners.
- **Organisational level** – where leadership responsibilities are to:
  - build school culture,
  - generate necessary and indispensable change needed to realise a goal for the school and
  - create school climate.
- An **individual** refers to someone (or a group/team of people delegated with authority) who is the appointed head of a group, a school or an organisation. In this study, an individual will refer to the Principal who is authorised to head the school by the provincial and the national departments of education. In a school situation authority is vested in a school management team (SMT) led by a Principal, who is assisted by the Deputy Principal, and a number of heads of departments (HoDs), depending on the size of the school (the size of the school refers to a number of learners that the school has admitted for a particular academic year. The more the number of learners the school has admitted, the more leadership and teaching posts the school will be given). The School Management Team is the leadership of a school. Chrisholm (2002:300) acknowledged that the abovementioned team makes decisions, influences and inspires others within a school, to work towards a common goal.
- **Influence** refers to the leadership’s ability to inspire followers without coercion and to let them do what they would not do without the leadership. This exertion of power on others should come from the leader (Principal) or leadership (SMT) and be applied onto the followers and the followers in turn should react positively without coercion. The knowledge of the behaviour of followers, namely their values, attitudes and beliefs, is therefore important to the leadership of the school to succeed in.

- **To achieve a set common goal** refers to the attainment of the determined goals for the school. Amanda Werner (2011:354) rightfully stated that the main purpose of leadership is the attainment of the school's mission and its strategic vision. According to Taylor (in Mangin & Stoelinga, 2008:12–13), in order to attain the desired goal, the leadership's function is, amongst others, to:
  - frame and communicate this mission and strategy,
  - supervise and evaluate the instruction,
  - know and coordinate curriculum,
  - monitor learner progress,
  - set standards,
  - model expectations,
  - protect instructional time and
  - direct professional development.

To achieve the above process, the secondary school Principals must understand some of the theories of leadership, so as to relate and apply them into their sphere and day-to-day operations.

## **2.3 THEORIES OF LEADERSHIP**

The questions raised here are: Are leaders born or developed? Are there specific traits that are associated with successful school leadership? Are there differences between traits of a leader as compared to those of the followers?

### **2.3.1 Traits theories**

These theories are mostly concerned with qualities that are associated with successful leaders. This category of leadership is two-pronged; namely "Great Man" and Traits theories.

- The "Great Man" theory regards great leaders as heroic, mythic and destined to rise to leadership when needed. The term was used to refer to a male leader, especially in terms of military leadership of the time. According to this theory, one is naturally a born leader or one is not. The influence of the

environment to leadership was not taken into consideration. Examples of such leaders are Abraham Lincoln, the president of the United States of America (USA) during American War of Independence, and Martin Luther King, the Civil Rights Movement leader in the USA.

- The Traits theory also assumes that people inherit certain qualities and traits that make them successful leaders. Researchers (Ohanian, 2004:2) of this theory often identified particular personalities or behavioural characteristics shared by leaders. Anyone who lacked characteristics purported to be inherent in the leader, then one should not be regarded as a true leader.

Some of such leadership traits and the responsibilities attached to those who possess them are represented in the table below.

**Table 2.1:** Leadership traits and responsibilities attached to them

<b>Leadership traits</b>	<b>Responsibilities</b>
Honest	<ul style="list-style-type: none"> <li>• To display this trait the Principal has to admit that he/she has done a mistake, where the mistake has been done.</li> <li>• Once this is done, the Principal's leadership influence will be increased within and outside the school.</li> </ul>
Forward-looking	<ul style="list-style-type: none"> <li>• The Principal should have goals and a vision for the institution that are tied to certain measurable and achievable objectives.</li> <li>• Be able to communicate these goals and vision to internal and external environments of the school.</li> </ul>
Competent	<ul style="list-style-type: none"> <li>• The Principal is able to celebrate and bring attention to team achievements and thanking everyone's hard work.</li> </ul>
Inspiring	<ul style="list-style-type: none"> <li>• Being able to display a bigger picture about the school to the internal and external audiences.</li> <li>• Acknowledging and praising the individual contribution of each subordinate within the group.</li> <li>• Indicating how each one's contribution will fit into the bigger picture.</li> </ul>

**Source:** Adapted and developed from Smit, Cronjé, Brevis and Vrba (2007:288)

- Arguments levelled against Traits Theories of leadership
  - Despite these lists of qualities of leadership, some researchers like Meng (2009:16) could not find positive correlations between attributes and



successful leadership. For Meng (2009:16), one can have all these qualities and still fail to succeed.

- The National Governors Association of Western States of the United States of America [USA] (in Cassidy & Kreitner, 2008:2) also contended that there is no single way of being a good and successful leader. Of importance to organisational behaviour (OB) practitioners is the fact that leadership qualities, whether inborn (inherent) or acquired, coupled with identified leadership skills should be used to separate a leader from the followers.
- Other arguments levelled against this theory are that it does not take into account the followers' behaviour and it undermines the strength of the organisational culture. According to Steward (in Kreitner & Kinicki, 2010:8) all leadership decisions affect followers, and it is important to describe the followers' behaviour.
- All human beings are made up of these personality traits, whether they are in maximal or minimal, whether they are leaders or followers, but they are available in most, if not all, human beings. Yet not all of them are leaders.
- Traits are often poor predictors of human behaviour. An individual may do well on assessment of a particular trait, but behave differently to different situations.

From the above theory, it is evident that the secondary school Principals in Waterberg cannot use it without other theories because it does not take the issues of organisational culture and the importance of other stakeholders into account.

- The importance of traits towards effective leadership

One researcher of this approach, Suzan Ohanian (2004:2) found that school Principals, possess innate characteristics, associated with a successful business entrepreneur. This information was used to prove that hiring and

recruiting Principals based on educational qualifications only, was not enough to enable Principals to succeed in their jobs. Certain innate qualities should be present in them to enable them to succeed. Suzan Ohanian (2004:3) indicated that without these qualities, one would not be able to perform the roles of a Principal. Cameron, Quinn, DeGraff and Thakor (2006:7) confirmed this in their book entitled: *Competing Values Leadership: Creating Value in Organizations*. These researchers indicated that effective leaders have the ability to play leadership roles. The leadership roles they developed in the competing values framework (CVF) model, were labelled as: innovator, broker, producer, director, coordinator, monitor, facilitator and mentor. Principals, in order to be effective, are expected to play all these roles on the framework.

### **2.3.2 Contingency theories**

This group of theories focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this group of theories, no leadership style is best in all situations. For an individual to succeed, it depends on a number of variables, including the leadership style, qualities of the followers and aspects of the situation. The word “contingency” means that for something to happen it depends on some other thing, for example for a leader to be effective there has to be an appropriate fit between the leader’s behaviour and style and the conditions in the situation (Lussier, 2003:414). In Fiedler’s (Daft, 2012: 62) view, the Principal has to:

- understand his/her leadership style;
- analyse the situation to determine the effectiveness of leadership style to be used;
- match the leadership style and the situation by changing the situation to fit the leadership style. According to Fiedler (Milondzo, 2003:97) leaders are usually reluctant to change their leadership style.

Fiedler’s (Robbins & DeCenzo, 2008:300) contingency theory of leadership effectiveness was based on studies of a wide range of group effectiveness, and

concentrated on the relationship between leadership and organisational performance. According to him (Mullins, 2010:384), if an organisation attempts to achieve group effectiveness through leadership, then there is a need to assess the leader according to an underlying trait, assess the situation faced by the leader, and construct a proper match between the two. He developed the **least preferred co-worker** (LPC) scale in which leaders are asked about the person with whom they would like to work, to reflect the leaders underlying disposition toward others. The items, as listed by Mullins (2011:385), in the LPC scale were as follows:

- Pleasant/unpleasant
- Friendly/unfriendly
- Rejecting/accepting
- Unenthusiastic/enthusiastic
- Tense/relaxed
- Cold/warm, among others

	Very favourable		Intermediate				Very unfavourable	
<b>Leader-Member Relations</b>	Good	Good	Good	Good	Poor	Poor	Poor	Poor
<b>Task Structure</b>	High		Low		High		Low	
<b>Leader Position Power</b>	Strong	Weak	Strong	Weak	Strong	Weak	Strong	Weak
<b>Situations</b>	I	II	III	IV	V	VI	VII	VIII

**Figure 2.1** Fiedler’s contingency model  
**Source:** Robbins and DeCenzo (2008:300)

The items listed above were rated on an eight point scale indicating the most favourable trait as illustrated in Figure 2.1. According to Fiedler (Robbins & DeCenzo, 2008:300) the leader with a low LPC score will derive most satisfaction from performance of the task, and attaining objectives, as illustrated on Figure 2.1 above. Leaders with moderate LPC score will establish good relationships with subordinates. Alternatively, a leader with a high LPC score was associated with effective group performance. What Fiedler (Cassidy & Kreitner,

2008:384) meant was that task-oriented leaders perform best in situations which are either very favourable or very unfavourable, and that relationship-motivated leaders perform best in a moderately favourable situation. In very favourable conditions, leaders will perform effectively when they work as groups, and leaders in very unfavourable situations will perform effectively under close supervision and control.

The implication for Fiedler's (Daft, 2012:62) model is that the Principal cannot change his or her leadership style. Therefore, the situation at the school should be changed to fit the Principal's leadership style or relocate the Principal to a school that will fit his or her leadership style.

### **2.3.3 Behavioural theories**

The advocates of this theory emphasise what the leader could do rather than the characteristics they have. Researchers like Blake and Mouton (in Nel *et al.*, 2004:337–339) indicated that an effective leader should consider both people and production in order to succeed. The main contribution of Blake and Mouton (in Nel *et al.*, 2004:339) was to indicate that employees have different needs that they need to satisfy in different organisations, and also in different departments of the same organisation. The same employees react either positively or negatively to different leadership styles, and there is no one correct leadership style or managerial style for all men every time. The Ohio and Michigan Studies (Daft, 2012:42–45) brought to light two forms of leadership behaviour, namely employee- or personality-centred and job- or task-centred behaviours.

- Employee-centred or personality-oriented leadership behaviour

The Ohio State Studies refer to this behaviour as consideration. The leader is concerned with the creation and maintenance of positive relationships among employees and seeks to minimise conflict. More attention is given to human needs and less attention is paid on production and the achievement of organisational goals. Employees subjected to this leadership behaviour are allowed to participate in every level of the organisation to the detriment of organisational goals. Leadership here is usually democratic.

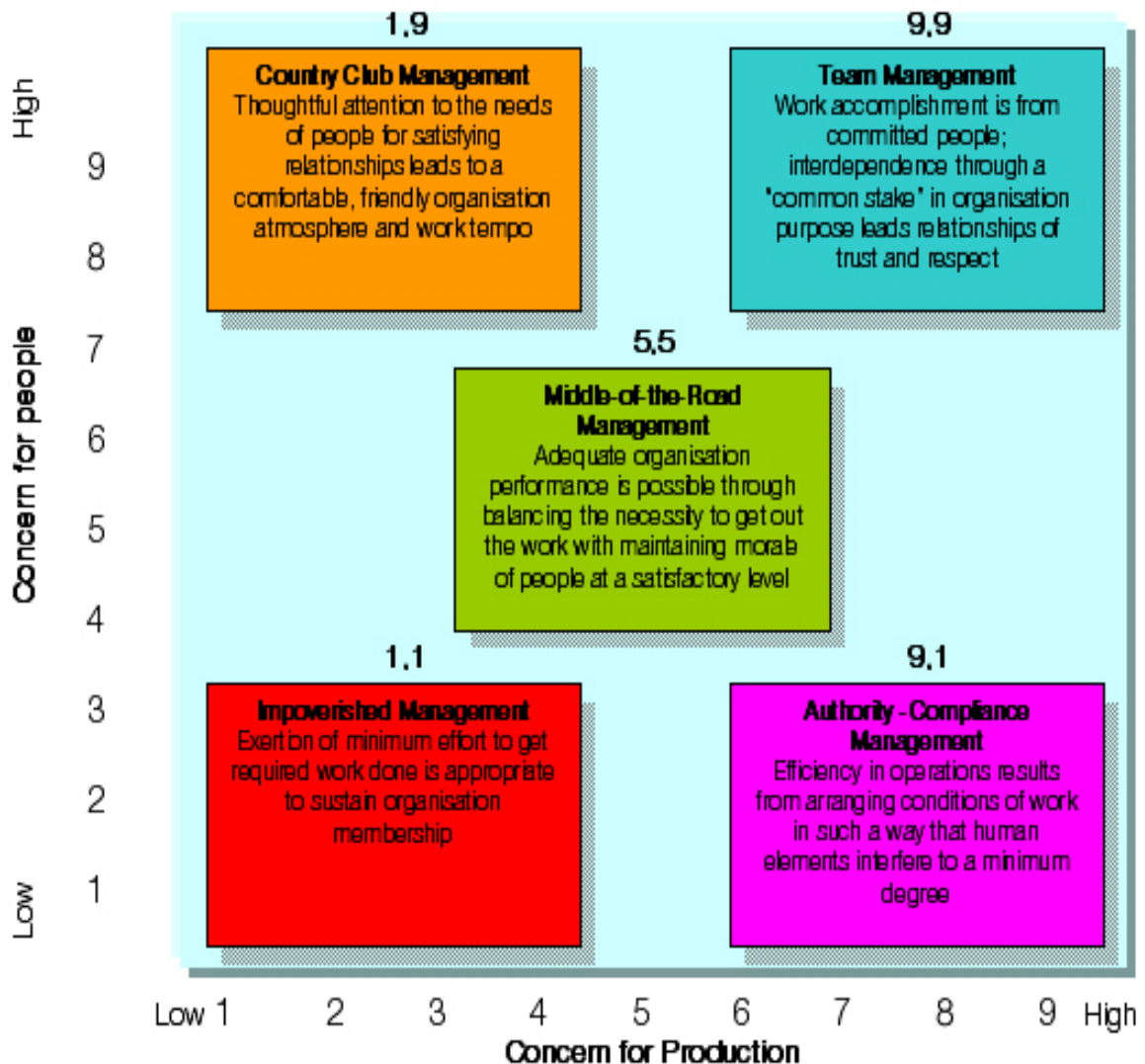
- Job-centred or task-oriented leadership behaviour

This is the so-called Initiating structure, according to the Ohio State Studies. The leader is concerned with production, supervision, facilitation and achievement of organisational goals. Less attention is paid on the creation of positive relationships among employees. Leaders associated with this type of leadership behaviour often experience absenteeism of subordinates, labour turnover, and other negative effects associated with employee dissatisfaction in an organisation. Leaders here are usually autocratic.

From the above leadership behaviour discussion, it is evident that the Principals should try to strike a balance between the two, instead of choosing to make use of one at the expense of the other. The adherence of the leader to the task or job-centred approach is usually associated with the autocratic style of leadership and the disregard of the well-being of the employees. At the same time choosing employee-centred behaviour is associated with democratic style and the disregard of the achievement of the organisational goals. Owens (2001:238) referred to this balance, as the two-factor or two-dimensional leadership theory, where leaders should neither be “follower focused” (emphasising concern for people) nor “task focused” (emphasising rules and procedures for getting the task done). It is also true that each of these leadership behaviours can be appropriately and interchangeably used, depending on a particular situation. Daft (2012:47) also shared the same views on leaders that they can succeed in a variety of situations by showing concern for both tasks and the people.

Blake and Mouton (Swanepoel *et al.*, 2003) developed a managerial/leadership grid or matrix to illustrate concerns for people and production.

## The Leadership Grid



**Figure 2.2:** Leadership grid  
**Source:** Daft (2012:45)

### The leadership grid

The 1.1 leadership style referred to as “impoverished management” is characterised by a low concern for people and a low concern for the task. The Principals here are neither task-oriented nor people-oriented. Daft (2012:45–46) rightfully indicated that this leadership management is characterised by the “absence of leadership philosophy”. The leadership style that is being used here is *laissez-faire* approach, mostly used by Principals who are about to retire and those who have, according to Nel *et al.* (2004:360) “emotionally withdrawn” from the schools. What Nel *et al.* (2004:361) mean by those “emotionally withdrawn”

is that, those Principals who no longer have the interests of the school at heart. In this case, programmes can be drawn by the employer for those who are about to retire, to make them feel that they are still of value to the workplace. Such programmes should include safety, budgeting and physical fitness, within the curriculum to ensure that the employer has the responsibility towards the retiring workers.

The 9.1 leadership style of “authority-compliance leader” indicates maximum concern for production and minimum concern for the people. Production is achieved by means of formal authority and followers are controlled by enforcing submissiveness. Decisions are made and enforced unilaterally by the leader with minimum participation from employees. Such autocratic leadership style can be used by the Principals minimally and situationally to quell an undesirable and when things return to normal, another leadership style should be adopted.

The 1.9 leadership style referred to as “country club management” indicates maximum concern for people and minimum concern for production. The leader assumes that tasks will be automatically done once people are happy. This democratic leader avoids conflict at all costs. Employees are allowed to participate in decision making and a pleasant working atmosphere is maintained. The country club Principals assume that contented staff will produce desirable results. Innovative ideas that will cause conflict among the staff are avoided, even if these ideas will improve results of the school.

The 5.5 “middle-of-the-road” Principals (also known as “go-along-to-get-along”) try to maintain the balance between achievement of results and interpersonal relationships among staff members, but are unable to succeed. The style is characterised by conflicts between the task needs and people needs, and the solution comes through a compromise. Ultimately, these Principals assume that it is not possible to successfully integrate organisational needs with interpersonal needs.

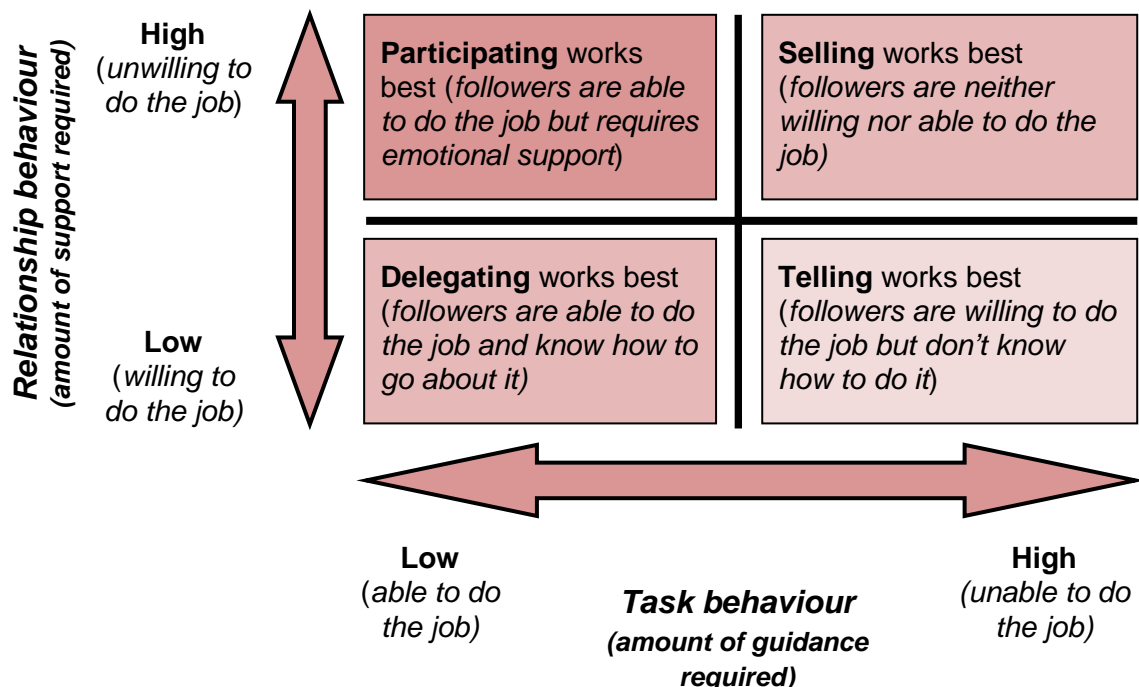
The 9.9 “team management” Principals have a highly committed team of staff members, who are highly committed to the production of results and to the well-being of all of them. This is the most effective leadership style that strives for

excellent results, through participative management and working together with all stakeholders of the school.

### 2.3.4 Situational theories

The proponents of this theory, Paul Hersey and Kenneth Blanchard (Smit *et al.*, 2007:283) viewed leadership as specific to a situation rather than a particular personality. To them, different situations require different forms of leadership. In their leadership model, Hersey and Blanchard (Smit *et al.*, 2007:283) indicated the importance of followers' readiness to accept responsibility and to direct their behaviour.

The main concern for situational theory is the attainment of organisational goals within the shortest period of time by offering followers rewards in order to motivate them. The leadership grid that Hersey and Blanchard (Nel *et al.*, 2004:341–342) designed is popularly used in leadership programmes today. Despite the importance and practicability of the model, there is little research to reach a definitive conclusion about the predictive power of the model.



**Figure 2.3:** Situational leadership style grid according to Hersey and Blanchard

**Source:** Adapted from Hersey, Blanchard and Johnson (2008:149)



Motsiri (2008:28) indicated a combination of task-oriented and relationship-oriented behaviours as illustrated by Figure 2.3 above and discussed four situational leadership styles as follows:

**Delegating** – where a leader gives group members the responsibility to make and execute decisions. This is a low task, and low relationship style. The style is appropriate for the highly developed teachers' teams, and the Principal implements the decisions by delegating, observing and monitoring the situation.

**Participating** – where a leader allows teams of teachers to share ideas and further allows them (staff) to participate in making decisions about task directions. This is a low task, high relationship style. The Principal should not distance him/herself from group discussions as they still need support to function effectively.

**Selling** – where a leader explains task directions in a supportive and persuasive way. This is a high task, high relationship style. The Principal here explains to the group what should be done in terms of rules, procedures and strategies to be followed. The style is suitable for the moderately developed groups, i.e. groups that are not fully independent, but still need support to can function effectively.

**Telling** – where a leader gives specific task directions, and closely supervises work. This is a high task, low relationship style. The implications are that the Principal provides specific instructions, and makes it a point that instructions are carried out by the group in the presence of the Principal. This style of leadership is appropriate for groups that still need a lot of support in order to function effectively.

## **2.3.5 Contemporary approaches to leadership**

### *2.3.5.1 Transformational theories*

These theories focus upon the connections formed between leaders and followers. They motivate and inspire people by helping group members see the importance and better part of the task. These Transformational leaders are focused on the performance of group members, and they also want each per-

son to fulfil his or her potentials. Hooper and Potter (in Clarke, 2009:15) identified seven leadership competencies that are essential for successful leadership in times of change. The following qualities were identified as essential components of successful leadership:

- They communicate effectively.
- They are role models and often have high ethical and moral standards.
- They recognise the need for a change, create a vision to guide that change and then execute that change successfully.
- Besides being visionary, they are also strongly committed to organisational goals, highly motivated to organisational performance.
- They give personal attention to followers.
- They are life-long learners who inspire their followers to learn.
- They are proactive.

Examples of transformational leadership are, according to Daft (2012:451): Charismatic (a leadership with the ability to inspire and motivate people to do more than they would do despite the obstacles), and visionary or inspirational leadership (a leadership that is able to formulate vision and steer followers to the envisaged vision that cannot be simply attained without commitment).

#### 2.3.5.2 *Transactional theories*

These theories are also known as managerial theories. The main focus of these theories is on the role of supervision, organisation and group performance. They further base leadership on the system of rewards and punishments, i.e. when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. These theories are often used in business. According to Daft (2012:452), the advantages offered by these theories are,:

- The leader's ability to satisfy subordinates through rewards may improve results;
- Transactional managers are hardworking, tolerant and fair minded;
- They take pride in keeping things running smoothly and efficiently;

- They emphasise the importance of aspects of performance such as plans, schedules, and budgets;
- They conform and are committed to organisational norms and values.

In concluding this discussion, it is evident that transactional leadership is important to all schools, but where leadership change is needed, a new approach is preferred. This indicates that this leadership approach should be supplemented with other approaches to be effective, where change is needed for example a visionary or inspirational leadership of Transformational Theories.

### *2.3.5.3 Participative theories*

Leaders here suggest that the ideal leadership style is one that takes the inputs of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. The leader retains the right to allow the inputs of others. The leader does not make more contribution than anyone else of the subordinates, but contributes equally to decisions. The consultation leadership approach of Tannenbaum and Schmidt (in Mullins, 2011:269) illustrates this theory.

There are different types of leadership theories, and all of them have advantages and disadvantages. These theories can assist the school leadership to enhance the capacity of teaching personnel if applied appropriately. Every school has its own challenges, hence its uniqueness and situational circumstances will require its own theories of leadership.

## **2.4 LEADERSHIP AND POWER**

Power is important to leadership, because it is through power that leaders are able to influence subordinates to do what they (subordinates) would not do on their own. In the following discussion, power and influence are discussed.

### **2.4.1 Power and influence**

Daft (2012:327) define power as “the potential ability of one person in an organization to influence others to bring about desired outcomes”. This potential

influence in the organisation is accompanied by the need to achieve the desired outcomes for the power holders. Daft (2012:328) continued to define influence as to the effect of a person's actions on attitudes, values, beliefs and actions of others. The differences that could be drawn between power and influence are that power causes a change in a person, whereas the degree of that actual change is influence. For example, a teacher may want to teach at a particular secondary school because he admires the way the Principal is running the school. French and Raven (in Hersey, Blanchard & Johnson, 2008:162–166) have proposed the following five bases of power:

#### *2.4.1.1 Legitimate power*

This is the power based on the authority of the formal position held by Principals, Deputy Principals and heads of departments in schools. Other staff members accept and respect the legitimate rights of formal leaders to set goals, make decisions, and direct activities.

#### *2.4.1.2 Reward power*

This is the power that stems from the authority of the Principal to reward others. Principals have been given the authority to recommend payment of performance appraisal bonuses and promotions to teachers who successfully complete their tasks.

#### *2.4.1.3 Referent power*

This is the power based on the Principals' personal traits such as integrity and honesty. If the Principal's referent power is high, he/she is likely to be admired, and this admiration will then influence others to be like him/her.

#### *2.4.1.4 Expert power*

Principals are more effective if they possess the expertise, skill and knowledge that teachers respect and regard as important. Alternatively teachers who have the expertise, skill and knowledge are competent and confident and therefore, require little direction and support from the heads of departments (HoDs), deputy principals and Principals to do their work. Educational leadership has three-fold major responsibilities, namely:

- Ensure that curricular needs are met, for example prescribed activities and tasks are done, content for particular period or term or semester is covered, among others.
- Establish and maintain sound relationships among teachers, management (including school/circuit/district/provincial/national), learners, parents, community and business people.
- Motivate educators and learners to improve and sustain performance, encourage parents, the community, and the businesspeople to support learners and education, with the ultimate purpose of achieving school's objectives.

In order to achieve these responsibilities, the school leadership uses authority and power given to it by the Department of Education to create school climate that is conducive for teachers to teach effectively, for learners to learn effectively, for the parents-community businesses to support the school. It is the responsibility of the school leadership to maintain a healthy balance between task-oriented and people-oriented leadership style.

#### *2.4.1.5 Coercive power*

This is the power to enforce compliance through fear, either psychologically or physically (physically referring to the verbal expression of sanction). Teachers who do not perform appropriately are reminded that there may be sanctions and other negative consequences against them. These sanctions may take the form of reprimands, transfers, no recommendations to payments of performance appraisal bonuses, and recommendations of terminations.

#### *2.4.1.6 Information power*

Raven (Warner, 2011:265; Daft, 2012:458) brought in another power, called information power. Information is, according to her (Warner, 2011:265), a resource in business and education, and those who have access to it, are more powerful than those at the lower level of the school's functional structure. Therefore, access to information is determined by a person's position in the school. In a typical secondary school in Waterberg Education District, the order of access to information will be, starting from the top to the bottom, the Principal, deputy principal(s), heads of departments, senior teachers and lastly assistant teachers.

To conclude on different power bases, Daft (2012:327–328) groups these powers into hard and soft power bases. He (Daft, 2012:328) described hard power as “the kind of power that enables a supervisor to influence subordinates with the use of rewards and punishments, allow a manager to issue orders and expect them to be obeyed, or force his/her own decisions without regard for what anyone else think”. Such types of powers are likely to be legitimate, reward and coercive. While we acknowledge the positions that Principals are holding, this does not give them the right to force their decisions without consulting with their subordinates, or apply sanctions like punishments to those who do not always agree with their decisions. These powers, namely legitimate, reward and coercive are largely defined by organisation’s policies and procedures.

Soft powers were described by Daft (2012:328) as those powers, which afford the possessor of them the ability to influence subordinates to do what they would not do on their own, because of their skill, expertise, and knowledge or the subordinates emulate the leader because of his/her respect, popularity, among others. The examples of such powers are expert and referent powers. Effective Principals use both hard and soft powers alternatively, always taking subordinates on board.

## **2.5 LEADERSHIP STYLES**

In order for the Principals, as leaders of their schools, to make decisions, approaches to decision making were devised. These decision making approaches are referred to as leadership styles. Major leadership styles relevant to this study have been identified by Milondzo (2003:107–109) as the following:

- Autocratic leadership style
- Democratic leadership style
- *Laissez-faire* or free-rein leadership style

### **2.5.1 Autocratic leadership style**

This style is leader-centred and the leader is showing maximum concern for the production and minimum concern for interpersonal relations. The Principal is

authoritarian in the sense that he/she makes decisions, formulate school policies with minimal participation from other staff members. The Principal allocates subjects and classes to teach without full consultation of staff members. The Principal rules by commands and orders, and every visitor to the school is referred to Principal's office because staff members' participation is very minimal. Owens (2001:272) summed up the Principal's decision making when he said that when problems are presented to him/her, the Principal may or may not consult anyone of the staff members in taking a decision. He/she does not tell the members of the staff how he/she had arrived at that decision.

### **2.5.2 Democratic leadership style**

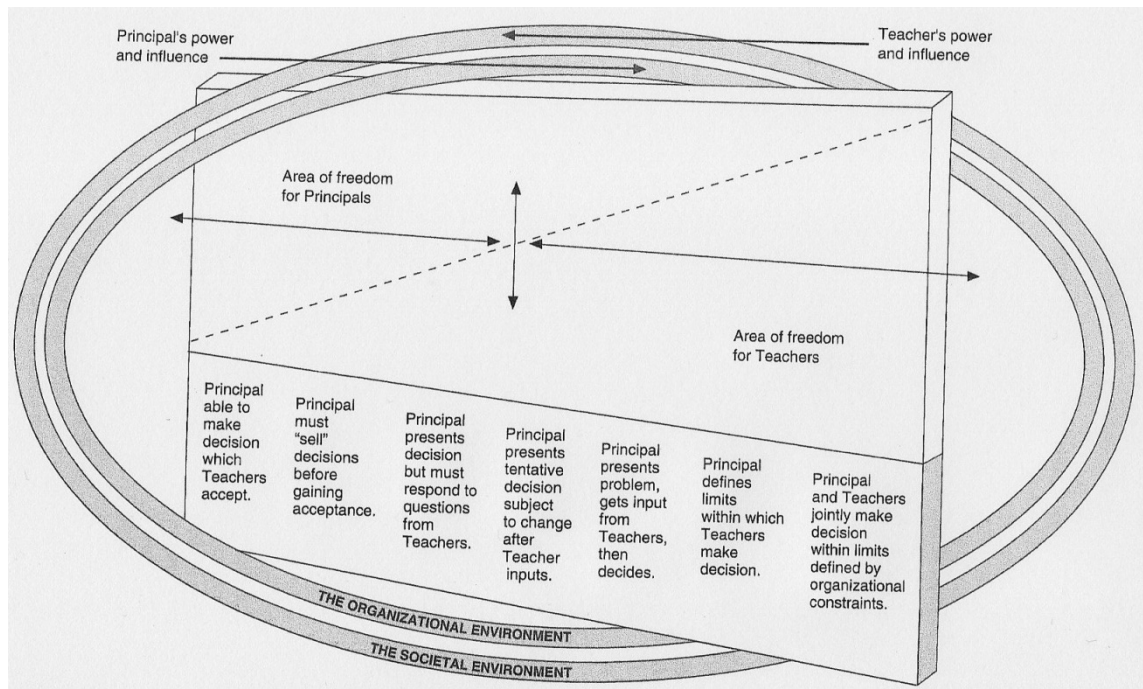
The Principal regards staff members as co-workers/fellow-workers and teammates who should own decisions by participating in every level of decision making. This leadership style is group centred, in the sense that the group is allowed to decide on matters that affect them, formulate and implement the school policies instead of implementing what has been decided by the leader alone. Such Principals lead through participation and discussions of their fellow workers. When a visitor comes to the school, every staff member is ready to assist before the visitor is referred to Principal's office. The Principal shares a problem with the group in a meeting and the decision is owned by all participants.

### **2.5.3 *Laissez-faire* leadership style**

The Principal, when he/she uses this leadership style, disappears from the scene and believes that staff members will carry on without him/her. When the leader delegates a staff member to take the responsibility, the leader himself or herself disappears completely from the action and allows the staff member to take a decision over the matter. The staff member given the responsibility will perform a task and concludes on the matter without supervision by the leader.

In conclusion, the *laissez-faire* leadership style is not suitable for teams which need a lot of support and supervision from the Principal. Democratic and autocratic leadership styles can be used alternatively depending on the situations prevailing at schools. All these situations will demand from the Principal to know

his/her strengths and weaknesses, so that he/she knows the leadership style he/she is good at, analyse the situation and implement the leadership style chosen.



**Figure 2.4:** Tannenbaum and Schmidt's leadership continuum model indicating Principals' leadership styles

**Source:** Owens (2001:286)

Figure 2.4 above illustrates leadership styles related to the degree of authority used by the Principal and the area of freedom of teachers in arriving at decisions (a further explanation about the figure is made in Chapter 3, section 3.8.2, "Who should identify the problems?"). This can be related to McGregor's Theory X (the theory that suggests that staff members are not able to work on their own without supervision and control and therefore the Principal imposes decisions) and Theory Y (the theory that suggests that staff members are professionals and can work without supervision). Principal-centred leadership is towards Theory X and teacher-centred leadership is towards Theory Y. Neither side of the continuum has absolute authority and freedom because there are limitations to both. Three main leadership styles can be deduced from this figure, namely:



- **Autocratic style** – The Principal identifies a problem, imposes a decision to teachers and expects them to carry out the decision. Teachers are not given an opportunity to participate in decision making processes.
- **Democratic style** – The Principal identifies a problem, presents it to the staff, and the Principal listens to the decisions of the staff.
- **Laissez-faire style** – The Principal defines the problem and the limits within which the decision should be made, and then leave it to the staff to make a decision. Remember that a Principal does not leave all in the hands of the staff and then distances him- or herself, but becomes a member of the group of staff that takes the decision.

## **2.6 MANAGERIAL TASKS OF THE PRINCIPAL TOWARDS EFFECTIVE EDUCATIONAL LEADERSHIP**

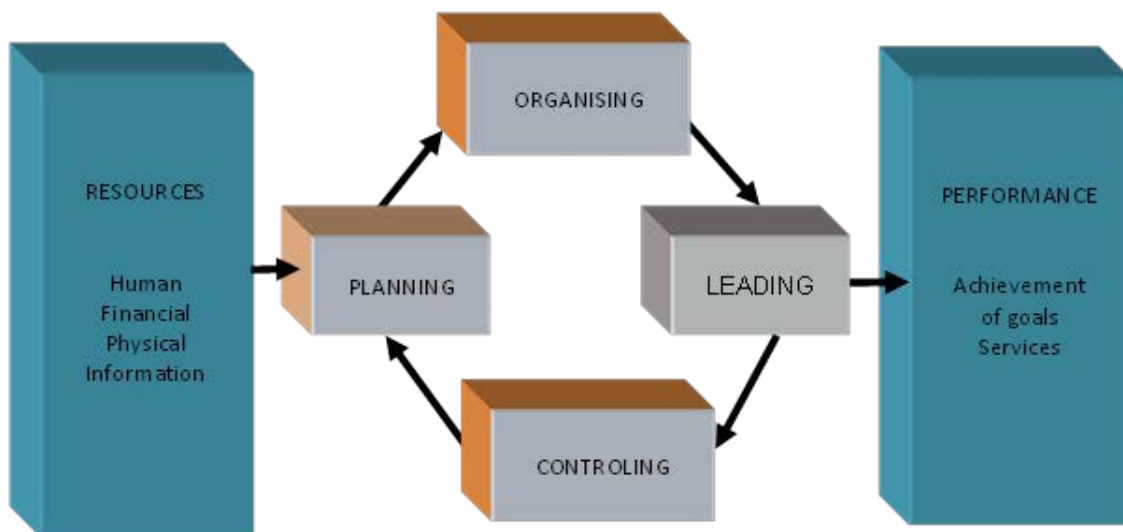
Three decades ago, the Principal used to perform administrative tasks only. Presently Principal's roles have changed; they perform duties like a business entrepreneur. What we know is that organisations exist to attain some stated purposes; somebody has to define that purpose and the means of attaining it. That somebody is the manager. In our case, the school is the organisation and somebody referred to in the previous sentence, is the Principal. The means of attaining that stated purpose is through the management process. For further discussion on what the management process is, refer to the following discussion in section 2.6.1 and Figure 2.5 below.

### **2.6.1 Management process**

The management process is described by Robbins and DeCenzo (2008:68) “as a means of defining and achieving an organisation's stated purpose”. The aforesaid authors identified management process activities, as: planning, organising, leading, and controlling. These four functions of management comprise of the primary functions of managers, which must be performed efficiently for the success of an organisation. These functions are common across all fields of management, be it at a factory, supermarket, a restaurant, school, church or even at home.

Figure 2.5 illustrates that for the management to be able to plan, organise, lead and control, they have to have resources as indicated in the resources block. Smit *et al.* (2007:8) stated that it should be clear that management functions do not follow a particular sequence to achieve goals, but that at any time a manager may be engaged in any one or more of the functions. All these management functions are carried out to achieve organisational goals, and render intended services as indicated in the performance block of Figure 2.5 below.

School managers cannot plan, organise, lead and control effectively without information on the number of teachers and learners (human resources), teaching classrooms and laboratories (physical resources), how much the school will need to duplicate, print, and service resources (financial resources). Achievement of school's outcomes depends on the efforts expended during the carrying out of management functions.



**Figure 2.5:** Management process

**Source:** Adapted from Smit *et al.* (2007:8)

## 2.6.2 Planning

Planning is described by Robbins and DeCenzo (2008:78) as a process of “defining the organization’s objectives or goals, establishing an overall strategy for achieving those objectives, and developing a comprehensive hierarchy of plans to integrate and coordinate activities”. Planning is therefore, concerned

with what should be done and the manner of doing it in advance. Robbins and DeCenzo (2008:79) differentiated among types of planning as the following:

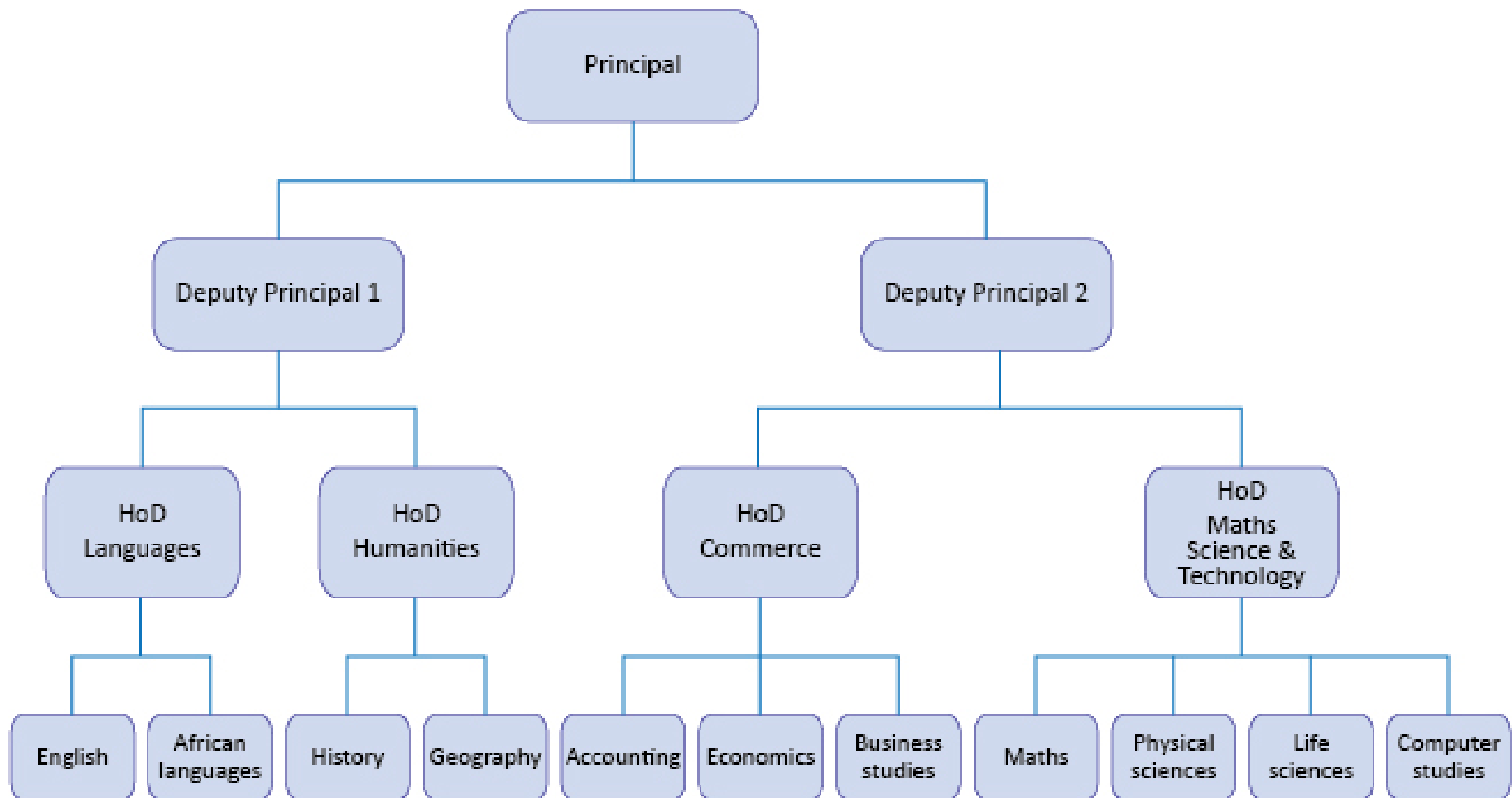
- Planning can either be formal (where detailed writing has to be done), and informal (where there is little or no writing at all). General school time tables are examples of formal planning that are needed at every school, before formal teaching could take place.
- The time for planning can also be long term, for example planning for 1 – 5 years, or short term, for example planning for a day, a month or even a year (the length of both short and long term depends on kinds of activities one is planning for). Learning programmes are examples of long-term planning (these are three-year phase plans) while lesson plans serve as examples of short-term planning (one day to five day lesson plans).
- Planning can also be either specific (a plan that has clearly defined objectives leaving no room for misinterpretations), or directional (flexible plans that set out general guidelines). A lesson plan for a particular topic is specific for that lesson, and for that particular subject, while a programme for extra-curricular activities is directional and can be altered when other unforeseen changes come to light.
- Planning may also be either single use (a plan that is used to meet the needs of a particular unique situation), or it may be a standing plan, i.e. a plan that is ongoing and provides for repeatedly performed action in an organisation. Retrieval policy is one of the policies meant to address a way of retrieving learning and teaching source material (LTSM) from learners, it is therefore used particularly for that situation and it is also a standing plan on a means of retrieving LTSM from learners.

It is the Principal's responsibility to ensure that plans are made, and also that goals set in plans are achieved. Smit *et al.* (2007:144) have indicated that a problem exists whenever there is a difference between what has actually happened, and what has been planned to happen. Accordingly, this is the right time for the effective Principal to review planning and take corrective action.

### 2.6.3 Organising

Robbins, DeCenzo and Coulter (2013:154) defined organising as a process of delegating and coordinating tasks and resources to achieve objectives. The organogram, which is the structure of the school, is a tool used in the process of delegating and coordinating tasks. Robbins *et al.* (2013:155) identified eight principles of organising, namely:

- **Unity of command and direction** – Unity of command refers to the fact that every teacher should know who he/she report to, and direction refers to the fact that all activities within the school should be directed toward one direction.
- **Chain of command** – The line of command from top to bottom of the organogram should be clear. Chain of command clarifies lines of reporting, as Figure 2.6 below illustrates. According to Robbins and DeCenzo (2008:134), the chain of command helps teachers in answering questions like: “Who do I go to, if I have a problem?” and “To whom am I ultimately responsible?” Figure 2.6 below illustrates that authority from ‘top-to-bottom,’ is vested in the Principal, flows to the deputy-principals, heads of departments, and then ultimately rests with the subject educators. From bottom-to-top, the subject educators report to the line Heads of Departments, the Heads of Departments report to the line deputy principal who reports to the Principal. Ideally, each teacher is supposed to report to one HoD. This is possible in schools with a larger number of learners. Where the number of learners enrolled is lesser, one teacher will report to more than one HoD/deputy principal, if there is one. In some cases, the subject educators report directly to the Principal and there is no speciality on the part of the Principal. Multi-grades schools are examples to the last-mentioned cases.



**Figure 2.6:** Chain of command – an example of an ordinary structure of the school  
**Source:** Adapted from Robbins and DeCenzo (2008:135)

- **Span of management** – Number of employees reporting to one manager in an organisation. In a school this will refer to a number of teachers reporting to one head of the department. The fewer the number of teachers reporting to one head of department (HoD), the narrower the span of management and control; alternatively, the more the number of teachers reporting to one head of department (HoD), the wider the span of management and control.
- **Division of labour** – Subjects that are related are grouped together in one department in a school, for example, accounting, business studies and economics are grouped together under one department of commercial subjects; all languages are grouped together under one department of languages; among others, teachers who are specialised in the teaching of these subjects report to one head of department (HoD) and are able to share knowledge related to these developments in their areas of expertise.
- **Coordination** – All departments within a school work together towards the accomplishment of one strategic and operational objective. This is a process by which the Principals relate staff, tasks, and all school's resources in such a way that they are both complementary and supplementary to the entire school in realising the school's objectives.
- **Balanced responsibilities and authority** – Each department's authority is clearly defined and it is accountable for meeting these responsibilities. Every teacher is given a responsibility and he/she is accountable for meeting the responsibilities given.
- **Flexibility** is the last and can be applied to schools which are selling goods, for example where a learner has bought a uniform, and the size does not fit him/her, it is expected of him/her to produce a slip when he/she wants to exchange it for another size. This will prevent learners who may steal goods and return them when they do not meet their needs.

## 2.6.4 Leading

### 2.6.4.1 *What is leading?*

Robbins *et al.* (2013:244) described leading as the process of influencing employees to work towards achieving objectives. In order to lead well, educational

leaders need to understand the behaviour of people, the staff members, at work. Robbins *et al.* (2013:245) rightfully state that managing people successfully involves understanding their attitudes, behaviours, personalities, and motivations. Effective leading requires the school manager to motivate subordinates, communicate effectively and effectively use power. If school managers are effective leaders, their subordinates will be enthusiastic about exerting effort toward the attainment of school's objectives.

#### 2.6.4.2 *Contributions of other organisational behavioural (ob) studies towards leading*

- Robbins and Coulter (2013:256) have already indicated that to become effective at leading, school managers must understand their subordinates' personalities, values, attitudes and emotions. Therefore, personality studies and research of job attitudes (including job satisfaction, productivity, absenteeism from work, turnover, customer satisfaction, misconduct, among others) provide important information as to how school managers can most effectively lead subordinates.
- Studies of motivation process and motivation theories, undertaken by many researchers, including Maslow's hierarchy of needs model, Herzberg's two-factor theory, McGregor's Theory X and Theory Y, McClelland's need for power (nPow), need for achievement (nAch) and need for affiliation (nAff), Vroom's Expectancy Theory, among others (Daft & Marcic, 2008:404–426) provide important information about ways in which workers can be energised to put forth productive effort.
- Studies of communication provide direction as to how managers can effectively and persuasively communicate, further information provided by Daft and Marcic (2008:426).

Studies of leadership (including theories, styles and practices, among others) provide answers to questions of leadership (Robbins & DeCenzo, 2008:292–320).

## 2.6.5 Controlling

### 2.6.5.1 *What is control?*

Control is described by Robbins *et al.* (2013:370) as the process of establishing and implementing mechanisms to ensure that the organisation achieves its objectives. This indicates that control cannot be universal, it has to fit the situation. The control mechanisms used to ensure that the objectives of school A are achieved, cannot be replicated to school B without modifications. This indicates that school situations differ and therefore the performance measure of control in school A will not be the same as that of school B. According to Robbins and DeCenzo (2008:356) school Principals cannot be expected to know whether their units (departments) are performing properly until they have evaluated the activities being performed by such departments. This is done or should be done by comparing the actual performance with the desired standard.

### 2.6.5.2 *Types of control*

Robbins and DeCenzo (2008:362–363) identified the following types of control:

- **Feedforward control (preliminary control)** – This is designed to anticipate and prevent possible problems. The major difference between the successful and unsuccessful school managers (i.e. school Principals) is the ability to anticipate and prevent problems before they occur, rather than solving them (problems) after they have occurred. Standing plans are designed to control educators' and learners' behaviour in recurring situations to prevent problems, while contingency plans inform educators and learners what to do if problems occur.
- **Concurrent control** – This is the type of action taken when inputs are transformed into outputs to ensure that standards are met. The key to success is quality control and therefore, common tests are used in schools to ensure that quality teaching is not compromised.
- **Feedback control** – This kind of control takes place after an action. Two sub-controls are used here, namely:



- **Rework control** – Action used to fix output where feedforward and concurrent control have failed. In the school situation this will refer to the re-emphasis of sections of the curriculum where learners' performance was not satisfactory; and
- **Damage control** – Action taken to minimise negative impacts on schools' stakeholders due to faulty outputs.

An important part of the control process is the feedback loop for stakeholders. In order to satisfy stakeholders' needs, tests (products) should be improved continually. Feedbacks provided by educators to learners, and that provided by educators interdepartmentally (i.e. information shared by educators within one department) and intradepartmentally (i.e. information shared by educators from different departments within one school, and that feedback between a department and management) help to continually improve the quality of tests.

The importance of feedback over feedforward and concurrent controls are the following, according to Robbins and DeCenzo (2008:363):

- It provides heads of departments with meaningful information on the effectiveness of their planning. Where there is little or no variance between the standard and actual performance, there is evidence to indicate that planning was on target. If the deviation is great, there is evidence to indicate that planning was not on target and the heads of the departments (HoDs) affected will have to plan for rework.
- Feedback enhances motivation in the sense that when educators and learners know how well they perform, they are motivated. When they do not do well, deviations should be identified and corrected.

#### 2.6.5.3 *Steps in the control process*

There are steps to follow in the process of controlling. Daft and Marcic (2008: 508–510) identified the following key steps, namely establish standards, measure performance, compare performance to standards, and make corrections where necessary. Table 2.2 below illustrates steps of this process:

## Step 1: Establish standards of performance

The first step in control is to establish standards and methods for measuring performance periodically. Control start at the planning stage, and this planning should clearly indicate outcomes, which should also indicate the standards or norms set. Guiding standards could be directed by questions such as:

How often should learners be assessed? How many informal tasks should learners write in a week? How many formal tasks should be written in a term? Is the pace-setter adhered to?

- How does an educator manage content coverage?
- How much financial input is needed to achieve outcomes?
- Of importance, is to realise that outcomes should be specific (clear, not vague – there should be no doubts as to what is expected), measurable (be stated in terms of numbers of units or percentages where possible – for example increase number of bachelors to 30), achievable (outcomes should be such that they are obtainable under circumstances), reasonable (outcomes should make sense of what is expected), and time-bound (there should be time limits).

**Table 2.2:** Illustration of steps in the control process

Steps	Description of the step	What to do in this step?
1	Establish standards and means of performance	<ul style="list-style-type: none"><li>• Provide planning.</li><li>• Allocate resources.</li><li>• Indicate outcomes.</li><li>• Set necessary standards or norms.</li></ul>
2	Measure actual performance	<ul style="list-style-type: none"><li>• Collect reliable information.</li><li>• Minimise time between collection and comparison.</li></ul>
3	Compare performance to standards	<ul style="list-style-type: none"><li>• Evaluate disparities between actual performance and set standards, if there are any.</li><li>• Identify the causes of disparities.</li><li>• Analyse the causes focusing on the problem and not on the person.</li></ul>

contd./...

4	Taking corrective action	<ul style="list-style-type: none"> <li>• Improve on standards.</li> <li>• Ensure that deviations do not occur.</li> <li>• Ensure that performance standards are realistic.</li> <li>• Revise planning.</li> <li>• Revise allocation of resources.</li> </ul>
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**Source:** Daft and Marcic (2008:507)

### **Step 2: Measuring actual performance**

According to Robbins and DeCenzo (2008:358–359) information about actual performance should be collected through reports (whether statistical, oral or written) and observations to ensure that it is reliable. If information collected is not verified to be correct, control will not be effective. The time lapse between performance and measurement should be minimised so that deviations may be spotted as early as possible.

### **Step 3: Evaluate performance**

Disparities between actual performance and standards set are compared. Comparing a standard to performance means that an educational leader looks to find out why performance was less than expected. Focus should be on the cause rather than on the person. According to Daft and Marcic (2008, 509) focusing on the person is not productive, it demotivates and deflects attention away from analysing a problem. During analysis of a problem it should be noted that some causes may be obvious and others may be so obscured that they cannot be identified easily. Daft and Marcic (2008:510) conclude that effective management involves subjective judgment and staff discussions, as well as objective analysis of performance data.

### **Step 4: Take corrective action**

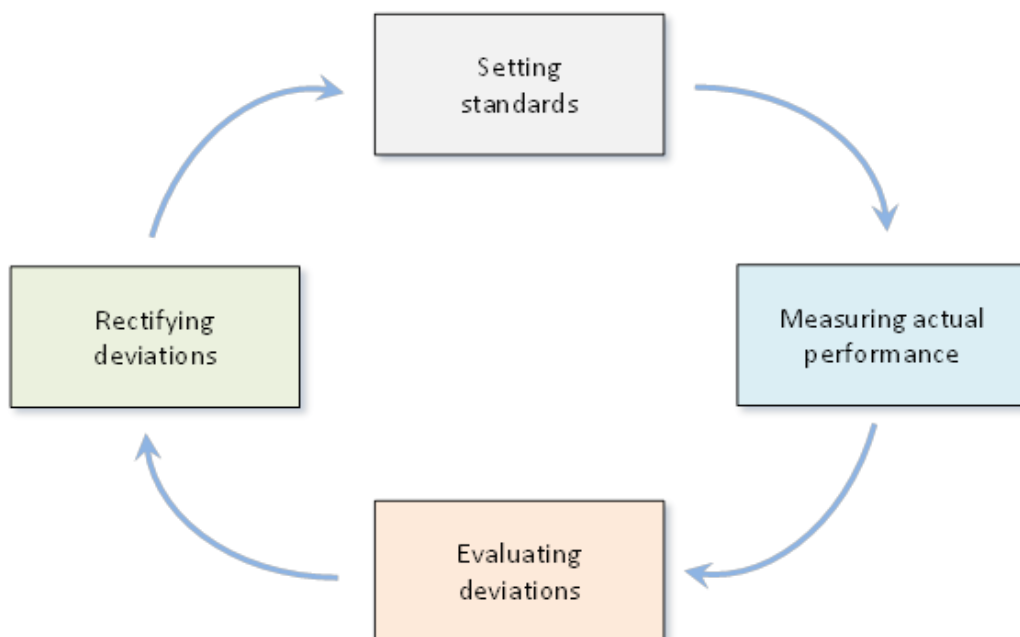
The basic approach to corrective action is to take steps to achieve performance standards, to improve on them, and to ensure that they do not recur. If actual performance tally with the standards set, no corrective action is required. However, Daft (2012, 566) warned the school managers that at this stage they should not relax, but reinforce the behaviour by rewarding the staff for the work well done. If performance does not tally with standards set, there are possible

actions to be taken. Robbins and DeCenzo (2008, 361) identified these actions as follows:

- To improve on the actual performance to reach desired standards
- To revise strategies to reach desired standards
- To lower or raise performance standards to make them realistic in accordance with prevailing conditions

#### 2.6.5.4 The control process

Smit *et al.* (2007:388) describe control process as a cycle composed of four steps, namely; setting standards, measuring actual performance, evaluating deviations and rectifying deviations, as Figure 2.7 below indicates. Therefore, control process is a means whereby management ensures that the organisation's objectives are realised or that the organisation's actual performance is in line with predetermined standards. If there are deviations, they are rectified and put in line with the set standards, if they are in line when evaluated, no correction is needed. With control, management ensures that all organisation's resources are deployed to achieve the organisation's mission and goals. Figure 2.7 below, illustrates four steps of this process.



**Figure 2.7:** The control process

**Source:** Adapted from Smit *et al.* (2007:389)

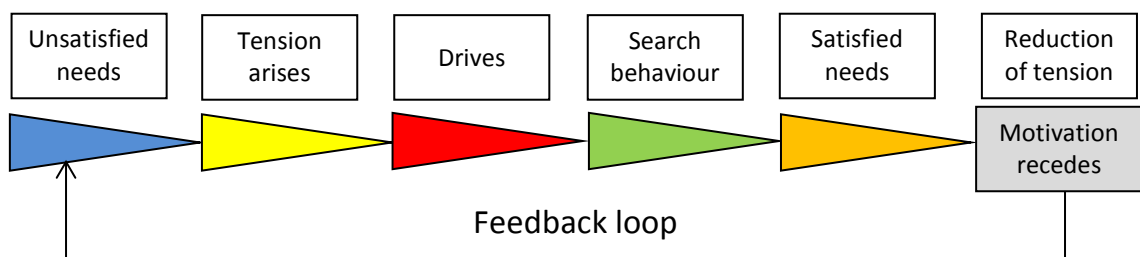
## 2.7 FACTORS THAT SUPPORT EFFECTIVE LEADERSHIP STYLES IN SCHOOLS

### 2.7.1 Motivation

#### 2.7.1.1 What is motivation?

Motivation is described by Grobler, Wörnich, Carrel, Elbert and Hatfield (2011: 237) as the force that energises human beings, to behave in a certain manner and persists to do so even in the face of one or more obstacles, with the ultimate aim of achieving organisational objectives. Motivation is therefore the driving force, behind performance. Steyn and Van Niekerk (2005:141) add that motivation has more to do with incentives, needs, tensions, and other forces within (internal motivation) and outside (external motivation) human beings that energise, channel and sustain human behaviour.

#### 2.7.1.2 Motivation process



**Figure 2.8:** Motivation process

**Source:** Adapted from Robbins and Coulter (2013:425)

Figure 2.8 above, depicts a motivation process. According to Robbins and Coulter (2013:425), the figure illustrates that, what triggers motivation is the need that arises, either within or outside the individual. Tension is then created. The individual's eagerness to satisfy this need creates motivation which drives the behaviour of the individual concerned to behave in a particular manner. Once the need is satisfied, tension is reduced and motivation recedes. In a school situation this need should be related to school's objectives, so that the search for the satisfaction of it, leads to the attainment of school's objectives. A feedback is created where dissatisfaction is the outcome of motivation and where another need arises from a satisfied process. For example, if a school attains desired overall average results of 70% in Grade 12, and the new need

arises where the school desires to obtain 85% pass rate, this becomes a new need and the motivation process will restart all over again. The role of the effective Principal is to understand what motivates their staff members in order to perform better.

### *2.7.1.3 Motivation theories*

There are two types of motivation theories, namely content and process theories.

## **CONTENT THEORIES**

Content theories are described by Mullins (2011:426) as those theories that are concerned with identifying people's needs and their relative strengths, and the goals they pursue in order to satisfy these needs. According to Mullins (in Luthans, 2011:260), Content theories emphasise the nature of needs and what motivates. Examples of major content theories are:

- Maslow's hierarchy of needs;
- McGregor's theory;
- Alderfer's need hierarchy;
- Herzberg's two-factor theory; and
- McClelland's achievement motivation.

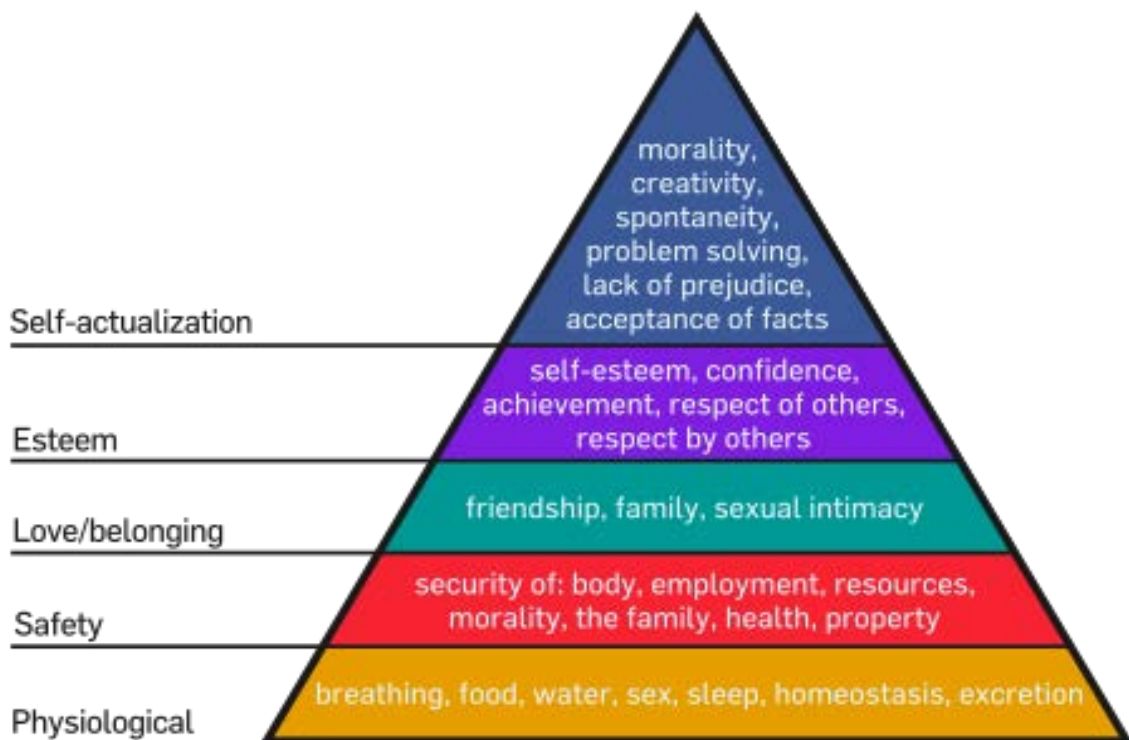
## **MASLOW'S HIERARCHY OF NEEDS MODEL**

Maslow (in Steyn & Van Niekerk, 2005:144) identified five-step hierarchy of needs model as follows, as figure 2.9 below illustrates:

- **Physiological needs** – These include food, air and sleep, among others as appearing on the figure below. These are necessary for the normal functioning of the body.
- **Safety needs** – These include protection from attacks, emotional harm and other needs as shown on the diagram below.
- **Love or social or belonging needs** – These include affection, sense of belonging, among others.
- **Esteem needs** – Such as self-respect and esteem for others.

- **Self-actualisation needs** – Such as growth, achieving one’s potential, and others as indicated on the diagram.

According to Maslow (in Robbins & Coulter, 2013:426) only an unsatisfied need motivates the worker, and a satisfied need does not motivate the worker. Once a need on the lower level is satisfied, the need on the next level of hierarchy becomes dominant. Maslow (in Robbins & Coulter, 2013:427) himself did indicate that the satisfaction of needs on these levels should not follow each other in the order as they are labelled on the hierarchy (refer to Figure 2.9 below).



**Figure 2.9:** Illustration of Maslow’s hierarchy of needs

**Source:** Adapted from Mullins (2011:261–263)

### **Application of Maslow’s hierarchy of needs in schools**

- **Physiological needs** - School Principals should ensure that schools have breaks for food and drinks, and that toilets are available. In this way, teachers are able to concentrate on their work and not be distracted by bodily needs.

- **Safety needs** - Principals should ensure that schools are free from weapons, and that teachers' salaries are paid to allow them to plan for their other needs like buying cars, and houses. This will help teachers pay more attention on the achievements of school objectives than to concentrate on the safety needs.
- **Love needs** - Principals should ensure that there is a sense of social belonging within the schools. Making teachers feel that they are cared for when they are in bereavements and that they are loved when they celebrate for academic achievements and marital celebrations, enable them to work as one team and family. This motivates them to achieve school objectives as a team.
- **Esteem needs** - Principals should ensure that they acknowledge excellent performance by teachers, like awarding best teachers of the year with trophies and certificates. Positive awards like trophies and certificates, are well-known for motivating employees to perform at highest levels (Amos, Ristow, Ristow & Pearse, 2008:179).
- **Self-actualisation** - Principals should afford teachers the abilities to fulfil their unique potentials and talents by conducting the school choir, coaching the school soccer team, leading the school athletic team, among others.

## **McGREGOR'S THEORY**

McGregor (Robbins & DeCenzo, 2008:268) proposed two distinct views of the nature of human beings; namely

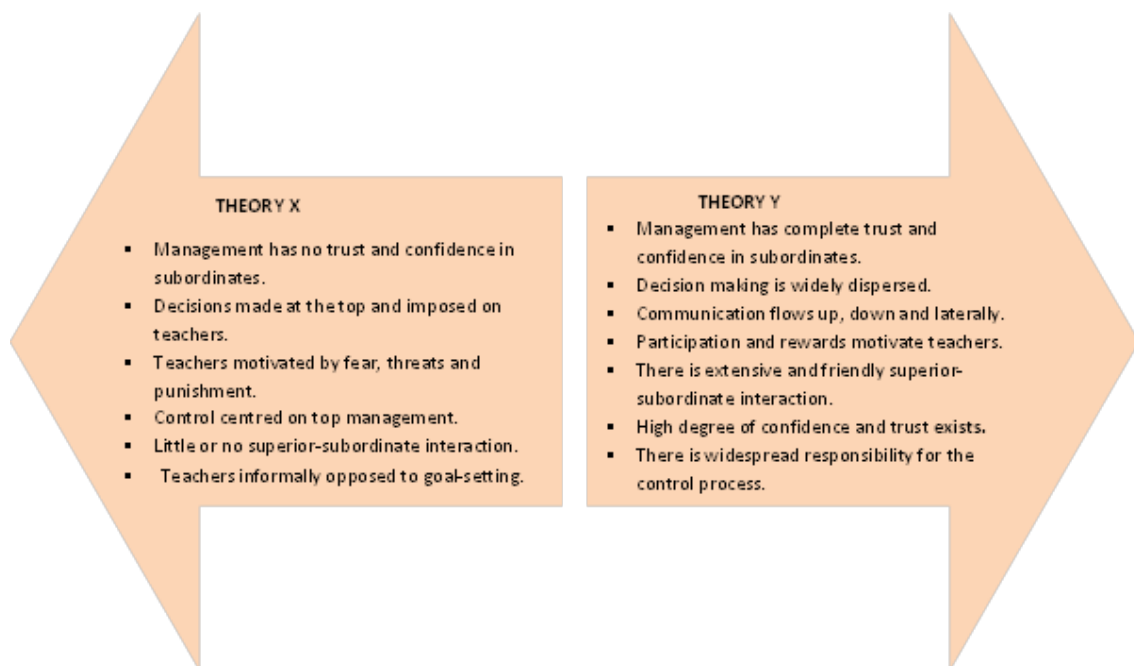
- A negative Theory X which assumes that employees dislike work, are lazy, inclined to avoid responsibility and must be coerced to work. This theory is based on Maslow's physiological and safety needs, and assumes that the aforementioned needs dominate the individual.
- The second assumption is a positive Theory Y, which is based on Maslow's social and esteem needs. McGregor's (Robbins & DeCenzo, 2008:268) assumption is that employees are creative, enjoy work, need responsibility and exercise self-direction. In this regard McGregor suggested that by



allowing employees to participate in decision making, responsible, highly demanding and challenging jobs, and constructive group relations would maximise work effort.

Steyn and Van Niekerk (2005:150–151) summed up the application of McGregor's theory this way:

- Theory X (Figure 2.10 below) assumes that the staff does not have the potential to work without supervision, control and direction. There is no participation in decision making processes, and the Principal decides what to do. When to do it? How to do it? This type of management can be suitable for newly appointed teachers and those of the teachers who need regular supervision to do their work. Teachers are motivated by fear, threats and punishment.
- Theory Y (Figure 2.10 below) assumes that teachers are professionals, have the ability to do work on their own. Teachers are committed to the attainment of the school's objectives, and are highly motivated, and are allowed to participate in decision making processes.



**Figure 2.10:** Illustration of divergent views of McGregor's Theory X and Y  
**Source:** Adapted from Owens (2001:71)

## **ALDERFER'S ERG MODEL**

Alderfer (in Mullins, 2011:430) condensed Maslow's five-step into three steps, namely:

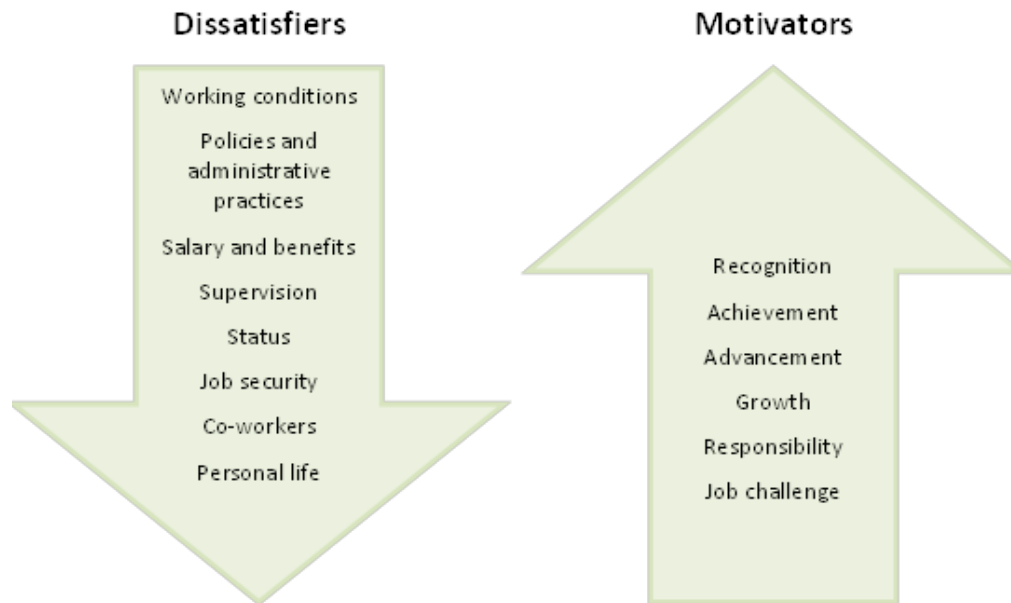
- **Existence needs** which are concerned with sustenance of human existence including Maslow's physiological and safety needs.
- **Relatedness needs** are concerned with the relationships to the social environments and include needs of love, belonging, affiliation, and interpersonal relationships.
- **Growth needs** cover the development of potential, self-esteem and self-actualisation.

Both Maslow and Alderfer (Mullins, 2011:431) converged that individuals progressed through the satisfaction of needs from physiological level, to growth level. Unlike Maslow, Alderfer (in Mullins, 2011:432) suggested that needs are continuum rather than hierarchical. Their other difference lie in the fact that according to the ERG theory, needs on the lower level do not have to be satisfied before a higher need on the next level emerges.

Maslow's needs application is also applicable in this case. Most notable of Alderfer's (in Amos *et al.*, 2008:180) model is the fact that, if need satisfaction does not happen, frustration occurs. This model, therefore, alerts the school managers to be able to identify the cause of frustration among teachers.

## **HERZBERG'S TWO-FACTOR THEORY**

Herzberg (in Robbins & Coulter, 2013:427) provided hygiene factors and motivators, as Figure 2.11 below, illustrates. Hygiene or maintenance factors are factors that eliminate job dissatisfaction but do not motivate and are extrinsic to the job itself, whereas motivators are factors that increase job satisfaction and are motivators. Herzberg (Robbins & Coulter, 2013:428) further stated that the opposite of satisfaction is not dissatisfaction, but 'no satisfaction' and the opposite of dissatisfaction is not satisfaction, but 'no dissatisfaction.'



**Figure 2.11:** Illustration of Herzberg's dissatisfiers and motivators

**Source:** Adapted from Mullins (2011:432)

Effective school managers should ensure that teachers take part in the formulation of the school policies, such that they (policies) do not contain provisions that result in staff dissatisfaction. The working environment created should be such that it is conducive for effective teaching and learning. Amos *et al.* (2008: 182) provided the following applications that school managers should take into considerations:

- Always involve teachers in decision making processes. In doing this, school managers should ensure that other teachers' contributions are not suppressed by those who always dominate the discussions.
- Recognise and praise work well done.
- Set, together with teachers, challenging but achievable objectives.
- Focus on the contents of the job, as well as working environment.
- Always provide feedback to teachers.
- Make teachers feel valued, and that they (teachers) are personally responsible and accountable for their school work.

### **McCLELLAND'S ACHIEVEMENT THEORY**

This approach, according to Smit *et al.* (2007:346) is also known as Acquired needs model. It provides that people acquire some needs in their interaction

with the environment. These needs have been identified by Smit *et al.* (2007: 347) as:

- **The need for achieve (nAch)** refers to the need to excel, and to strive to succeed. Achievers prefer jobs that are challenging, offer personal satisfaction, moderately risky and jobs on which they will get feedback. According to Mullins (2011:268), feedback is important because the feeling of success strengthens the desire to attain higher levels of performance.
- **The need for Affiliation (nAff)** refers to the desire for being friendly, to be liked and to be accepted by others, and to form interpersonal relationships. Robbins and DeCenzo (2008:271) provided that people with high need for Affiliation (nAff) prefer cooperative situations rather than competitive ones, and prefer relationships involving a high degree of mutual understanding.
- **The need for Power (nPow)** is the desire to be influential, and the need to make others behave in a way that they would not have behaved otherwise. People with the need for power, always strive to be dominant of others, competitive and are also status-oriented.

What McClelland (Robbins & DeCenzo, 2008:271) suggested for the schools, as organisations, was the following:

- Effective school managers need to be successful school leaders, and they should therefore, possess a high need for power in order to influence teachers.
- Amos *et al.* (2008:183) added that some needs are learned. The implication for this is that school managers can use training and development as interventions to develop needs that are necessary and compatible with the resources of the school.

## **PROCESS THEORIES**

Process theories are described by Mullins (2011:435) as those theories that attempt to identify the relationships among dynamic variables which make up

motivation and the actions required to influence behaviour and actions. In the description of Amos *et al.* (2008:183), they are process theories because they provide the process by which behaviour is initiated, guided, sustained and terminated. The following theories have been identified by Mullins (2006:269–278); Cassidy and Kreitner (2008:318–319) and Robbins and Coulter (2013: 398–406) as process, namely:

- Expectancy model
- Equity theory
- Goal theory
- Attribution theory
- Reinforcement theory

### **EXPECTANCY MODEL**

Expectancy theory provides that people are influenced by the expected results of their actions. Smit *et al.* (2007:347) stated that for the individual to perform, he or she should perceive the relationship between the following:

- Reward(s) to receive, and
- Performance expected to be rewarded.

Mullins (2011:269) added the third requirement, the availability of reward(s), i.e. that the reward(s) should actually be available, and not just be expected.

The relationships among the requirements, strengthens what Mullins (in Smit *et al.*, 2007:348) referred to as ‘motivational link.’ In this instance, performance depends on the expectation regarding effort expended and the desired outcome to achieve. The desire for promotion will result in high performance, provided the worker believes that there is a strong expectation that he or she will be promoted. Alternatively, there will be no motivation to increase performance, if the envisaged promotion is based solely on sex and race, (and the worker is of different sex or race – due to implementation of Affirmative Action Policy) or even seniority.

One of the well-known researchers of this theory, Vroom (in Amos *et al.*, 2008:187), based his studies on three variables, viz. valence, instrumentality and expectancy.

- **Valence** – This refers to the value that the individual attaches to various work outcomes. For the teacher to be motivated, he or she must value the outcomes that he or she will receive by working overtime and produce more distinctions in his subject.
- **Instrumentality** – This refers to the degree to which an individual believes that a certain level of performance will lead to the attainment of desired outcomes. If the teacher believes that by increasing the number of distinctions, he or she will be rated high on the performance appraisal returns (Integrated Quality Management System – IQMS) and ultimately receive a bonus, his or her instrumentality will be high. His or her instrumentality will be low, if he or she believes that he or she will be rated low on performance appraisal forms and not receive bonus even if he or she increases the number of distinctions in his or her subject.
- **Expectancy** – The belief that a particular level of performance will follow a particular level of effort. If a teacher believes that by working overtime with learners, he or she will be able to produce a number of distinctions in his or her subject, this creates high motivation. If the expectation is low, it does not create motivation.

The implication for this theory of education, is to indicate to circuits, districts and provincial departments of education that rewards should be linked to performance of individual teachers as reflected by learners' performance. The awards of laptops, printers and cash bonuses could also be extended to educators' performance as well, to acknowledge teacher's performance.

## **EQUITY THEORY**

Equity theory is focused on people's feelings of how they are treated in a school (organisation) in comparison with the treatment received by others. Smit *et al.* (2007:348) split reward(s) into two parts; namely

- **Inputs**, for example effort, experience, qualifications, seniority, status, amongst others; and
- **Outputs**, for example praise, recognition, salary, promotion, bonus pay, among others.

The 'comparable worker' is then brought into the scene. A 'comparable worker' in education is the Principal or a Deputy Principal or an HoD in another school who is 'perceived' to have the same qualifications, experience, among other inputs, and who does the same job. The differences (referred to as equity or inequity) between these workers, if there are any, lead to three conclusions, which either motivates or demotivates; namely

- One of the two is under-rewarded, or
- Over-rewarded, or
- Equitably rewarded.

Adams (in Mullins, 2011:275–276) and Amos *et al.* (2008:185) identified six consequences of inequity as:

- Reducing work performance;
- Complaining to management;
- Resigning or absenting oneself from work;
- Change the comparable worker;
- Rationalising the comparable worker's inputs and outputs;
- Persuade management to increase the workload of a comparable worker.

In the education sector, the issue of payment of salaries is the competence and the responsibility of the Department of Education, so there is uniformity or there should be uniformity in this regard. At the school level, the issue to consider for management, is the scoring of individual teacher's performance with regard to Integrated Quality Management System (IQMS). In this case, communication from school, circuit and district should be so clear that rating scores should mirror a person's performance. Where deviations could not be avoided, a clear explanation of the differences should be given to the complainant, to convince

him or her of inequity. Documentation to support inequity is indispensable and should therefore, be available to all stakeholders upon request at all times.

## **GOAL-SETTING THEORY**

Goal-setting theory, according to Amos *et al.*, (2008:186), focuses on the intentions that the individual person has in accomplishing a task. Robbins, Locke and Latham (in Amos *et al.*, 2008:187) pointed out that in this theory the sources of motivation are undoubtedly the goals and objectives that the individual person wants to achieve when he or she accomplishes a task. Locke and Latham (Cassidy & Kreitner, 2008:320) were able to indicate that for the goals to motivate, they (goals) should be specific, difficult but achievable and allow individuals to participate in the goal-setting process:

- **Specificity** – Refers to the fact that goals should be measurable, specific, clear and challenging. Such kinds of goals encourage individuals to attain more difficult levels of achievement.
- **Difficulty** – Goals should be difficult enough to be challenging, but not impossible to achieve. Easy goals are not challenging, and impossible goals hamper performance.
- **Participation** – Participating in the goal-setting process gives individuals personal ownership. Feedback, which is central to participation, helps individuals to know if they are still on the right track, or whether corrective action is required to reach a goal.

In applying goal-setting to the work situation, the specific goal to set will not be to tell teachers to 'do their best' or 'do better than last year' (refer to Cassidy & Kreitner, 2008:320) in improving Grade results, but to specifically indicate to teachers what target performance is expected. Luthans (2011:185) strongly warn management to express defined goals in terms of numbers, percentages, and dates. Therefore, a target percentage like 85% is specific. Though 85% pass may appear difficult, it is challenging and achievable. Such a goal-setting process should not be imposed by leadership of the school onto the staff, but all staff members together with school leadership should take part in the goal-



setting process to instil a sense of ownership to the processes. Feedback from tests, assignments, projects and other tasks completed will indicate whether the set 85% target is achievable or a corrective action is required to reach a goal. School-based moderation by senior teachers, heads of departments (HoDs), Deputy Principals and Principals should indicate whether the school is within reach of what is expected or whether a corrective action is needed to reach 85% agreed upon.

## **ATTRIBUTION THEORY**

Attribution is described by Mullins (2011:237) as the process of interpreting someone's perceived behaviour. Luthans (2011:173) adds to this description that "it is the cognitive process by which people draw conclusions about the factors that influence or make sense of one another's behaviour". Two types of attributions have been identified by Heider (Mullins, 2011:237), the initiator of the theory, as internal and external attributions.

- Internal or dispositional attributions ascribe to a person's behaviour to internal factors such as personality traits, ability, motivation, effort or fatigue.
- External or situational attributions ascribe to a person's behaviour to external such as equipment, weather, organisational rules and policies, the influence from others, for example superiors, peers, neighbours, among others.

Heider (in Mullins, 2006:238) was able to indicate that both internal and external forces combine additively to determine the perceived, and not actual, behaviour. He used *locus* of control to indicate that:

- employees with internal *locus* of control feel that they are personally responsible for the outcomes through their own ability, skill, and effort;
- whereas employees with external *locus* of control feel that their outcomes are beyond their control. This latter group of employees feels that external forces such as luck, task difficulty, control their outcomes.

While we acknowledge the importance and influence of the situation in which the schools find themselves, school leadership should accept that it is responsible for the creation of the climate that is conducive to effective teaching and effective learning in the school. Teachers should also take the responsibility of achieving set outcomes in their subjects. This acceptability of responsibility by the schools' leadership, teachers and ultimately learners, is an indication that schools' role players have internal *locus* of control.

Other attributions identified by social psychologist researchers (Luthans, 2011: 176–177) for the Principals to take note of, are the fundamental attribution error and self-serving bias; the following discussion is a clarification of what they mean:

- People with fundamental attribution error, tend to ignore powerful situational forces when explaining other's behaviour. People tend to attribute personal factors such as intelligence, ability, skill, motivation, attitudes, among others even when it is clear that the situation or circumstances caused the person to behave the way he or she did, or the other way round, i.e. people attributing others' behaviour to situational or circumstances even where it is very clear that personal factors caused that person to behave the way he or she did.
- People with self-serving bias tend to readily accept credit of successes to themselves and yet often attribute failure to the situation or circumstances or to someone else. When something goes wrong at the school, for example when the school fails to reach its set target with Grade 12 results, the Principal puts the blame on the poor attitudes of the teachers. It remains so as far as the Principal is personally concerned. This is also true of the teachers, they put the blame on the inability of the Principal to lead. If something goes well at the school, the Principal makes personal attributions for himself or herself and situational attributions for the teachers. This conflicting attribution biases among Principals and staff, happens in primary as well as in secondary schools in the Waterberg District. Suggested efforts by Luthans (2011:178) to reduce these divergent perceptions among Principals and staff are, among others:

- increased interpersonal interaction,
- open communication channels and workshops, and
- team-building sessions devoted to reducing attributional errors.

## **REINFORCEMENT THEORY**

Although Skinner's (in Amos *et al.*, 2008:184) reinforcement theory is a learning approach, it provides insight into what influences behaviour. Skinner was able to indicate that behaviour can be conditioned by the following:

- **Extrinsic rewards** such as pay, benefits, praise
- **Intrinsic rewards** such as satisfaction
- **Negative reinforcements** such as the removal of an adverse consequence
- **Positive reinforcements** such as the attainment of a desirable and valued result
- **Punishment** (use of negative consequence)
- **Extinction** (the withdrawal of a positive desirable consequence valued by the worker)

In order to influence behaviour at work, the school leadership can organise Award Ceremonies timeously to acknowledge those teachers and learners at school level, while the Circuit and the District leadership can organise their own Annual Award Ceremonies. Some day-to-day responses or lack of responses encourage or discourage the repetition of such teachers' behaviours. Keeping silent on day-to-day performances is not encouraging higher levels of performance, since teachers and learners do not know whether they were in line with what is expected of them and, whether that performance should be repeated or not.

It is clear from the above discussion on motivation that effective school Principals should take the needs of individual teachers into consideration. The School Management Team should be encouraged by the Principal to develop policies that will accommodate teachers' diversity, maintain working conditions that motivates teachers to perform well, promote those teachers who deserve to be promoted, recommend payment of bonuses for good performance, request for

awards from the business community and award good performance, among others.

## **2.7.2 Management by objectives (MBO)**

A participative approach to the managerial functions of planning, organising, leading and controlling, is a process called management by objectives (MBO). It has been introduced by Peter Drucker (in Mullins, 2011:468) in 1954 and adopted by McGregor (in Mullins, 2011:468), as a means of goal-setting, appraisal of managerial performance and self-assessment. Robbins and DeCenzo (2008:77) stated that “instead of using goals to control, MBO uses them to motivate”.

### *2.7.2.1 What is MBO?*

Robbins and DeCenzo (2008:77) describe MBO as “a system in which specific performance objectives are jointly determined by subordinates and their supervisors, progress toward objectives is periodically reviewed, and rewards are allocated on the basis of that progress”. MBO programmes are widely used in public as well as the private organisational settings. Cassidy and Kreitner (2008:242) believe that what makes these programmes so popular, is that they lay emphasis on the objectives that are specific, measurable and that they are jointly set. Objectives are jointly set by both lower-unit managers and highest-unit managers, therefore they (objectives) work from bottom up as well as well as from top down. For Robbins and DeCenzo (2008:77), the assumption drawn here is that since each individual within the organisation has identified his or her specific contribution to make, the unit’s objectives will be met. If all units’ objectives are met, the organisation’s overall objectives will be met.

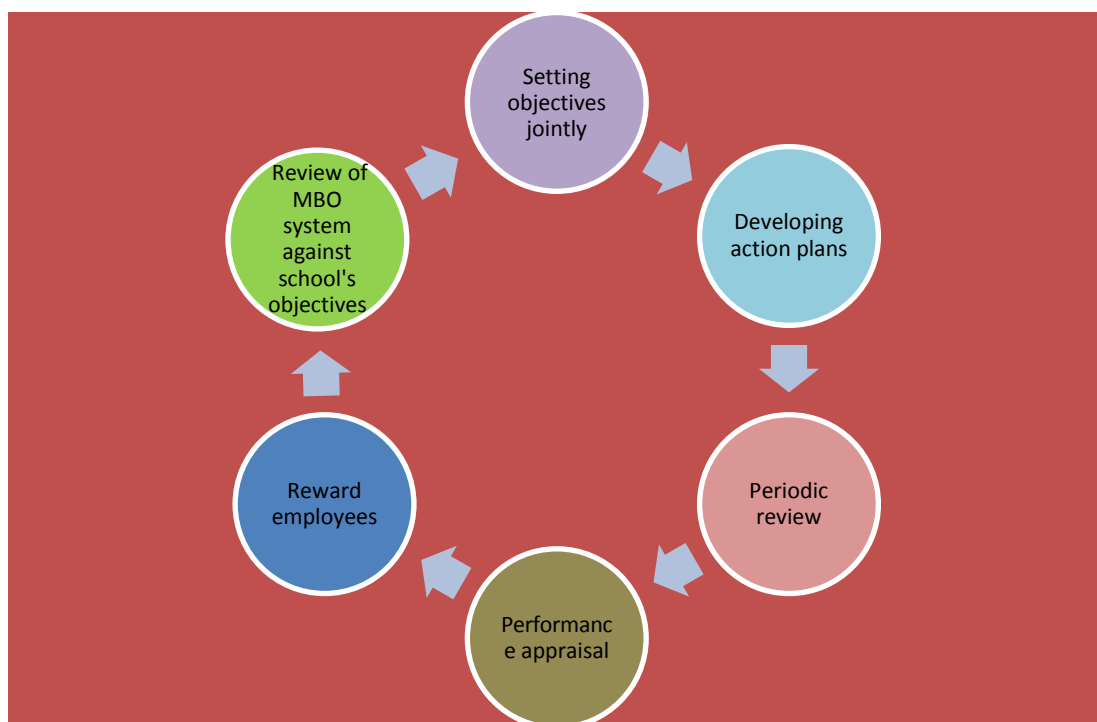
### *2.7.2.2 The cycle of MBO*

Mullins (2011:468) was able to identify six stages that form an MBO cycle as follows:

- **Setting objectives** – All school’s objectives are written down. Objectives should be specific, clear, obtainable and measurable. The setting starts from the top management of the school derived from the National down to

the Provincial and lastly to the District objectives. The process filters down, one layer at a time. All employees at the school are involved, no school manager is allowed to dominate the process (Cassidy & Kreitner, 2008: 242). The role of the effective Principal is to relate and clarify the objectives to the staff, who should incorporate these objectives in their annual plans and be implemented in their daily activities. It should be indicated clearly by the Principal that the achievement of objectives by each individual teacher, is ultimately the achievement of the whole school's objectives.

- **Developing action plans** – Heads of Departments and senior teachers translate set objectives in the setting objectives stage mentioned above; into action statements in participative way. The Principal and the Deputy-Principals ensure that Heads of Departments' plans complement one another and that they are in line with the overall objectives of the school. Mullins (2011:468) indicated that where there are more than objectives: prioritise and rank them in order of importance. The role of the effective Principal is to help the staff in prioritising these objectives so that all staff members are working towards achieving the same objectives.



**Figure 2.12:** MBO cycle

**Source:** Adapted from Mullins (2011:468)

- **Periodic review** – When plans are put into action, performance is monitored against action statements, made during the stage of developing action plans. Cassidy and Kreitner (2008:243) recommended face-to-face review meetings between the school Principals and their staff members once in the interval of three months. A shorter period may be recommended where possible. These meetings should be conducted for the purposes of:
  - Checking the validity of sets of objectives, in view of unexpected events.
  - Amending objectives that have turned obsolete.
  - Checking progress towards valid objectives.
  - Affording school managers the opportunity to give constructive developmental feedback.

These review meetings are important to ensure that targets are not missed, and misunderstandings are clarified. The role of the effective Principal is to ensure that supervisors are briefed first before they hold review meetings with their supervisees, so that they approach individual supervisees with a common understanding of the school's objectives. At these review meetings, objectives already attained are identified by both the supervisor and the supervisee, the extent of attainment indicated by supervisees, and indications made as to when and how to attain those objectives not yet attained. Challenges hampering progress are also identified and possible solutions are devised.

- **Performance appraisal** – Toward the end of a complete MBO cycle evaluate performance against the previously agreed-upon objectives in the setting objectives stage, as expressed by Cassidy and Kreitner (2008:244). Supervisors, acting on behalf of the Principal, rate and score objectives according to evidence of performance. Ratings are agreed upon by both the supervisor and the supervisee and recommendations for percentages of payments and increments of salary are openly set.
- **Rewarding performance** – Pay employees according to the rating of objectives. Management should ensure that every employee is rewarded before a new cycle is commenced. If payment is not done on time, reasons should be given to employees, so that they (employees) should not regard

this exercise as futile (Mullins, 2011:469). It is the role of the effective Principal or the HoDs on behalf of the Principal, to make follow-ups to these payments, and the staff members should also inform the Principal or the HoDs, where payments are made directly through their banking institutions.

- **Overall review** – A review of the whole MBO cycle is done to assess its fairness in rating, whether there are modifications to make, especially in rating performance. Robbins and DeCenzo (2008:79) regard this stage as the control phase of the MBO cycle. The main purpose during this phase, is to find a common cause of bettering a way of representing actual performance in terms numbers for objectives on planning. The role of the Principal and the School Management Team is to ensure that the whole MBO cycle is reviewed to perfect the previous one.

From the above information, it is clear that the school as an organisation, cannot be effective unless the Principal and his or her school management team set clear and achievable objectives in their sphere of operation. To fulfil this process, the Principal must involve other relevant stakeholders in decision making so as to enhance the effectiveness of the school and leadership.

Besides MBO cycle, there are also MBO facilitation guidelines, as indicated in Table 2.3 below:

**Table 2.3:** Guidelines for facilitation of MBO

Guidelines	Responsibilities
Identify an employee's key job tasks.	<ul style="list-style-type: none"> <li>• Define what you want your employees to accomplish.</li> <li>• Request each employee to describe his/her job responsibilities.</li> </ul>
Establish specific and challenging goal for each task.	<ul style="list-style-type: none"> <li>• Identify the level of performance expected of each employee.</li> <li>• Specify target for each employee.</li> <li>• Specify realistic deadlines for each goal.</li> </ul>
Allow the employee to participate actively.	<ul style="list-style-type: none"> <li>• Give employees tasks that would make them participate.</li> </ul>

contd./...

Prioritise goals.	<ul style="list-style-type: none"> <li>• Rank goal in order of importance.</li> <li>• Rate goals in numbers according to level of difficulty and importance.</li> <li>• Mix goals, i.e. do not set easy ones only.</li> </ul>
Build in feedback mechanisms to assess goal progress.	<ul style="list-style-type: none"> <li>• Provide for self-inspection report.</li> <li>• Provide for supervisor-inspection report.</li> </ul>
Link rewards to goal achievement.	<ul style="list-style-type: none"> <li>• Rate and score objectives in terms of performance.</li> <li>• Emphasise evidence of performance.</li> <li>• Rate and score objectives objectively.</li> <li>• Pay for performance only.</li> </ul>

**Source:** Adapted from Robbins and DeCenzo (2008:79)

### 2.7.2.3 Implication of MBO in schools

The following Table 2.4 will help to tabulate the steps for the application of MBO in schools:

**Table 2.4:** Staff needs and organisational responses

<b>Staff needs</b>	<b>Organisational responses</b>
Tell me what you expect from me.	<ul style="list-style-type: none"> <li>• Clarification of departmental objectives</li> <li>• Establishing priority areas and tasks</li> <li>• Developing improvement plans</li> <li>• Job descriptions</li> </ul>
Give me an opportunity to perform.	<ul style="list-style-type: none"> <li>• Organisational planning</li> <li>• Allocate resources</li> <li>• Delegate authority</li> </ul>
Evaluate my performance.	<ul style="list-style-type: none"> <li>• Control information</li> <li>• Performance reviews</li> <li>• Staff inspection</li> <li>• Management services</li> </ul>
Guide and help where there is a need.	<ul style="list-style-type: none"> <li>• Career development</li> <li>• Performance reviews</li> <li>• Training needs</li> </ul>
Reward my performance.	<ul style="list-style-type: none"> <li>• Performance pay bonus</li> <li>• Potential review</li> <li>• Succession planning</li> <li>• Training</li> </ul>

**Source:** Milondzo (2003:144)



- **What do you expect me to do?**

School leadership is expected to produce results through the assistance of the teaching staff. Both the teacher and the school leadership, whether the Principal or Deputy Principal or the Head of Department should make sure that these expectations are recorded, regularly reviewed and updated where necessary. The expectations should be understood by both the appraiser (the supervisor or Principal or Deputy Principal or Head of Department [leader]) and the appraisee (the teacher). These expectations should be specific, measurable, achievable, reasonable and time bound.

- **Give me an opportunity to perform**

The teacher should be given an opportunity in the form of space, necessary resources like time, to perform freely. Interference should be minimised, because it might be viewed as over-control. At this level the head of department might be delegated to help, if there is a need.

- **Evaluate my performance and let me know how I am performing**

Effective monitoring tools; regular performance reviews should be used to evaluate performance against the set or agreed upon objectives. The teacher should also be allowed to give feedback to indicate whether they feel happy about their performance. An objective feedback will reveal whether there is a need for deviation from the set objectives.

- **Guide and help me where I need it**

This stage is characterised by leadership direction and control, this stage can be better performed by either the head of department or curriculum adviser, who are subject specialists in case the problem at hand is related to a specific subject content. Regular reviews will help the school leadership to decide how best to assist the teacher. If specific skills are required, training may be arranged for personal development. The teacher may also be used to identify training needs.

- **Reward me for my performance**

The school leadership should rate teachers objectively so that performance bonus pay and salary increments are linked to the actual performance. Rewarding of performance in the form of pay and salary increments are motivators and may lead to teachers improving their levels of performance. Negative rewards like demotions for poor performance should be avoided because they demotivate teachers and may lead to resignations and perennial leaves of absence from schools. It is only when performance is extremely unacceptable where referrals for training may be used instead of tangible rewards.

### **2.7.3 Decision making**

#### *2.7.3.1 What is decision making?*

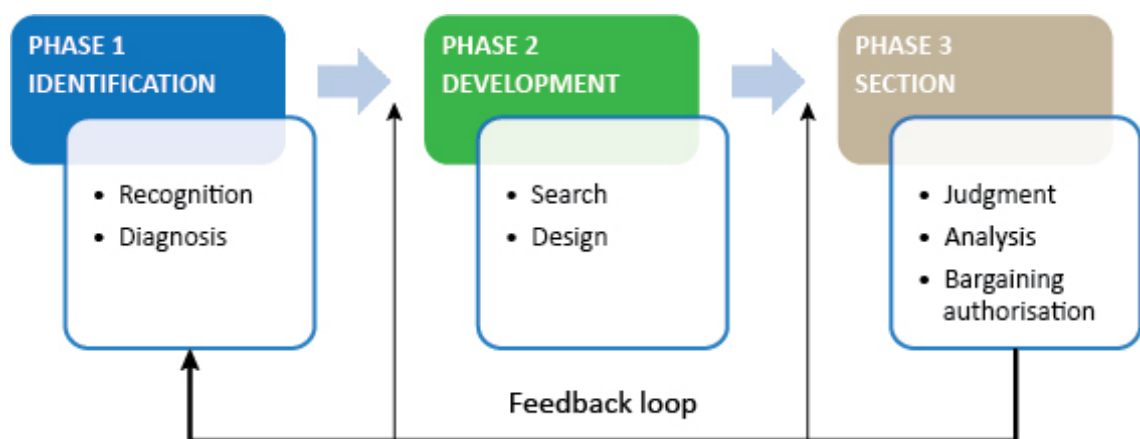
Fred Luthans (2011:259) defined decision making as “choosing between alternatives”. Cassidy and Kreitner (2008:286) describe this further as a “process of identifying and choosing among alternative courses of action in a manner appropriate to the demands of the situation”. Luthans (2011:259) does not indicate whether decision making is an act or a process and does not indicate the relevance of the situation in his explanation. On the other hand, Cassidy and Kreitner (2008:286) are able to indicate that choosing is a process, and that making the right choice should be in line with the demands of the situation. The following is a discussion to clarify a process and demands of the situation, according to Robbins and DeCenzo (2008:101):

Decision making is a process, not an act. It consists of steps (Owens, 2001:270; Cassidy & Kreitner, 2008:298; Robbins & Coulter, 2008:135 and Robbins & DeCenzo 2008:101) or phases (Luthans, 2011:260) beginning with the identification of a problem; which is a discrepancy between an existing and a desired state of affairs, followed by development of an alternative solution, and ending with the evaluation of the effectiveness of the decision.

The demands of the situation require that the decision maker should try to isolate a solution out of a number of alternatives, to fit the demands of the

situation within which the state of affairs prevails. Every problem is unique, and the solution to it should be appropriate to the context within which it is made. For example, in order to accommodate multi-grade teaching at school X, a general timetable was made in such a way that senior phase classes (i.e. Grades 7, 8 and 9) are taken as one class, and taught one subject at the same time facilitated by one teacher. This is possible because school X has a total number of 3 teachers with a total number of 46 learners. This solution cannot be generalised to other schools, where Grade 8 alone has a total number of more than 230 learners.

### 2.7.3.2 Decision-making process



**Figure 2.13:** Decision-making process  
**Source:** Adapted from Luthans (2011:260)

Figure 2.13 illustrates a linear representation of decision making model with three phases. A feedback loop indicates that decision making process is interactive and ongoing, whereby the results of one decision provides new information upon which other decisions can be based (Owens, 2001:270–271). A feedback loop is caused by timing, disagreements among school management team (SMT), management turnover, and abrupt appearance of new alternatives, among others. To indicate that decision making process is ongoing, it is sometimes represented in cyclic models. Each block in Figure 2.13 represents a phase. The following discussion is based on the phases of the decision-making process, as developed by Mintzberg and his colleagues (Luthans, 2011: 260):

## Phase 1: Identification of a problem

The decision making process starts with the identification of a problem. A problem is a discrepancy between an existing and the desired state of affairs. The following hints are important to school managers, as observed by Robbins and Coulter (2013:135):

- **Identification of a problem is subjective.** What one Principal may view as a problem, may not be viewed as a problem by another.
- **A problem should not be confused with symptoms.** A drop in results at a school is an example of a symptom. The root problem to such a symptom might be lack of content coverage, poor examination preparations, teacher dissatisfaction, among others.
- A school Principal, who **mistakenly resolves a wrong problem perfectly**, is likely to **perform as poorly** as the school Principal who **fails to identify the right problem and does nothing**.

Robbins and Coulter (2013:136) have shown that the following characteristics of problems are interrelated, and school managers should consider them in identifying a problem:

- **Be aware of a problem.** If things are not where they should be, a discrepancy exists. If at a school, content coverage in a particular subject is not on par with the prescripts of the official pace-setter, a discrepancy is eminent. But that fact alone is not enough for the Principal to act upon, the following characteristics ought to be considered also.
- **Be under pressure to act.** This related to the possibility of a school manager being pressured into acting on a certain issue at hand. The following are possible reasons a school manager could act under pressure: school policy prescripts, deadlines for submissions and discipline issues.
- **Have resources needed to take action.** If managers do not have authority, information, and resources to act, they may not recognise a discrepancy as

a problem, instead they may regard the situation as the one on which unrealistic expectations are placed on them.

## **Phase 2: Development**

During this phase there is a search for existing procedures or solutions already in place or the design of a new solution. The following decisions are important for school managers:

- Robbins and DeCenzo (2008:109) have indicated that where there is a standardised procedure of handling a problem, the decision is programmed. Such decisions are already stipulated in disciplinary procedures and codes, school policies and rules, among others.
- There are also non-programmed decisions that school managers have to arrive at. Lathans (2011:259) has indicated that designing a new solution is challenging because the decision maker has a “vague idea of the ideal solution”. Such decisions are unique to particular situations and they do not occur often.

## **Phase 3: Selection**

There are three ways of selecting a decision during this phase, as mentioned by Lathans (2011:260), namely; judgment, analysis and bargaining.

- **Judgment** is used where the decision maker relies on experience and intuition rather than logical analysis.
- **Analysis** is used where the decision maker makes an analysis of the alternatives on a logical systematic basis.
- **Bargaining** is used when the selection of alternatives involves a group of decision makers. Trade unions and political groups use it to gain support. When the decision is accepted formally, authorisation is made.

### *2.7.3.3 Decision-making styles*

Robbins and DeCenzo (2008:112–113), together with Lathans (2011:262–263) agreed that decision making styles differ along two lines, namely:

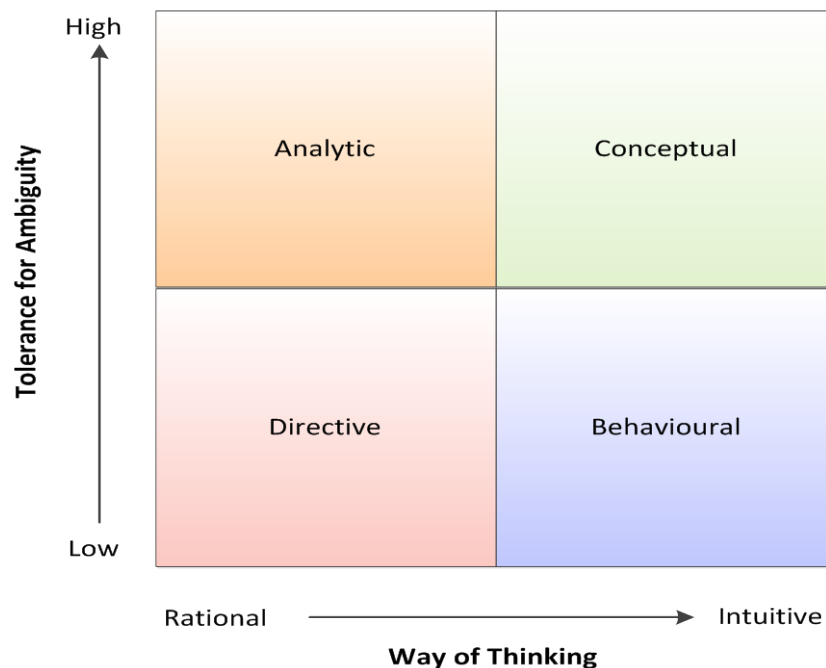
- **The way of thinking** – Some school managers are more rational and logical in the way they make decisions, i.e. they verify that information in a logical, orderly and consistent way before they make a decision. Others are creative and intuitive, i.e. they do not process information in a logical and orderly and consistent manner, but they look at information as a whole before they make a decision.
- **Tolerance for ambiguity** – School managers who are creative and comfortable with uncertainty (high level of tolerance) cannot develop and evaluate alternative decisions the same way as the school managers who are conservative and less likely to accept risk (low level of tolerance).

Robbins and DeCenzo (2008:113) and Lathans (2011:263) further agreed that there are four decision making styles, namely, analytical, conceptual, directive and behavioural. The following discussion is based on Figure 2.14 below and will help to clarify what each of these styles entails:

- **Directive style** – School managers using this style of decision making have a low tolerance for ambiguity and are rational in their way of thinking. They are also efficient, logical, fast decision makers and focus on the short run. Due to their speed in processing information, they usually take decisions with insufficient information, and few alternatives.
- **Conceptual style** – Decision makers are broad in their outlook, consider many alternatives, focus on the long-term decisions and are good in finding creative solutions to problems.
- **Analytical style** – Decision makers have high tolerance for ambiguity, need more information and would consider more alternatives before they make decisions. They are more careful in taking decisions and can adapt and cope with unique situations.
- **Behavioural style** – Decision makers are working well with others, more concerned with the achievements of others, consider suggestions of others, use meetings to communicate with others and try to avoid conflict. They like

to be accepted by others, and they do not like to take tough decisions, especially when this will upset others.

School Principals can use a combination of these styles in decision making, depending on the situation at hand. There are situations where the decision maker has to act with speed and little information, for example rushing a learner who collapsed to the clinic, hospital or a doctor; or requesting an examination officer to fax part of an incomplete common question paper. The said examples need speedy attention and a directive style decision making will be most appropriate. In disciplinary proceedings, a conceptual style decision making is most suitable since grievance procedures had to be followed to the latter, especially where employees are faced with serious misconduct which may lead to dismissal. School managers should sometimes take tough decisions, without necessarily upsetting teachers affected by the decisions. Indicating to teachers how important the decision is to them and the attainment of the school's objectives, the manager will be supported (Behavioural Style). Involving teachers in decision making process reduces possibilities of conflict, leads to effective functioning of the school, and teachers' expertise and knowledge are made available.



**Figure 2.14:** Decision-making styles

**Source:** Robbins and DeCenzo (2008:113)

Apart from styles explained above, the Principal should also take the following types of decisions into consideration:

- **Adaptive decision** – The Principal should use this type of decision when he or she uses directive as a style of decision making. To accomplish this process, the Principal and his or her school management team (SMT) can take speedy and hasty decisions due to the urgency of the matter, for example when a teacher suddenly gets ill, the Principal should allow the teacher to be taken for medical consultation, and only fill in sick leave forms thereafter.
- **Innovative decision** – The Principal takes this type of decision when he or she allows for technology to supplement the conventional way of doing things. The Principal should allow staff to supplement the filing practice with computer system of storing information; he or she should also allow for the downloading of information from internet, to supplement the one that is readily available from the textbooks; or even getting information from the internet to teach learners when learner-teacher support material (LTSM) delivery is delayed.
- **Routine decision** – The Principal uses this decision when he or she is basing his or her decision on stated rules, regulations, resolutions, policies, among others. For example the Principal may not allow a teacher to leave the school merely because the school has one additional teacher in excess of the school establishment, without following a stated procedure.

All these different types of decisions are good, as long as they are used appropriately.

## **2.7.4 Delegation**

### *2.7.4.1 What is delegation?*

Delegation is defined by Cassidy and Kreitner (2008:186) as a “process of assigning various degrees of decision making authority to lower-level employees”. Mullins (2011:691) make an addition to this definition by indicating that it is part of the managerial function that involves some element of risk. At a school level,



this process implies that a Principal distributes a portion of his or her workload to others at lower level, for example Deputy Principal(s), Heads of Departments (HoDs), senior teachers, teachers and even administrative officers. By distributing these tasks to other staff members, accountability is created for the staff member to complete delegated tasks effectively, and then report progress made to the person who delegated these tasks. Cassidy and Kreitner (2008:187) warned managers that what should be delegated is authority, and not the responsibility. Therefore, delegation is the sharing of authority, and it should not be confused with the abdication of responsibility. The main question pertaining to delegation is: If authority is delegated, can power, responsibility and accountability also be delegated? In order to respond to this question, differences between authority, power, responsibility and accountability have to be drawn. The following discussion focuses on these terms:

#### *2.7.4.2 Differences between authority, power, responsibility and accountability*

- **Authority** is described by Mullins (2011:691) as the legitimate right to instruct, command, give orders, and take action against those delegated with tasks if they do not perform (actions taken include; not to recommend payments, promotions, among others). These are some of the legitimate rights of the Principal at the school, while the Department of Education has the legitimate right to appoint Principals and give them authority to manage the schools on their behalf. Authority, therefore resides in the position and not in the person. It is the position of a Principal that gives the Principal the authority. When the Principal resigns or retires, authority is relinquished and given to the successor.
- **Power**, according to Daft (2012:327), refers to the ability to influence the behaviour of others to do what they may not do without it. It may or may not be based on a formal position in the school. Unlike authority, power resides in the person. If a person with this ability to influence behaviour of others resigns, he or she resigns with it. Some people however, have both positional authority and personal power. Such people are more likely to succeed in their leadership than those without personal power. Power can either be negative or positive. Thus, people who possess this ability can use it either

to destroy or benefit the school, as an organisation. It is therefore important to channel this ability to the accomplishment of the school's objectives.

- **Responsibility** refers to the obligation and duty to perform a delegated task or function in an organisation. The Principal has a responsibility to manage the school's activities and teachers have the responsibility to perform tasks delegated to them. Therefore, the responsibility of the Principal cannot be delegated to another teacher. According to Mullins (2011:691), delegation increases the Principal's responsibility because there is additional responsibility for the Principal to ensure that the delegated task is completed by the teacher.
- **Accountability**, for Mullins (2011:692), refers to the employees' obligation to give an account of progress to the person who delegated him or her with tasks to perform. Therefore, every employee has his scope of accountability. The Principal is accountable to School Governing Body (SGB) and Circuit Manager, the teachers are accountable to the person who delegated tasks to them, for example the Principal or Deputy Principal or Head of Department. The Principal cannot expect the teacher to account to those who delegated authority to him or her. Thus, accountability cannot be delegated to someone else; instead it is created when someone delegates authority to another.

A response to a question raised in 2.7.4.1 is that authority can be delegated, because it does not reside in the person, whereas power cannot be delegated, because it is a personal possession and cannot be relinquished when a possessor of it leaves the position. Accountability and responsibility cannot be delegated either. They are instead, created and increased respectively.

#### *2.7.4.3 Main stages in the delegation process*

The main stages in delegation have been listed by Mullins (2011:689–690), as:

- **Clarification of objectives, policies and procedures** – This is done to provide for a framework for the exercise of authority and the acceptance of responsibility.

- **Agreement on terms of reference** – Make a decision on the outcomes to be realised, and agree with the subordinate on what should be done to achieve the outcomes.
- **Give guidance, support and training, and patterns of communication** – Once subordinates have agreed and accepted delegation, give guidance, support and any training necessary.
- **Effective monitoring and review procedures** – Target dates are set, expected levels of performance clarified (where possible quantities should be expressed in terms of numbers or percentages), monitoring of performance is done, and subordinates should be clarified on how performance in each area is to be measured and evaluated.
- **Freedom of action within agreed terms of reference** – The subordinate is given freedom to perform within the agreed boundaries of the previous stages.
- **Reward outstanding performance** – The delegation process should be linked with rewards. This reward could be in the form of performance payment, enhanced opportunities of promotions, personal development and further delegations, among others.

The most popular delegation processes that are linked to the reward system in schools, which the Principal should be aware of, are; acting allowance, the Integrated Quality Management System (IQMS) for school-based educators, Performance Management and Development System (PMDS) for office-based educators, and Performance Management System (PMS) for officials employed in terms of Public Service Act (PSA). In other cases, delegation processes are not regulated effectively.

#### *2.7.4.4 Benefits of delegation*

Cassidy and Kreitner (2008:187–188), together with Mullins (2010:686) agree on the following benefits of delegation:

**Best use of time** – Benefits leave the manager with more time to consult and improve the process of communication, if they are positively used.

**Training and development** – Benefits provide a means of training and developing a subordinate for promotion. Some school managers use this process when they are about to leave the schools, to train someone who will take over from them (succession management).

**Strength of the workforce** – Benefits are a form of participation and can lead to the following: improves morale of teachers; increases levels of motivation and job satisfaction for teachers; reduces possibilities of conflict among employees and creates a healthy school climate conducive for subordinates to become involved in planning and decision making processes.

## **2.8 CONCLUSION**

This chapter presented the nature of effective leadership in schools. This was done through an examination of leadership within the context of the school as an organisation and included among other aspects, leadership theories, leadership and power, styles of leadership, managerial tasks, motivation, management by objectives (MBOs), decision making process and the role of Principals in managing delegation of powers in the school.

The next chapter presents alternative strategies that can be used by the Principal to enhance effective leadership in the school, as an organisation.

# **CHAPTER 3**

## **ALTERNATIVE STRATEGIES TO ENHANCE EFFECTIVE LEADERSHIP IN THE SCHOOL**

### **3.1 INTRODUCTION**

In this chapter the alternative strategies that can be used by the Principal to enhance effective leadership in the school will be briefly discussed. The purpose of discussing these strategies is to create awareness among school managers to know which strategies they can employ to resolve certain anomalies and disputes in their spheres of operation. These strategies will also support the researcher in solving the problems stated in Chapter 1. These will also form the basis of data collection in Chapter 4 and the recommendations of findings in Chapter 7.

### **3.2 EFFECTIVE SCHOOL LEADERSHIP AND AFFIRMATIVE ACTION**

#### **3.2.1 What is affirmative action?**

Affirmative action (AA) was defined by Taylor (Van der Westhuizen & Wessels, 2011:163) as any measure, policy or law beyond simple termination of a discriminatory practice, adopted to correct or compensate for past or present discrimination or to prevent discrimination from recurring in the future. AA is therefore, meant to increase diversity and rectify discrimination so that qualified people have equal access to employment, education, business, and contracting opportunities. AA is not synonymous with the “quota” system of reserving opportunities and benefits exclusively for qualified members of designated minority groups, but it should be viewed as a pro-active development tool to overcome constraints and effectively mobilise resources in order to stimulate development. It is according to Human (Van der Westhuizen & Wessels, 2011:164), a temporary intervention designed to achieve equal employment opportunity without lowering standards of those who are already on the job and competent to continue with their jobs, in schools and organisations. AA is therefore, not meant to kick workers out of positions, but concentrate on entry of vacant jobs.

### **3.2.2 Provisions of section (s) 9 (3) and (4) of the Constitution of the Republic of South Africa (RSA) and the purpose of the Employment Equity Act (EEA), No. 55 of 1998**

Section 9 (s) (3) of the Constitution of the Republic of South Africa (1996) provides the following:

*“The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.”*

Section 9 (4) supplements subsection (3) by providing that:

*“No person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection (3). National legislation must be enacted to prevent or prohibit unfair discrimination.”*

The state has a number of departments and the Department of Education (DoE) is one of them. Therefore, the “state” in the provision of s 9 (3) includes the DoE. This refers to the ‘vertical’ relationship between the state and the people, by preferring people of a particular race, gender, among others over others. Therefore, the DoE should not discriminate through its processes of advertisements, selections, and placement of people in posts. S 9 (4) refers to the ‘horizontal’ relationship between people; that individual people also should not discriminate between themselves and others. Therefore, in drawing up disciplinary codes, school leadership should not discriminate directly or indirectly by for example including and excluding other religious practices of some religions. “National legislation” referred to in s 9 (4) refers to further legislations, other than the Constitution, which must be enacted to give effect to provisions of s 9, subsections (ss) (3) and (4). Some of such national legislations, is the Employment Equity Act (EEA) No. 55 of 1998 and the South African Schools Act 84 of 1996 (hereinafter referred to as Schools Act). The EEA was enacted in order to redress the imbalances created by apartheid and to respond to section (s) 9 (4) of the Constitution of the Republic of South African (RSA). The purpose

of the EEA, as contained in section 2 of EEA, is to achieve equity in the workplace through:

- the promotion of equal opportunities and fair treatment by eliminating unfair discriminatory practices, and
- implementation of affirmative action measures experienced by designated groups (designated groups are defined in S 1 of EEA as black people, women and people with disabilities), to ensure that they are equally represented in all job categories and levels (Section 15 of EEA).

It is the responsibility of the school leadership to fairly and effectively implement the equity laws, rules and policies so that there is no legal conflict between all stakeholders of the school themselves, and between them and the law. The law exists to ensure that vertical relationships (between the state and private people) and horizontal relationships (between private people themselves) are coordinated harmoniously to ensure that stability and order exist. Vertical relationships are governed by public law, while horizontal relationships are governed by private law (Beukus, 2010:20). Equally important to school leadership, is the question of knowledge of the necessary laws, rules, policies, resolutions, procedures and codes by school leaders that enable them to effectively carry out their leadership activities. Such knowledge of laws, rules and policies and their implementation ensures that appointments and promotions are done legally. If disputes arise, they will be dealt with effectively with the backing of the law.

### **3.3 EFFECTIVE SCHOOL LEADERSHIP AND STAFF DEVELOPMENT**

#### **3.3.1 What is staff development and its purpose?**

Steyn and Van Niekerk (2005:250) described staff development as a formal “on-going development programme that focuses on the wide range of knowledge, skills and attitudes required to educate learners more effectively”. It is systematically designed to promote personal and professional growth. The above-named authors (Steyn & Van Niekerk, 2005:251) further indicated that staff

development refers to the participation of teachers and educational leaders in development opportunities in order to equip them better as teachers and educational leaders. Training is described by Clarke (2009:131) as the acquisition of knowledge or a particular skill and forms part of staff development. In trying to answer a question on what constitutes staff development, Day (in Mercer, Barker & Bird, 2011:113) indicated that “[Staff] development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.”

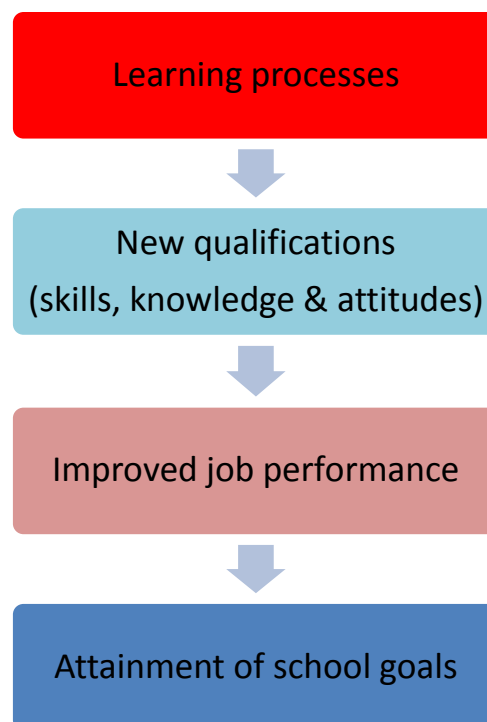
With the words “natural learning experiences”, Day (in Mercer *et al.*, 2011:114) illustrated that the learning of the unplanned and unintentional ‘hidden’ curriculum surreptitiously and unconsciously from peers and other sources of information, is as important to staff development as planned learning. Clarke (2009:131) warned districts and schools to invest more in staff development programmes, because it forms part of the teacher’s professional lives, and it is so important that it makes a greater contribution to general school performance. The role of the effective Principal is to invest more in staff development programmes, so that well developed staff members are a treasure to the performance of the school.

The purpose of staff development is summed up by Clarke (2009:132) as the improvement of instruction in the school, which will in turn enhance the performance of individuals and the school as a whole. Acquisition of new knowledge and skills is not an end in itself, but a means of attaining performance improvement and school development. It is the role of the Principal to support staff development programmes in order to enhance school performance.



Steyn and Van Niekerk (2005:251) added the following reasons as purposes of staff development:

- **Personal development** – through the acquisition of knowledge and skills, personal and professional development is made.
- **Career development** – professional advancement of staff to higher level positions on the school structure is realised through staff development programmes. Educators are better equipped and qualified to occupy these higher positions.
- **School development** – improving staff development benefits the school as a whole, and helps the school to achieve its basic aims of the education system, namely the promotion and attainment of quality teaching and learning. Figure 3.1 below, illustrates the relationship between learning processes and attainment of school goals.



**Figure 3.1:** The purpose of staff development

**Source:** Adapted from Steyn and Van Niekerk (2005:251)

Figure 3.1 above, indicates that staff development leads to the acquisition of new skills, knowledge and attitudes which will result in staff members improving

their performance on the job. This improved performance positively affects the whole school performance, and helps the school to attain its goals. However, new qualifications do not automatically lead to improved performance. In cases where there are shortcomings, staff development should be planned to address such shortcomings. For example, planning computer programmes for teachers who lack adequate computer skills or alternatively, creating opportunities for teachers to enrol for Advanced Certificate in Education (ACE) programmes in order to improve their content knowledge in the subjects they teach. School leadership skills can also be developed and improved through such planned programmes.

### **3.3.2 Staff (professional) development programmes**

The following programmes are associated with and promoting professionalism, namely: Integrated quality management system (IQMS) and needs assessment, physical working environment, professionalism, professional development workshops, using internal human resources, using outside agencies and staff induction.

#### *3.3.2.1 Integrated quality management system (IQMS) and needs assessment*

- **IQMS**

The integrated quality management system (IQMS) is an appraisal system of the school-based teachers, in the National Department of Education (NDoE). Individual teachers draw up their personal growth plans (PGPs), which are used by committees called school development teams (SDTs), to develop school improvement plans (SIPs). The SIP is described by Clarke (2009:132) as 'a blueprint for actions and processes needed to produce school improvement.' The PGPs are individual needs of teachers in which they would like to be developed in order to contribute to the development of the whole school. This is self-evaluation by teachers themselves.

- **Needs assessment**

Alternatively, needs assessment may be made by a school, and the results of the assessment be used to draw up a professional development plan

(PDP). A needs assessment format may be drawn, indicating aspects of teaching and learning where teachers would like to be developed. Results are then analysed and used to draw up PDP for the year. In-school professional development (IPD) (an internal workshop organised by a school if outside service provider is not available or skills are available in the school itself) may then be organised. In all the endeavours, school leadership should involve educators so that they own these programmes and ultimately commit themselves to their success (Clark, 2009:133).

### 3.3.2.2 *Physical working environment*

The Principal as school leader should ensure that working environment for teachers is such that it promotes professionalism. A staff room for working should be separated from dining room where there is enough accommodation, and be clearly demarcated where there is lack of enough accommodation. A staff room should not be cluttered by utensils and uncleared leftovers of breads and sandwiches. It should not be difficult for staff to access resources for work, for example typing, making copies, among others but there should be sufficient control over the use of these resources. Where there are financial constraints, it is the role of the Principal as a school leader to inform staff about these. Learner-teacher support material (LTSM) bought for the school, should be used, and where there is lack of knowledge over their usage, the Principal should ensure that teachers are trained on how to use them. A school that has enough funds, the Principal should ensure that it subscribes to professional journals, whether related to teaching or learning in general or on subject-specific, the beneficiaries (teachers or learners) should be involved in making the choice.

### 3.3.2.3 *Professionalism*

The term professional has something to do with the characteristics of a teacher as a professional. Mercer *et al.* (2011:116) mentioned qualities, knowledge and skills that a teacher, as a professional, should display. Among others, Clarke (2009:134) identified the following competencies of a teacher as a professional:

- A teacher has knowledge required for any given lesson. If this is not so, he or she ensures that he or she acquires the necessary knowledge before he or she presents the lesson.
- The teacher prepares the lesson carefully with some thought as to what to do in various situations that might arise during presentation (flexibility).
- He or she comes to work looking like a professional. This means that a teacher conducts him- or herself in a manner that will communicate to the learners that the teacher is serious about the job of educating them. For example, the teacher is always punctual to school and in attending to lessons, prepares lessons thoroughly, evaluates according to guidelines as set out in subject assessment guidelines (SAG), among others
- Interacts professionally with peers in a way which accords with their positions as educators.
- Educators keep up to date with the developments in their subjects. Where there are changes, they should know them and reasons for these.
- Teachers go to the extent of teaching outside the boundaries of their subjects. This means that the teacher is an exemplar to learners and to the community he or she interacts with. Teachers have a silent way of building people, through the advices they give and the way they approach things in life.
- Professionalism should also extend to teachers' personal life as well. Out of more than 60 behaviours that the National Board of Medical Examiners (NBME) (Steyn & Van Niekerk, 2005:134) considered to be associated with knowledge and skill, seven dimensions were derived, namely:
  - Altruism (the fact that a professional cares more about other people's lives than does about his or hers);
  - Responsibility and accountability;
  - Caring, compassion and communication;
  - Excellence and scholarship;

- Respect;
- Honour and integrity.

The presumptions here are that all teachers are professionals, committed to meet the schools' objectives and have to be treated as such. A Principal, as a school leader, should act professionally as described and set the direction for all other stage holders of the school to follow. He or she should not want teachers and learners to 'do as he or she says,' but to 'do as he or she says' (Milondzo, 2003:100).

#### *3.3.2.4 Developmental workshops*

These are workshops usually organised and conducted by either circuit/cluster/district/provincial/national officials or any outside service provider knowledgeable on particular issues. These are workshops where teachers are capacitated professionally and personally on new approaches to curriculum. Steyn and Van Niekerk (2005:257) have indicated that these are the workshops which are very important to teachers and subject teams, because teachers and subject teams use them to share ideas on good classroom practices. A Principal as a school leader, should ensure that teachers attend and that written reports after attending them are submitted to school leadership.

#### *3.3.2.5 Using internal human resources*

An internal workshop can be arranged where experienced and senior teachers within a school can conduct the discussions with other teachers within a school itself. This kind of a workshop or meeting is referred to as in-school professional development (IPD). According to Clarke (2009:136), the advantages that this kind of training offers are:

- Senior and experienced teachers within a school understand the school's environment better than an outsider who may not have knowledge of the school's peculiar challenges, interests and culture.
- Senior and experienced teacher's knowledge is acknowledged and this enhances their self-esteem and status.

- This professional activity provides a spur for the experienced teachers to further develop their own repertoire of skills.
- This kind of professional activity is less expensive since no transport and catering costs will be needed to cater for those who will attend.

A Principal should ensure that workshops are planned for, facilitated and co-ordinated by school leadership. He or she should ensure that they are attended (through attendance registers), and are directed towards the objectives of the school (by checking planning).

#### 3.3.2.6 *Teacher induction*

Gone are the days when teachers who possessed a degree or a diploma or any teacher qualification was taken straight from a university or education college into a classroom of a school without an induction programme. Mercer *et al.* (2011:112–113) have strongly felt that new and beginner teachers need both professional and school (organisational) socialisation, so that they could develop their identity as teachers and find their feet within a particular school. School leadership led by the Principal, should ensure that the kind of programmes for induction should enhance their commitment to the teaching by attending to their personal and emotional needs and to observe their colleagues. The school leadership should ensure that focus of such programmes should be on developmental rather than on evaluation. School leadership should ensure that such programmes allow new and beginner teachers to know the location of the classrooms according to grades, libraries, laboratories, sport fields, school structure, lines of reporting, kinds of procedures within the school, and any other matter that is particular to a school (Mercer *et al.*, 2011:114).

### **3.3.3 The role of school leaders in supporting staff development programmes**

Researchers like Bunting, DuFour and Berkey, Sparks and Ehrich (in Steyn & Van Niekerk, 2005:253–254) proposed the following roles of educational leadership in supporting staff development programmes:

- **Give staff opportunities to discuss case studies and good teaching practices** – School leadership should allow staff members to present papers in staff development programmes, rather than do it themselves. Some of the programmes where staff members should be allowed to preside over are; staff meetings, face-to-face interviews, IPDs, and presentations of memoranda. Top management should facilitate and co-ordinate to ensure that staff development programmes are successful.
- **Create discussions on the vision of the school and annual reviews of the school objectives** – School leadership should team up with other role players like teachers, parents, and learners to determine strengths and weaknesses of teaching and learning activities.
- **Encourage different approaches to curriculum presentations** – School leadership should allow staff members to try out new approaches to curriculum delivery.
- **Work for staff development programmes that are purposefully planned and research based** – The success of the staff development programmes depends on how it was purposefully planned and that facts presented are backed up by recent research findings. School leadership encourage teachers to plan and conduct researches in their presentations.
- **As school leadership show commitment to staff growth** – In order to encourage staff development, the school leadership should set examples by implementing recommendations made during workshops.
- **Involve staff in development programmes** – School leadership should involve teachers in designing and implementing development programmes, for example determining training needs, identifying whether these needs will want to be addressed in a workshop or study groups, designing follow-up activities (whether peer evaluation or discussion group is appropriate), and designing most appropriate evaluation procedures.
- **Strive for change through projects** – School leadership should work together with the staff members to monitor progress on the implementation

of recommendations of workshops, whether implementation is done through written work, marking and controlling of learners' work, or any other school activity.

### **3.4 EFFECTIVE LEADERSHIP TOWARDS POSITIVE SCHOOL CLIMATE AND SCHOOL CULTURE**

School climate and school culture are some of the determinants of academic performance. Steve Gruenert (2008:57) indicated that some leaders regard school climate and school culture as the same thing, whereas they are not the same. He (Gruenert, 2008:58) further indicated that the moment these school leaders understand the differences between school climate and school culture, they (leaders) will develop the capacity to be more precise in their diagnoses and treatment. The following discussion will indicate the differences between the two concepts which the school leadership should know:

#### **3.4.1 School climate**

##### *3.4.1.1 What is school climate?*

Jonathan Cohen (2007:1) connect school climate to the quality and character of school life, reflecting the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organisational structures. Renato Tegiuri (Owens, 2001:401) referred to it as “the total environment in the school building, the atmosphere, the tone, and the ethos” of the school. Gruenert (2008:57) summed up the description of school climate as, “... a collective mood or morale of a group of people in the school”. It therefore, represents the attitudes of the stakeholders of the school. Researchers of school climate, such as Cohen (2007:2), Gruenert (2008:57) and Friedman (Michigan State University [MSU], 2004:3), have indicated that attitudes of those in the school influence the way they perform. The question to pose is; If happy teachers and learners perform better, and those who are unhappy perform badly, who is responsible for the creation of positive or negative school climates? Gruenert (2008:57) answered this question, by indicating that it is the responsibility of the school leadership to create such climates.



#### 3.4.1.2 *School climate environments*

MSU (2004:2–3) identified four environments of the school climate that Waterberg secondary school leaderships should consider as:

- the physical environment that is welcoming and conducive to learning and teaching;
- the social environment that promotes communication and interaction;
- an affective environment that promotes a sense of belonging and self-esteem;
- an academic environment that promotes learning and self-fulfilment.

#### 3.4.1.3 *School climate dimensions*

Cohen (2007:2–4) developed ten dimensions out of four essential elements of school climates:

- Safety;
- Teaching and learning;
- Relationships; and
- Environment.

The ten dimensions that Cohen (2007:5) developed are illustrated in the following Table 3.1 below:

**Table 3.1:** Dimensions of school climate

<b>Essential elements</b>	<b>Dimensions of school climate</b>	<b>Examples of major indicators</b>
Safety	Physical	<ul style="list-style-type: none"> <li>• Clear communicated plans and rules</li> <li>• Teachers and learners feel safe and comfortable everywhere on school property</li> <li>• Learners' violence low</li> <li>• Classrooms are visible and contain limited number of learners</li> </ul>
	Social-emotional	<ul style="list-style-type: none"> <li>• School policies containing rules on verbal abuse are very clear</li> <li>• Clear and consistent responses to violence</li> <li>• Conflict resolution procedures are clear and uniformly applied</li> <li>• Emotional bullying not tolerated</li> </ul>
Teaching and learning	Quality of instruction	<ul style="list-style-type: none"> <li>• High and measurable expectations of learners' achievement</li> <li>• All learning and teaching styles applied</li> <li>• Praises and rewards for achievements used</li> <li>• Learner-teacher support material (LTSM) i.e. learning is linked to real life</li> <li>• Individual attention is given to learners who need help</li> </ul>
	Social, emotional, ethical skills and education	<ul style="list-style-type: none"> <li>• Social, emotional and ethical skills are explicitly and implicitly developed and taught</li> </ul>
	Professional development	<ul style="list-style-type: none"> <li>• Teachers ensure that they are life-long learners</li> <li>• Teachers keep abreast of latest developments in the subjects they teach</li> <li>• Decision making is data-driven</li> </ul>
	Leadership	<ul style="list-style-type: none"> <li>• Vision clearly formulated and communicated to all stakeholders</li> <li>• Administrative support available and accessible to those who need it</li> </ul>
Relationships	Respect for diversity	<ul style="list-style-type: none"> <li>• Positive relationships exist among academic, administrative and support staff including student associations</li> <li>• There is sufficient participation in decision making</li> </ul>

	School community and collaboration	<ul style="list-style-type: none"> <li>• Learners and teachers cooperate toward the realisation of school goals</li> <li>• Communication is clear to all stakeholders of the school</li> <li>• Parents take part in decision making processes</li> <li>• Teachers and parents are cooperating to achieve school objectives</li> </ul>
	Morale	<ul style="list-style-type: none"> <li>• Learners are committed to learning</li> <li>• Educators are committed to teaching</li> <li>• Learner/educator relationships are cordial</li> </ul>
Environment	Environmental adequacy	<ul style="list-style-type: none"> <li>• Classrooms are adequate and clean</li> <li>• School premises are clean, well labelled and quiet</li> <li>• Contact time strictly respected</li> <li>• LTSM are available and used effectively</li> </ul>

**Source:** Adapted from Cohen (2007:2–4)

#### 3.4.1.4 *Types of school climates*

There are also six types of school climate available to school leaders, as listed by Van der Westhuizen (in Seema, 2006:6–7), namely:

- **Open school climate** that is known for its good interpersonal relationships that exists between school leadership and all members of staff, whether academic or administrative. Mutual trust and morale of teachers as a group, exists.
- **Autonomous school climate** where the Principal gives staff members high level of freedom with little control.
- **Controlled school climate** where the Principal dominates and allows few concessions to other staff members.
- **Intimate school climate** that is characterised by high level of association among those within the school, paying less attention to the attainment of schools' objectives.

- **Paternalistic school climate** where there are poor relations between the Principal and the staff. Staff members are demotivated to perform well and the Principal is unable to exercise control.
- **Closed school climate** characterised by the inability of teachers to function as a group, and therefore unable to socialise. This school climate is further known for the inability of the Principal to direct and coordinate activities of the staff. Work dissatisfaction is also highly experienced.

Different school climates can be created by school leadership depending on the conditions of the school.

### **3.4.2 School culture**

#### *3.4.2.1 What is school culture?*

The Michigan State University (MSU) researchers (2004:1) described school culture as the “shared ideas, assumptions, values and beliefs that give a school its identity and standard for expected behaviours”. By “expected behaviours”, the MSU researchers (2004:1) referred to the understandings shared by teachers, administrators and learners that shape their responses to external demands (for example, parents and the community) and internal demands (for example circuit, district, provincial, and national offices). Siehl and Martin (in Butler & Rose, 2011:353) regarded culture as “a glue that holds an organisation together through a sharing of patterns of meaning”. Siehl and Martin (in Butler & Rose, 2011:354) continued to indicate that “culture focuses on the values, beliefs and expectations that members come to share”. These shared ideas are so deeply imbedded and ingrained in members, that they operate consciously and in some cases taken for granted. Since culture focuses on the values, beliefs and expectations of all members of the school, it cannot be dictated to these members by anyone including circuit and district officials, but it can be influenced by these aforementioned officials. School culture is based on past experiences of members of the school and provides template for future action based on ‘how things are done here’ (MSU, 2004:1). School culture is therefore, concerned with the way the school functions.

#### 3.4.2.2 *Components of a school culture*

Culture of one school is so unique that it differentiates one school from the other. Some of the components of school culture that differentiates schools from each other have been listed by Van der Westhuizen (in Seema, 2006:135–139) and MSU (2004:2) as the following:

- **Artifacts and symbols** – These refer to the way the school's buildings are decorated and maintained. Some of these may include the arrangements of buildings reflecting their needs, names of the school's buildings reflecting deeds of their heroes and heroines.
- **Values** – These refer to the way in which administrators, Principals and their deputies, heads of departments and the rest of the staff members relate and interact. This includes the way teachers, parents, and learners are allowed to participate in the education of their children.
- **Assumptions** – The examples for assumptions are beliefs that are taken for granted. Some of these assumptions may be expressed like these: all learners can learn; parents are partners in education and want their children to succeed; all teachers can teach; all teachers can be on time; all Principals can lead, among others.

#### 3.4.2.3 *Advantages of a positive school culture*

The advantages that a positive school culture for the Principals, as identified by The Culture Club and The Hay Group Education (in Seema, 2006:21–22) are as follows:

- It shapes people's behaviour, gives them an understanding of events and provides a template for future learning.
- It exerts profound impact on induction and orientation of new members and the way the school responds to changes in its environment.
- It fosters social cohesion and reduces uncertainty, particularly to people new to the group.
- It facilitates school processes of coordination, control and can be an important source of motivation for members.

- It a source of personal work satisfaction, supports both emotional and physical well-being and generates high morale as well as positive perceptions by others.
- It has become an influence of the people's thinking and behaviour, since the decline of the role of the Church.
- It plays the role of a reservoir of energy and wisdom to sustain motivation and cooperation, shaping relationships and aspirations, and guiding effective choices at every level of the school.
- It shapes the way teachers choose to work with each other, and critically the way they treat, their language, the way they distribute their attention and respect, how they interpret and respond to setbacks and difficulties.
- It acts as a screen through which the world is seen by members, and plays a critical role in shaping the quality of teaching and learning.

Of importance to school leadership, is the fact that Hobby (2004:32) collected evidence to prove that school culture is so ingrained in members, such that they will cling to it, even if it is dysfunctional, because it makes them feel secured. Therefore, because it cannot be dictated to its members by anyone, it should be influenced towards the attainment of the school's objectives. Other points to consider for school leadership raised by Flint (Seema, 2006:22), are that:

- a very strong school culture will resist change and new influences, and tends to grow more conservative with age; and
- weak and negative cultures also resist change.

School cultures should neither be very strong, conservative, negative nor weak because these can cause resistance to change. This became evident when some schools had strong and dominant cultures that they could not adapt to environmental changes, especially after 1994, even when their cultures contained elements of discrimination against others. Alternatively, some school cultures are so conservative and negative that they could not anticipate challenges brought by the developing mining industry around them regarding their existing curricular needs. The reluctance of such schools to adapt to environmental changes led to reductions in learner enrolments, and therefore also reductions in a number of teachers (a reduction of staff establishment). Effective school leadership is not 'culturally bound'. Leadership of such schools

is not limited to the admission of learners of only one cultural group, but open to learners of different cultures. Effective school leadership listens to the demands of the environment and adapts its policies (for example admission policy), and its curricular needs to the demands of the commercial environment around the school.

#### 3.4.2.4 *The differences between school climate and school culture*

Gruenert (2008:58) asserted that school climate and school culture are not the same. The differences he pointed out are that school climate is concerned with the attitudes or mood of the people in the school, for example teachers, managers, learners, administration and support staff, whereas the school culture, on the other side, is concerned with the personality of these people, as a group. For example, on Fridays or a day before a public holiday, and on closing days at schools, learners and teachers at school A are excited because they are not going to come to school for one or more days to come. This is the example of a school climate, and the mood and attitudes on these days are different from the mood and attitudes on other days other than those mentioned above. How the people in school A will decide to spend these days, it is the culture that will dictate to them. Table 3.2 below, illustrates the differences between school climate and school culture:

**Table 3.2:** Illustration of the differences between school climate and school culture

<b>School climate</b>	<b>School culture</b>
1. Concerned with the attitudes or mood of the group in the school.	Concerned with the personality of the group in the school.
2. Flexible and easy to change.	Take many years to evolve.
3. It is based on the perceptions of a group.	Based on the values and beliefs.
4. It is about the way the group in the school feel.	It is about the way things are done in the school.
5. It provides a state of mind.	It provides a way of thinking.
6. If change is needed, this is the first step to start that change.	It determines whether change is possible.
7. It is available all around the school.	It is part of us.

**Source:** Gruenert (2008:58)

Gruenert (2008:58) had, indicated that school leaders who want to address morale in their schools, should first understand that the school climate and school culture are different, and secondly, they should also know what differentiates them. Table 3.2 above, illustrates the differences. According to Northern Leadership Academy (2007:5), if the school culture is ineffective, there are school climate issues which were missed before they became rooted in the culture. Consider the example at the beginning of this discussion, about excitement on Fridays, school closing days and days that come immediately before public holidays. Suppose the Principal does not see anything wrong with teachers and learners absenting themselves from school on these days, and suppose also that those teachers who are present at school on these days, do not attend to their classes and a lot of contact time with learners is lost. This will form part of the school's culture. If the Principal reacts with disapproval, after noticing this kind of behaviour for the first time, by addressing both learners and teachers to regard all of those days as full days like any other normal week day, and thereafter monitor the situation by walking around ensuring that all learners are at school, in classes, learning; and that all teachers are present, in classes and teaching, the mood (climate) will change. A different and an effective school culture will then be influenced by the Principal. It is therefore, in Gruenert's (2008:58) words, "much easier to change school's attitude (climate) than it is to change its personality (culture)". Refer also to Table 3.2 above. The school leadership's role is to focus on changing climate issues at the school before they are rooted in culture, than to focus on age old school culture.

### **3.5 EFFECTIVE LEADERSHIP AND LABOUR RELATIONS (LR)**

#### **3.5.1 What is labour relations?**

Amos *et al.* (2008:78) described labour relations (LR) as "... an ever-changing system of interrelationships between the State, employers and employees".

- **The State** has to come up with policies, laws, regulations, rules and structures that serve the interests of employers and employees, while at the same time attempting to promote economic growth.



- **The employer** has rights which should be protected by policies and laws and should be balanced with those of the employees. The employer also has the right to join employer association of his or her choice.
- **The employee** has rights, for example, the right to join a trade union of his or her choice and no employer may prevent him or her from doing so and the right to strike.

Labour relations is therefore, a process of managing people and it involves the following, according to Amos *et al.* (2008:79):

- Understanding people and their values, norms, needs, and outcomes of conflict
- Understanding power and trust underpinning the relationships between the state, employer and employee
- Understanding that cooperation and compromise are needed in search for solutions

### **3.5.2 Implications of effective leadership on labour relations issues**

There are a number of acts, rules, school policies, regulations, Education Labour Relations Council (ELRC) resolutions, structures and procedures that govern schools, which the school leaderships should know in order to lead effectively. Do the school leaderships have knowledge of these? Do they know what sources to consult and where to find these sources, when they are faced with challenges? Do Principals, as the accounting officers of the schools, know how many teachers in their schools belong to particular unions? Do they consult such unions for advertisements of posts, short-listing, interviewing and selection of teachers? Or do they wait to deal with disputes arising from appointment? Knowledge of the laws, policies and other related regulations of the school are very important to school leadership to function effectively.

## **3.6 EFFECTIVE SCHOOL LEADERSHIP TOWARDS PUBLIC RELATIONS**

### **3.6.1 Defining public relations (PR) and its aims?**

Public relations (PR) is described by Meng, Berger, Gower and Heyman (2012: 22) as the practice and the art of managing the flow of information between an

individual or a school and the public. PR is also the planning and management of relationships (including communication) between a school and its publics and these publics are important for the school to succeed in its tasks. These publics are either within or outside the school's environment. According to the Public Relations Society of America (PRSA) (Erzikova & Berger, 2012:6), the aims of public relations by a school are:

- to persuade the school's publics (for example funders, employees, competitors, parents, communities, colleges, universities and other schools) to maintain a particular point of view about it, regarding the school's leadership practices, curricula, programmes, and its academic decisions.
- to create a favourable image about the school.
- to help the school and its publics to adapt mutually to each other.

### **3.6.2 Public relations activities in schools**

The activities of PR have been identified by numerous scholars of PR such as Hooijberg and Choi (2001:406–407), Meng, Berger, Gower and Heyman (2012: 22–24) and Erzikova and Berger (2012:3–5) as the following:

- Publicity events – Activities that are open to the all people to attend, soccer games, community cultural celebrations, among others. On these days schools can distribute their prospectus to the public to show their activities, achievements, challenges, curricula, programmes, among others.
- Speeches to constituent groups, for example, school leaderships can request to be given opportunities to address gatherings, like professional organisations, business communities, seminars, receptions and parents' meetings.
- Talk shows of the audience that the school wants to reach, for example interviews on televisions and radios.
- Books and other writings – Some schools design calendars of their own, through which they can advertise themselves.
- Direct communication with audience through newsletters. Schools can establish radio stations of their own, through which they can directly communicate their activities and reach the audience they need most.

- Social networking – Schools can register and launch their own websites through which they can communicate their activities, for example academic and extra-curricular, programmes and services that they provide to other schools and communities, among others.

### **3.6.3 Dimensions of public relations leadership**

At schools, the functions of public relations practitioners are performed by school leaderships led by the Principals, and they have to learn and practise the dimensions of PR leadership. The discussion to follow is based on the roles of school leaders as PR leaders at schools. Meng *et al.* (2012:24) described effective leadership in public relations in school as “... a dynamic process that encompasses a complex mix of individual skills and personal attributes, values, behaviours, styles, and consistently produces ethical and effective communication practice”. Such practice fuels and guides successful communication teams, helps schools to achieve their goals, and legitimises schools as organisations in society.

Meng (2009:60–69) listed dimensions and sub-dimensions of public relations as: self-dynamics with self-insight, shared vision, team collaboration as sub-dimensions; ethical orientation, relationship building with internal and external relations as sub-dimensions, decision making and communication knowledge (refer to Figure 3.3 below). The following is a discussion of the abovementioned dimensions and sub-dimensions derived from Meng (2009:70).

#### *3.6.3.1 Self-dynamics*

This relates to the extent to which efficient leadership is perceived to be an inherent part of the leader’s personal attributes, including the leader’s personality, skills, styles and the leader’s ability to relate the school’s vision to others. Choi and Choi (in Meng, 2009:71) identified the personality traits of assertiveness, commitment, confidence and responsibility as very critical in defining leadership in public relations. The following sub-dimensions were developed out of it, as illustrated in Figure 3.2 below:

- **Self-insight**

This refers to the extent to which leaders know their strengths, weaknesses and understand school environments in order to adapt strategies to achieve school's objectives. Leaders who do not know themselves will not have a clear view of the environment and will not be sensitive to the school's environments.

- **Shared vision**

Shared vision refers to the extent to which school leaders are inspired by a vision which specifies school values and personal beliefs in making things happen, and personal desires to change things. School leadership should have the ability to visualise positive outcomes in the future, communicate these outcomes to the followers, and enlist the followers into that shared vision in order to achieve the shared values. Shared vision requires that school leadership should understand that all subjects, in all grades are equally important in developing learners towards mature and responsible adults. Shared vision further implies that all teachers are equally important, and that all departments of the school are equally striving towards one vision of the school.

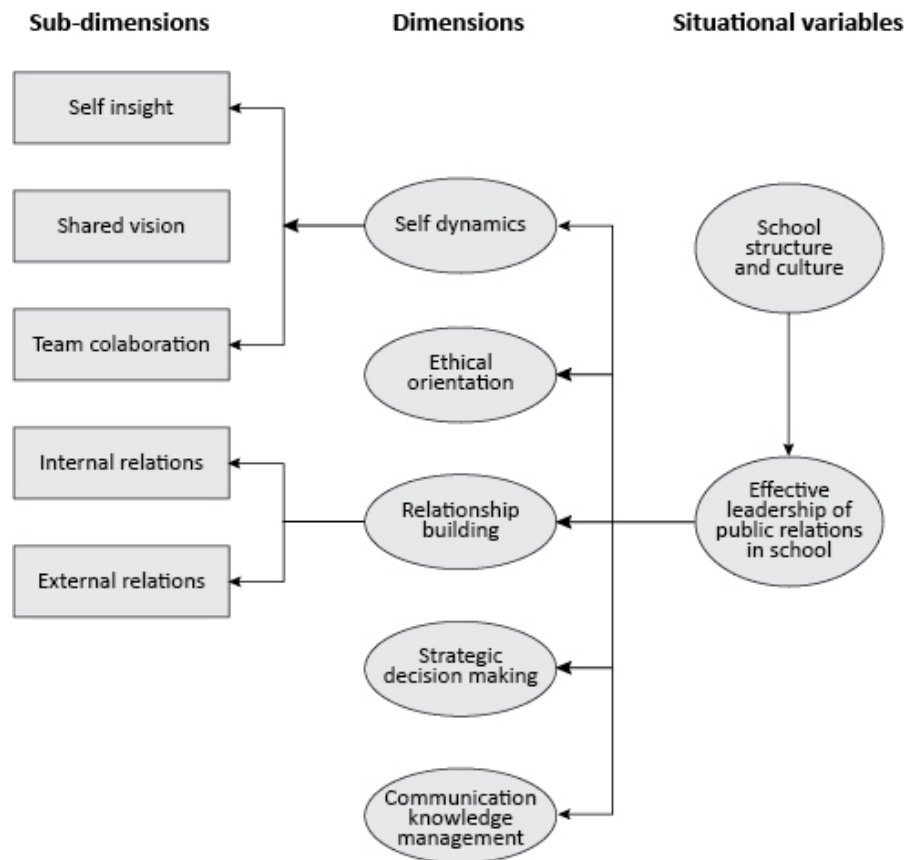
- **Team collaboration**

Team collaboration refers to the school leadership's ability to support teachers as a team, to execute curricular and extracurricular activities and to achieve excellent results in them all. In order to show the importance of teamwork, Kouzes and Posner (2002:242) interpreted collaboration as the ability to lovingly cooperate that will determine success. It is the requirement of school leadership to create a climate of trust and flexibility within the team, to facilitate positive interdependence among team members and school leadership.

### 3.6.3.2 *Ethical orientation*

Bowen (in Meng *et al.*, 2012:64) provided that Ethical Orientation refers to the extent to which school leadership believes in and enacts professional values

and standards, when ethical and legal dilemmas arise and responsibilities and loyalties are in conflict. Ethical concerns are a natural response to school leadership in as far as relationship building, crisis management and reputation management are concerned. Choi and Choi (in Meng, 2007:25) believed that ethical orientation is an inherent dimension of school leadership if the goal of communication management is to achieve excellence.



**Figure 3.2:** A structural equation model of effective leadership of PR in schools

**Source:** Adapted from Meng (2007:59)

### 3.6.3.3 Relationship building

Meng (2009:65) describes relationship building as “... the extent to which network resource sharing and relationship building are perceived to be crucial for school leaders to facilitate mutual benefits for the schools and their publics”. Relationship building involves interaction, transaction, exchange and linkage between a school and its publics, making communication management more pronounced. Meng (2009:66) identified sub-dimensions of relationship building as internal and external relations, and therefore be discussed as follows:

- **Internal relations** – The responsibilities of school leadership are the creation of a positive climate that is open, participative and less authoritative between school management and teachers.
- **External relations** – The responsibilities of school leadership are to balance the interests of the school and its publics, such as: public affairs, community relations, funding relations, and media relations.

#### *3.6.3.4 Strategic decision making*

Strategic decision making means that to take a strategic decision, school leaders should understand school environments (both internal and external), socio-political environments, as well as internal power relations and that they are able to translate that knowledge into effective advocacy. Strategic decision making process will require the school leaders to be able to identify power relations structures, to use a variety of resources and tactics, and to engage in various forms of communications with both the internal and external groups. Such knowledge of school environments and the understanding of school's power relations enables the school leadership to make informed strategic decisions.

#### *3.6.3.5 Communication knowledge management capability*

Communication knowledge management capability refers to the extent to which school leaders possess, apply and convert knowledge and communication expertise and share that knowledge with its publics, such as other schools, universities, technical colleges, colleges of education, professional organisations and business communities. Sharing of knowledge through the formation of coalitions helps the school leadership to adjust strategic decision making, to solve new problems, and to improve school effectiveness. The scope of communication should cover knowledge of research, conversion plans into actions, usage of multiple communication channels, and evaluation of communication programmes that will support school performance.

#### *3.6.3.6 School structure and culture*

There are research findings to suggest that different leadership styles depend on school situations, this is in accordance with the views of Eisenberg, Goodall

and Tretheway (Meng, 2007:70). There is also research evidence (Meng, 2007:71) to suggest that there are interrelationships among various forms of school structures and school cultures, and also between school leadership behaviours and knowledge of management behaviours. Trust and openness were cited as values that would promote leadership effectiveness inside the school. A school leadership that encourages open and effective communication to take place with its publics, will develop towards the direction it desired. School structures and school cultures are integral parts of the school environments in which school leaderships function. Therefore, public relations strategies should be influenced by the school environments in which they take place. Meng (2007:72) indicated that management philosophies and leaderships of the schools will impact on public relations in terms of how school leaderships can transform the current resources and school goals into communication strategies that propose appropriate and effective actions for goal achievement.

### **3.7 EFFECTIVE LEADERSHIP IN A PUBLIC ORGANISATION**

Leadership has been described by researchers, Sharma and Bajpai (2010:74), as a process by which one person influences the thoughts, attitudes and behaviours of others. Generally, leaders set directions for the followers; help followers to see these directions; provide visions and encourage followers to achieve objectives for their organisations. Leaders are an inspiration to the followers. Leaders who lead in public sectors, will be bound by the rules of the public environments, and leaders who lead in private sectors, will be bound by the rules and procedures of the private sector environments. Are there differences between private and public sector environments? What are the characteristics of these sector environments? The following discussion indicates the characteristics of these sectors.

#### **3.7.1 Differences between private and public sectors**

In order to be effective, leaders need to know the environments within which they exercise their leadership behaviours, and the kinds of the followers they lead. School Principals are not excluded from the abovementioned process. Hoojberg and Choi (2001); and Hüseyin and Ayşe (2008:93–94) have indicated

the differences between the two sectors, as illustrated in Table 3.3 below, as the following:

**Table 3.3:** Differences between private and public sector environments

<b>Private sector</b>	<b>Public sector</b>
Strives for profit	Government agency striving for non-profit
Managers pursue less ambiguous goals	Managers pursue multiple goals
Less leadership turnover experienced	More leadership turnover takes place
Job security is not guaranteed	There is greater job security
Seniority in the reward system does not apply	Focus more on seniority in the reward system
Not bound by civil service system	Have to comply with civil service system
There are less stricter reporting lines	Reporting lines are stricter
Managers are granted greater latitudes of making decisions	Sporadic incidents of decision making are characteristic of this sector
Decision making process influenced by market forces	Decision making process influenced by political (in) stability
Focus mostly on term-term achievement of goals	Focus on long-term achievement of strategies

**Source:** Adapted from Hüseyin and Ayşe (2008:94)

Table 3.3 above, illustrates that while the private sector organisation is known for profit motive, the public sector organisation is service-oriented government agency known for non-profit motive. The table also illustrates that private sector goals are clear since they are evaluated in terms of economic outcomes while public sector leaders pursue multiple goals simultaneously. More leadership turnover in public sector organisations is experienced because there is political instability that results in officials resigning voluntarily as a result of a change in political leadership. Grievance procedures that are in place make public sector leaders to enjoy greater job security than their private sector counterparts. The reward system in the private sector is flexible depending on production while in the public sector seniority plays a bigger part. For example, a public school Principal will get a salary increase equal to that of other Principals, whose qualifications and experience are the same, irrespective of whether the output of his or her school increased or decreased. Deloitte (2010:1) researchers have also



added that a cut in government funding to public schools will affect all schools, irrespective of the increases in schools' needs and budgets. This will be so to all schools despite the expectations that the schools should increase the number of its bachelors. Such a practice in private sector environments sometimes demotivates school leadership effectiveness. It is the role of the Principal and school leadership to motivate teachers to achieve more success in their schools with the use positive rewards, like objective rating of performance in Integrated Quality Management System.

### **3.7.2 Discretion**

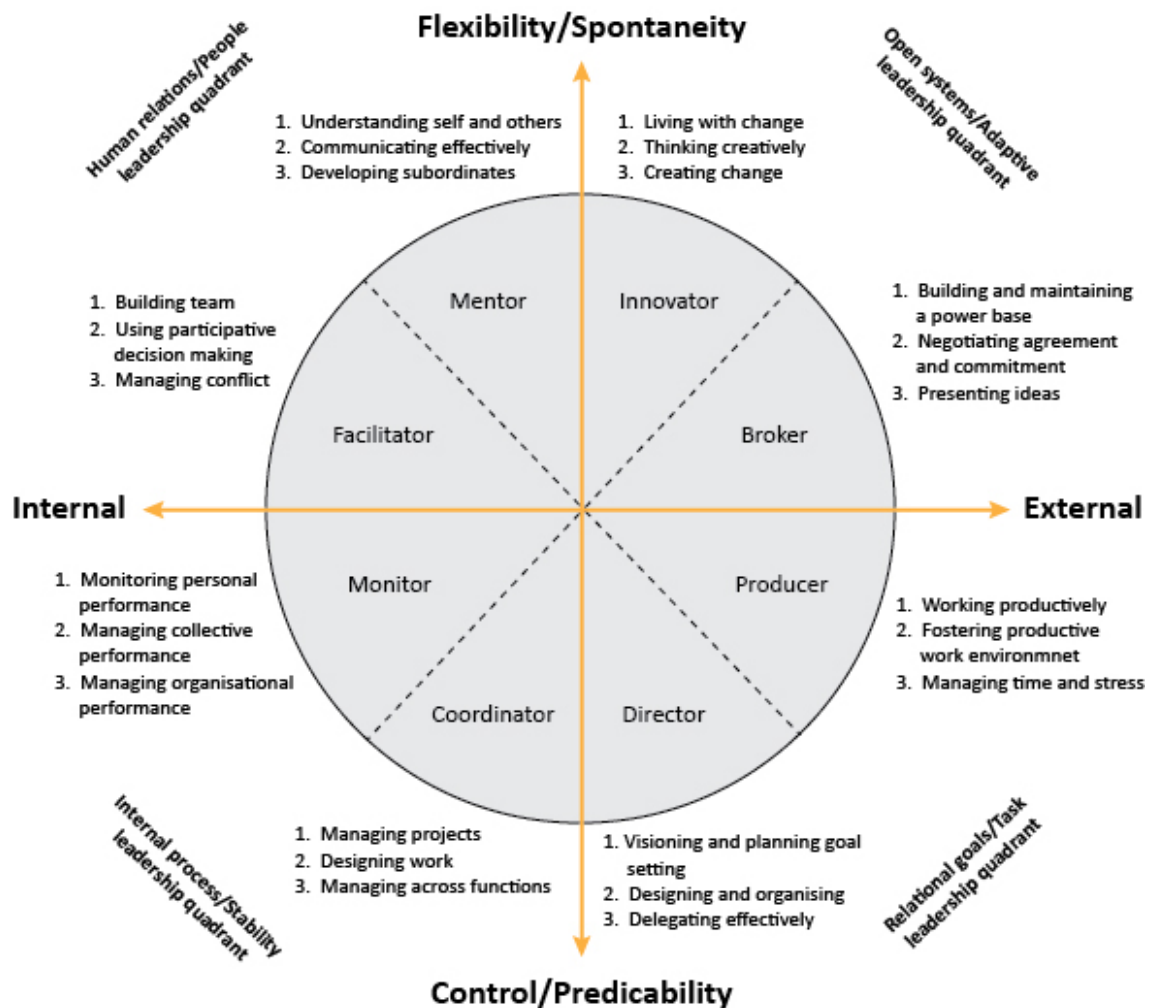
According to Hooijberg and Choi (2001:406), discretion exists where leadership has "latitudes of action". They further state that a leader has little discretionary powers when the following occur:

- When the leader's job responsibilities are clearly specified in writing;
- When the duties, authority and accountabilities are documented in policies, procedures and job descriptions;
- When pay rises does not depend on his or her recommendations; and
- When the leader does not have control over financial and non-financial resources.

The leader has little discretionary when the abovementioned incidents occur. As to how much discretionary powers the Principals of public schools have over their functions compared to their counterparts in private schools, the quadrants illustrated by Figure 3.3 below, as suggested by Deloitte (2010:9–10) are important to consider:

### **3.7.3 Competing values framework**

Hooijberg and Choi (2001:404) were able to illustrate the differences between the Private and the Public Sectors in relation to the leadership behaviours and their perceived effectiveness through a quadrant (four dimensional figure) consisting of eight leadership behaviours. Figure 3.3 below, illustrates these leadership behaviours as: innovator, broker, producer, director, coordinator, monitor, facilitator and mentor.



**Figure 3.3:** Competing values framework  
**Source:** Adapted from [www.CompetingValues.com](http://www.CompetingValues.com)

- **Adaptive leadership quadrant** – This is characterised by flexible orientation and a focus on the external environment to the unit. It contains innovator and broker roles.
  - As innovator, the Principal is expected to pay attention to changes in the school environment, to identify and facilitate adaptation to these changes.
  - As broker, the Principal is expected to meet with people from outside the school, to represent and acquire resources for the school.
- **Task leadership quadrant** – This is characterised by a control orientation and a focus on the external environment to the school. The quadrant contains the producer and the director roles.

- As producer, the Principal is expected to motivate staff members to increase production and accomplish stated school's objectives.
- As director, the Principal is expected to clarify expectations, define problems, establish objectives, generate rules and policies and give instructions to the subordinates.
- **Stability leadership quadrant** – This is characterised by Principal's control orientation over and a focus on the internal functioning of the school. The quadrant contains the coordinator and monitor roles.
  - As coordinator the Principal is expected to maintain the structure and flow of the system, coordinate the scheduling of staff efforts, handle crises and attend to technical and logistical issues.
  - As monitor, the Principal is expected to know what is going on in the school, to see if staff members comply with rules and regulations, and to see whether the school is meeting its objectives.
- **People leadership quadrant** – This is characterised by the Principal's flexible orientation and a focus on the internal functioning of the school. It contains facilitator and mentor roles.
  - As facilitator, the Principal is expected to foster collective effort, build cohesion and teamwork in the school and manage interpersonal conflict.
  - As mentor, the Principal is expected to develop people through a caring and emphatic orientation. Personally the Principal should be helpful, considerate, sensitive, open, approachable and fair.

#### **3.7.4 What are the implications of the competing values framework (CVF) on Public Relations Managers? Lessons to be learned**

- In the **stability leadership quadrant**, private sector managers have more discretion than their public sector counterparts whose hands are tied by the rules and regulations. This is expressed in Berkley's (Hüseyin and Ayşe, 2008:97) words when he stated that; "... in private sector the law tells the administrator what he or she cannot do, [while] in public sector the law tells the administrator what he or she can do". This implies that in stability

leadership quadrant, the public sector managers' responsibilities are more prescribed than the private sector managers.

- In the **task leadership quadrant**, the private sector managers have more discretion than their public counterparts, since the career-level private sector managers have latitudes of discretion to can link performance with rewards, and can motivate staff by recommending pay rises. Principals, as public sector managers, have less discretion since their recommendations to pay rises is limited to Integrated Quality Management System (IQMS), for staff at schools, and recommendations for promotional posts.
- In the **adaptive leadership quadrant**, managers from both have equal discretions for different reasons. The Principals, as public sector managers are influenced by policy directives and demands from a volatile political environment to use discretion, while the private sector manager is influenced by market forces and needs to make discretion on how to obtain financial and non-financial resources in order to produce.
- In the **people leadership quadrant**, the Principals, as public sector managers have more discretion than their private counterparts, since policies in dealing with conflict are in place, and workers are more relaxed to associate with leaders than in the private sector.

Are there lessons to be learned by the Principals from the private sector managers? The answer is "YES". In order for the Principals to be effective, they have to be on time, to be like the Chief Executive Officers (CEOs) of the private companies (refer to Suzan Ohanian's Traits model in Chapter 2 of this study), minimise expenditure in the schools, depend on the specialisation of educators and utilise it for the effectiveness of the schools.

## **3.8 EFFECTIVE LEADERSHIP TOWARDS PARTICIPATION**

### **3.8.1 What is participation?**

Participation is described by Owens (2001:289) as an explicit decision making process, where group members in the school decide on how they will make

decisions. In participation, all members of the school have the right to be part of the decision making process, to be heard, to have their views considered, to express feelings, offer knowledge, and communicate information. It is therefore, important for school leaderships to develop explicit, and commonly known procedures for making decisions that are acceptable to staff members. Leading questions that can guide the formulation of such procedures have been developed by Owens (2001:290), such as:

- Do we understand how a decision was reached?
- How do we feel about the way the decision was reached?
- Should we follow the same procedures of reaching decisions in future?
- What changes would you like us to make in identifying and defining problems, deciding how and who should deal with them, and how should other staff members be notified?

This participative process of making decisions, should not be confused with democratic decision making process, because in participative decision making all staff members have rights already discussed, while in democratic decision making the majority of staff members influence the decision. The Principal, in democratic decision making process, is inherently bound by the decision of the majority by means of votes, whereas in participative decision making the Principal is not inherently bound by votes of the subordinates.

### **3.8.2 Who should identify the problems?**

In Figure 2.4 in Chapter 2, there is an illustration of seven ways of decision making in Tannenbaum and Schmidt's Leadership Continuum Model. The following further observations are made, as interpreted by Owens (2001:290):

- At the lowest levels of participation, the Principal identifies the problem and provides the solution.
- The trend gradually changes when an area of freedom for teachers increase, where the Principal identifies the problem and leaves the options for solving that problem to the teachers.

- At the highest levels of participation, the Principal and teachers are involved in a genuine collaborative process. Both sides mutually agree on the definition of a problem itself, and jointly decide on how to solve it.

Therefore, the duty to identify a problem depends on the leadership style that the school leadership is using.

## **3.9 EFFECTIVE LEADERSHIP AND PERFORMANCE**

### **3.9.1 What is performance?**

Performance refers to the process which significantly affects school success whereby all school leadership and subordinates work together to achieve set expectations, review results and reward such effort to achieve the set expectations. It is an ongoing process of aligning workers' activities as against the school's predetermined objectives, evaluate, maintain, sustain both the behaviour and outcomes in the workplace. Performance includes quantity and quality of output, timeframe within which such output is expected, the presence of workers at workplace, and the cooperation of these workers to the school leadership in order to obtain the set objectives. Such performance has to be acknowledged, evaluated, quantified and rewarded through performance appraisal, sustained and maintained through performance management, if it is acceptable. Unacceptable performance is corrected through various training methods, including on-the-job training (OJT – where workers are evaluated and their unacceptable dimensions are corrected while the workers are on the jobs); and registration of employees with other service providers, like universities (Grobler *et al.*, 2011:293).

### **3.9.2 What causes performance?**

The Pygmalion effect (Lussier, 2003:272) provides that managers' attitudes, expectations, and treatment of employees largely determine their performance. What the Pygmalion effect (Lussier, 2003:272) implies is that, managers should understand the importance of the attitudes, expectations and the way they treat their employees. In education this understanding is two-fold, namely if the school leadership has negative attitudes towards its teachers, expecting that

their teachers are incapable of achieving good results, and treating them as such, the school leadership will get negative results from the teachers. Secondly, if teachers have negative attitudes towards learners, regarding them as incapable of achieving good results, and treating them as such, teachers will get what they expect from learners. Alternatively, positive attitudes, expectations and treatment by school leadership and teachers, lead to better performance and therefore, will yield good results from teachers and learners respectively.

Other causes of performance, which Principals of the schools should consider in order to be rendered effective, as observed by Lussier (2003:273) are:

- **Job satisfaction** – If a teacher's attitudes towards his or her job indicate that he or she is satisfied, this leads to positive attitudes and ultimately, the teacher will have high job satisfaction. Alternatively, if the teacher is dissatisfied with his or her job, negative attitudes towards the will develop, leading to low job satisfaction. Job satisfaction is important because it affects absenteeism and labour turnover. Daft (2012:406–407), supported by Grobler *et al.* (2011:451–453), indicated that there is a positive correlation between a satisfied worker (teacher) and high productivity (good learners' results). Therefore, a satisfied teacher produces good results and a dissatisfied teacher produces poor results.
- **Work itself** – A teacher who enjoys the work of teaching itself, performs better than the one who does not enjoy the work of teaching.
- **Compensation** – A fairly compensated teacher, performs better than the one who is unfairly compensated.
- **Growth and upward mobility** – A teacher who has the opportunities to develop, be promoted and earn more money, performs better than the one who has nothing to learn.
- **Co-workers** – A teacher who enjoys working relationships with co-teachers, performs better than the one who does not enjoy working relationships with peers.
- **Management** – Teachers who believe that their management is doing good things, perform better than the ones who believe that their management is doing the wrong things.

Job satisfaction and performance, as observed by Daft (2012:408–409), are based on personality and perceptions, and can thus be changed. Changing leadership personality and perceptions will yield a change of a teachers' personality and perceptions and a subsequent change in performance. Daft (2012:409) suggested that school leadership can commit themselves to this change of personality and perceptions by being honest, trustworthy in dealing with subordinates, keeping teachers informed of developments, allowing them to give decisions, providing necessary training and resources that will enable them to succeed. In addition, school leadership's fair treatment teachers, recommendations of pay bonuses (for good performance), and also recommendations of promotions for those who deserve promotions, can motivate teachers to perform better.

### **3.9.3 How to measure performance?**

Steps of measuring performance have been discussed under section 2.6.5.4 of Chapter 2, "The control process", namely: establish standards of performance; measure actual performance; compare performance to standards; and take corrective action. It remains the role of the school leadership led by the Principal to monitor performance.

### **3.9.4 How does effective leadership impact on performance?**

The research of Dr Bohn (2003:2) indicated that the leadership behaviour has direct relationship to overall perceptions of school performance. According to Dr Bohn (2003:3), employees place their faith and trust in their leader's capabilities, expecting their leader to provide the following:

- A vision that will indicate where the school is going;
- Consistent way of pursuing and attaining objectives;
- Communication of ideas and school direction that is clear and concise;
- The art of team building and orchestration; and
- Evidence of performance achievements.

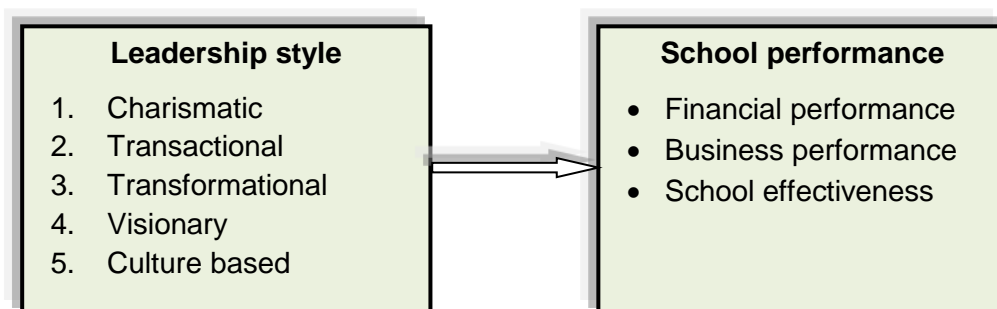
School leaders who are able to provide the abovementioned expectations to subordinates, help their schools to perform better. The reverse is also true.



School leaders who are unable to provide the abovementioned expectations, should be prepared to account for poor results in every academic year.

Wang, Chich-Jen and Mei-Ling (2010:3928) found a strong and positive correlation between leadership style and organisational (school) performance. In their research, the above-named researchers found that a change of leadership style by the leadership resulted in a number of improvements, as Figure 3.4 below illustrates. The following are some of these improvements they identified:

- An increase of production compared to that of the previous year;
- The organisation's image became better than that of the competitors;
- The organisation's attraction of qualified professionals was higher than that of the competitors;
- Employee morale was better than that of the competitors; and
- Staff turnover was lower than that of the competitors.



**Figure 3.4:** The impact of leadership style on school performance

**Source:** Adapted from Wang, Chich-Jen and Mei-Ling (2010:3927)

Figure 3.4 above indicates that a change of leadership style result in improved financial performance. For example, a cut in financial spending compared to the financial spending of the same period the previous year. A change of leadership style leads to improved business performance. For example, an improved school image that attracts highly qualified teachers compared to other schools. A change of leadership style leads to school effectiveness. For example, increased pass percentage compared to the one of previous years, and a lower staff turnover compared to that of other schools.

The results of Wang *et al.*'s (2010:3928) research are applicable to the school, as an organisation. The functions of school leadership will be to:

- Promote teamwork, in-school professional development (IPD – where teachers within a school develop each other);
- Allow, take decisions and recommend promotions performance pay for teachers;
- Make use of formal procedures for guiding new teachers to adapt to the schools; and
- Coordinate harmonious relationships among teachers in the school.

The findings of Wang *et al.* (2010:3928) supplement those of Dr Bohn (2003: 1–3) since a change in the personality and perceptions, is ideally a change of attitudes and subsequently a change of leadership style. It is the role of the school leaderships to ensure that staff members are motivated to perform to their best levels in the schools.

### **3.10 EFFECTIVE LEADERSHIP AND SCHOOL DISCIPLINE**

#### **3.10.1 What is school discipline?**

Discipline is derived from a Latin “*disciplina*” which means ‘to teach’ in English. From this description, Rosen (in Joubert & Prinsloo, 2009:105) indicated that discipline could mean knowledge or content of learning, training for self-control, orderliness, treatment that punishes, and a system of rules. Jones (in Joubert & Prinsloo, 2009:106) simply described school discipline as “... the business of enforcing ... classroom rules that facilitate learning and minimize disruptions”. The forgone description resulted in Joubert and Prinsloo (2009:107) describing school discipline as a “... teacher-directed activity whereby teachers seek to lead, guide, direct, manage or confront a learner about behaviour that disrupts the rights of others”. Rogers (in Joubert & Prinsloo, 2009:108) distinguished between the following disciplines:

- **Preventative discipline** – The manner of dealing with basic rights, rules and consequences.
- **Corrective discipline** – This discipline is concerned with educator actions to correct disruptive, anti-social or deviant behaviour.

- **Supportive discipline** – The manner of making sure that correction is received fairly and re-establishment of positive working relationships with disciplined learners.

### **3.10.2 Discipline and punishment**

Discipline is not the same as punishment. Discipline is educative and corrective, and used mainly to educate learners to exercise self-control, respect for others and accept the results of their actions. Punishment is punitive, and it is based on the authoritarian view that learners should be controlled by the teachers. Punishment focuses on misbehaviour and does not educate the learners to behave better in the future. The implication is that punishment is reactive and humiliating, whereas discipline is corrective and nurturing in nature. Punishment is so hurtful to learners that it provokes anger, resentment, and more conflict from learners (Joubert & Prinsloo, 2009:107) than discipline.

### **3.10.3 Legal provisions for school discipline**

The Constitution of our country, South Africa, especially Chapter 2 on the Bill of Rights, and provisions of some of the acts, for example, section 10 of South African Schools Act (in Brunton & Associates, 2003) are our main sources of school discipline. Common Law and Case Law have also changed the way discipline has been managed in South African schools. The following discussion will illustrate how this change was made, as contained in the Constitution of the RSA (1996:Chapter 2) and also observed by Joubert and Prinsloo (2009:108–110) supported by Clarke (2009:337–339):

#### *3.10.3.1 The Constitution*

Many countries of the world banned corporal punishment by the 1980s, and South Africa outlawed it in 1996 through the coming into operation of the Final Constitution (1996). Chapter 2 of the Constitution (1996) contains the Bill of Rights (BoR) and the following sections are important for every school leadership to consider in drawing up a Disciplinary Code for the learners:

- Section 9 provides that the state and any person are not allowed to discriminate against anyone directly or indirectly on a number of grounds, including

race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, age, disability, religion, belief, culture, among others. In drawing up a Code of Conduct, the school should not use any of the stipulated grounds in section 9, subsection (3), to discriminate against others.

- Section 10 stipulates that everyone has the right to have his or her dignity respected and protected. When punishments are administered, belittling, and intentional use of derogatory words, are some of the examples that disrespects human dignity of learners.
- Section 12 grants everyone the right to freedom and security, including the right not to be treated in an inhuman or degrading manner (section 12, subsection (1), paragraph (e)) and the right to psychological integrity (section 12, subsection (2)). Excessive and negligently administered punishments, resulting in physical or psychological injury, are taken to be unreasonable. Other unreasonable punishments are those that are in excess of the offences, where there is no sufficient cause and those that are not in accordance with the age of the learners.
- Section 14 provides for the right of the learners to privacy. In conducting searches for drugs, dangerous weapons and stolen property, care should be taken to ensure that the search is reasonable, justifiable and conducted by appropriate persons in an appropriate way. The search has to be done in the presence of the learners. Parents or guardians of the learners have to be notified of procedures to be followed.
- Section 24 stipulates that learners, like everyone else, have the right to an environment that is not harmful to their health or well-being, placing an obligation on the teachers to make sure that learners are in a safe environment.
- Section 33 provides that those whose rights have been adversely affected have the right to be given written reasons. In the school it means that a learner who has been suspended by the School Governing Body, has the right to be given reasons in writing.

- Section 36 is a limitation clause and provides that when a right is limited, there are considerations to take care of. Any rule in a Code of Conduct, or Admission Policy, should be based on reasons of general application to the extent that the limitation is reasonable and justifiable in an open and democratic society based on human dignity, equality and freedom, taking into account the nature of the right; the importance of the purpose of the limitation; the nature and the extent of the limitation; the relation between the limitation and its purpose; and less restrictive means to achieve the purpose. The example here was seen in the case of *Christian Education South Africa v Minister of Education* 2000 (4) SA 757 (CC) below, concerning the application of section 10, of Schools Act. The applicants were a group of Christians, who preferred to have their learners punished with strokes in violation of the rights espoused in the Constitution, for example sections 2 (Supremacy of the Constitution), 9 (equality), 10 (human dignity), 12 (torture and punishment), and 24 (environment that is healthy and not harmful), among others. The Court found for the respondent.

### 3.10.3.2 Legislation

Acts have been passed, laying down rules and regulations governing punishment of learners in schools. South African Schools Act and Children's Act are examples of such Acts that impact on the management of discipline in schools. South African Schools Act (SASA) 84 of 1996, herein is referred to as Schools' Act.

In terms of section 8 of Schools' Act, schools should draw a Code of Conduct in consultation with parents, educators and learners, and it is the duty of the school governing body (SGB) to adopt it. Learners are not exempted from complying with the obligations of the Code of Conduct of the school. Section 9 provides that in every Code of Conduct, there should be an appeal process for those who may need to have the proceedings reviewed. Section 10 prohibits corporal punishment in public, as well as private schools. Section 10 also makes it clear that a parent may not delegate his or her power to administer corporal punishment to someone in a public or private school (Neethling & Potgieter, 2010: 115).

## **Children's Act 38 of 2005**

The rights of the learners in terms of the Act supplement those that the Constitution has bestowed on the child (section 6 (2) (a) read with section 8 (1)). In terms of the Act, teachers have a legal obligation to care for the learners at school on behalf of the parents (in loco parentis), and to act as the heads of the families (diligens paterfamilias) in matters concerning the learners (s 6). The duty of care also places an obligation on the educator to act like a 'reasonable person,' as a parent would do to his or her own biological child (Heaton, Cronjé & Heaton, 2008:87–90).

### *3.10.3.3 Common law*

At common law the teacher's actions are governed by the rules of natural justice, *audi alteram partem* and *nemo iudex in sua causa*.

- *Audi alteram partem* rule states that anyone whose rights, freedoms and privileges have been affected by the actions of the administrator (in this case the Principal or the SGB), must be given an opportunity to be heard on the matter. Therefore, it will be procedurally unfair to expel or suspend learners without giving them chances to be heard on the matters. South African courts have interpreted this rule to include: that reasons be advanced by the administrators for decisions taken against the learners (Beukus, 2010:146).
- In terms of *nemo iudex in sua causa* rule, nobody can be a judge in his or her own case. This implies that the decision-makers must be reasonably perceived to be impartial and free from bias, in resolving disciplinary matters (Beukus, 2010:147).

### *3.10.3.4 Case law*

In a country like South Africa, where a precedent system works, that is, decisions of high courts on similar cases are binding in lower courts. These court decisions, which are found in law reports, help a great deal in the interpretation of the following: legislations, clarification of concepts and principles, enforcement

of regulations, protection of people's rights, among others. The following are examples of decided cases pertaining to school discipline:

- In *MEC for Education: KwaZulu-Natal v Navaneethum Pillay* 2008 (1) SA 474 (CC), the Constitutional Court found the Durban Girls High School (DGHS) to have discriminated against Ms Pillay for refusing her entry into the school. Ms Pillay, the respondent, had pierced her nose and inserted a small gold stud. The school regarded this as a violation of the disciplinary code and the mother to Ms Pillay regarded refusal to enter the school as a violation of her daughter's constitutional right to practice her religious and cultural rights of Hindus. The Constitutional Court ruled in her favour. This case becomes an authority to other similar matters in South Africa, because the Constitutional Court is the highest court in South Africa on constitutional matters (Joubert & Prinsloo, 2009:112–118).
- In *Western Cape Residents' Association obo Williams and Another v Parow High School* 2006 (3) SA 542 (C) the Western Cape Association approached the Court, alleging that B's rights of equality, dignity, and freedom of expression have been infringed by the respondent, Parow High School. The respondent, had organised an event at the end of the year, and B was not invited due to disciplinary problems and lack of respect for authority. The Court found that the granting of privilege was a reward for good behaviour that could be used by the school to teach learners discipline and respect for authority, and that withholding that right was not an infringement of the learners' rights to equality and dignity. The Court further held, that inviting a learner to such an event might have constituted an infringement of the rights of equality and dignity of those who had earned it. Declining to invite B to the function was therefore not an infringement of B's rights to equality, dignity and freedom of expression, the Court ruled. This case is an authority to other similar matters in the Western Cape, because it was the decision of the Highest Court in that province, but has persuasive force to similar matters in other provinces of the Republic of South Africa (Joubert & Prinsloo, 2009:130–136).

- In *Antonie v Governing Body, Settlers High School and others* 2002 (4) SA 738 (C) the applicant, a 15-year-old Rastafarian and Grade 10 female learner wore a cap to cover her hair. Although she had requested the Principal several times for permission to wear this cap when she came to school, she was suspended from school for serious misconduct because she had disrupted the school by disobeying its Code of Conduct for learners. The court found for the applicant, holding that the school disregarded the principles of freedom of expression as provided in Chapter 2 of the Constitution. Knowledge of such decisions is vital, and school leaders should consider it in drawing up codes of conduct for Learners' and Teachers' (Joubert and Prinsloo, 2009:136).
- In *Christian Education South Africa v Minister of Education* 2000 (4) SA 757 (CC) the applicants were a group of Christian parents, who protested against section 10 of South African Schools Act which prohibits corporal punishment in schools. They based their arguments on Biblical texts, Deuteronomy 6: verses 4 and 7; Proverbs 19: verse 18; Proverbs 22: verses 6 and 15; and Proverbs 23: verses 13 to 14 (Kroeze, 2012:38). Proverbs 23:13–14 states the following:

*“Do not withhold discipline from a child, if you punish with a rod he will not die. Punish with a rod and save his soul from death.”*

The appellants indicated that corporal correction was an integral part of the active Christian principles which are important for the upbringing of their learners and that a blanket prohibition of its use in their schools invaded individual, parental and community rights to practise religion freely (section 10 of SASA 84 of 1996). The court found for the respondent, the Minister of Education. The court held that section 10 of Schools' Act is in line with sections 2 (the supremacy of the Constitution), 9 (equality provision), 10 (the right to human dignity), 12 (the right to freedom and security), 24 (the right of every person to an environment that is not harmful to the health or well-being) of the Constitution and section 28 (which protects every child from maltreatment, neglect, abuse or degradation) of Children's Act 38 of 2005.



Lack of knowledge of decisions, as discussed, is likely to result in the school leadership using their own understanding in the adjudication of disputes concerning the Code of Conduct for the Learners.

The following discussion will focus on points to consider in reducing disruptive conduct.

### **3.10.4 How can effective school leadership decrease disruptive behaviour?**

The main goals of school discipline are two, namely (1) to ensure the safety of the staff and learners; and (2) to create an environment conducive to teaching and learning. Disruptive learner misconduct involving violent and even criminal behaviour defeats these goals (Clarke, 2009:90). In order to work towards the achievement of the school's goals, the disruptive behaviours have to be reduced or eliminated from the schools, hence effective school leadership is important in this regard. Colvin (2010:64) suggested four ways of defusing disruptive behaviour at the school, namely, clear rules, consistent enforcement, creation of smaller and manageable classes, and categorisation of offences. A discussion of these follows:

#### *3.10.4.1 Clear rules and consequences*

Clear rules and consequences of breaking them should be communicated to staff, learners and parents by means of newsletters (in schools where they are available); learners' gatherings like assemblies; school prospectuses; handbooks; display on notice boards and any other media that can be accessed by the role players. These rules have to be restated periodically after every school holidays.

#### *3.10.4.2 Consistent enforcement*

After rules and consequences have been communicated to the role players, fair and consistent enforcement, should be applied and monitored by the school leadership. Consistent enforcement will help to maintain learners' respect for the school's disciplinary system. The Disciplinary Committee for the school should be formed, and a smaller number of members of this Committee will

ensure that consistency is maintained. The Hearing Procedure should be clear for all learners to present their sides of the stories, in accordance with the *audi alterem partem* rule of common law. This is an important step to be taken, so that the hearing is declared fair in terms section 35 (3) of the Constitution (1996). The inclusion of an Appeal process, in terms of section 9 of Schools' Act, will increase the learners' and parents' perceptions of fairness.

#### *3.10.4.3 Creation of smaller and manageable classes*

Where there are enough classrooms and teachers, no classroom should accommodate more than thirty (30) learners. Small and manageable classrooms affords the teachers to pay individual attention to learners, know each learner by name, and have better control of the class.

#### *3.10.4.4 Categorisation of offences*

Disciplinary Codes should distinguish between categories of offences. Minor infractions may be treated more leniently, depending on circumstances, while more attention is needed for major offences. Actual criminal offences may be reported to the police as part of anticrime process.

## **3.11 EFFECTIVE SCHOOL LEADERSHIP AND CONFLICT RESOLUTION**

### **3.11.1 What is conflict?**

Morton Deutsch (in Owens, 2001:306) once stated that "... a conflict exists whenever incompatible activities occur". Deutsch (in Owens, 2001:307) went on to describe conflict as "... the pursuit of incompatible, or at least seemingly incompatible, goals, such that gains to one side come out at the expense of the other". In a school everyday people are faced with situations in which there are confrontations between members of the school. Such situations are potentially dysfunctional to the school life in such a way that no one wants to lose and losers want to be winners. According to Robbins, Judge, Odendaal and Roodt (2009:376) once conflict arises, it becomes so affective (it disturbs the emotional aspect and interpersonal relations) that, if it is not well managed, it produces hostility between people involved, and also affects school climate, and school

performance. Therefore, the focus of contemporary application of behavioural science to schools, as organisations, is to manage conflict, so that hostility is either avoided or minimised.

### **3.11.2 Effects and management of conflict**

#### *3.11.2.1 Effects of withdrawal from hostility*

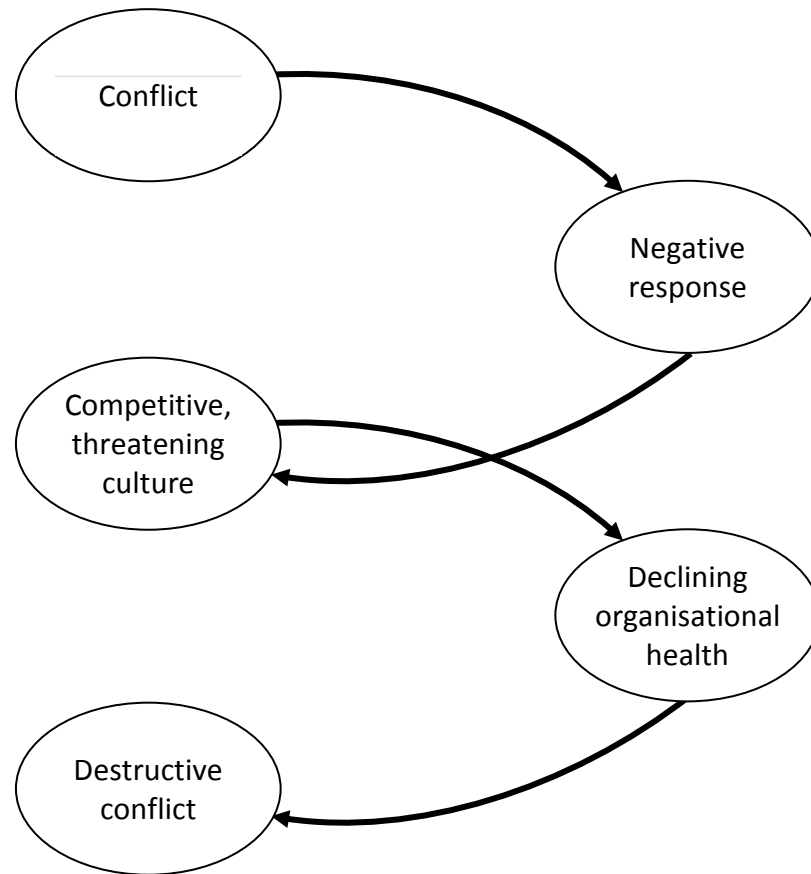
Robbins *et al.* (2009:379) proposed that the following effects of organisational conflict can have devastating impact on the behaviour of people in a school:

- **Psychological withdrawal from hostility** – Symptoms such as alienation, apathy and indifference of school members affect the school's functioning.
- **Physical withdrawal from hostility** – Absence from school, tardiness, and labour turnover are examples of physical responses to conflict in schools.

#### *3.11.2.2 Management of conflict*

Owens (2001:309) has indicated that conflict in itself is neither good nor bad, it is the management of it that impacts either positively or negatively on the behaviour of people in the school. Ineffective and effective management of conflict can have undesirable behavioural consequences in the school, examples of such are:

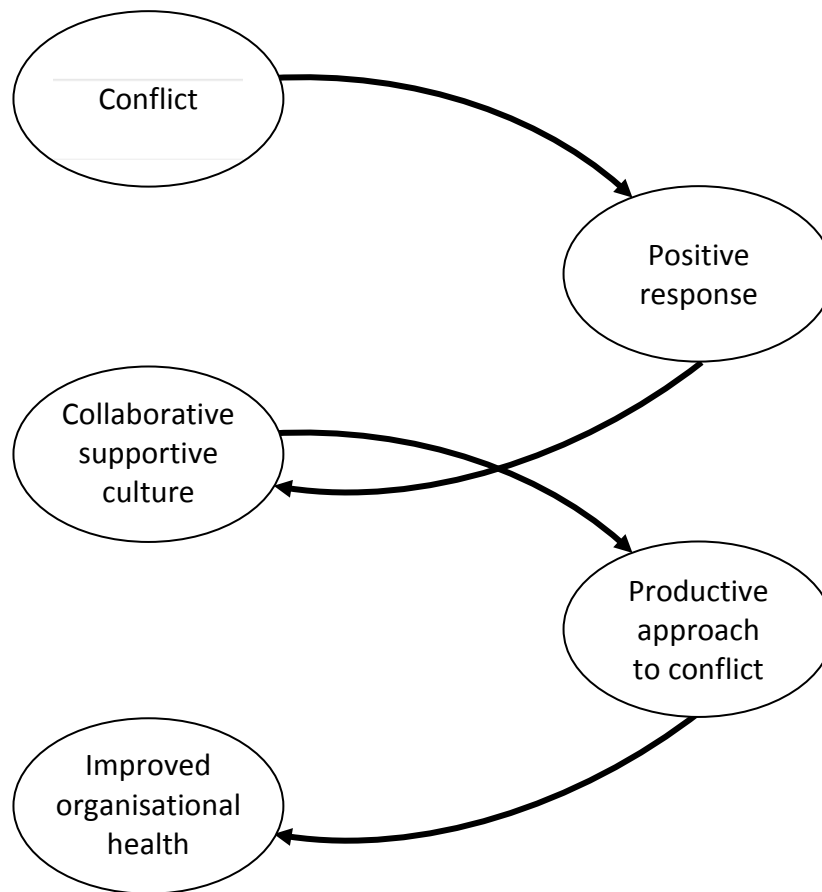
- **Ineffective management** (also referred to as ineffective conflict-response-climate syndrome in Figure 3.5 below) of conflict develops a school climate that is frustrating, and increasing destructiveness and ultimately leading to a declining school health. Examples of such behaviours are: punishments to minor "offences", strict enforcement of contractual obligations and putting more emphasis on the levels of seniority between management and assistant teachers. The kinds of anomalies, such as those depicted by Figure 3.5 below, can undermine the role of Principals in a school.



**Figure 3.5:** Ineffective conflict-response-climate syndrome leads to a lower state of organisational health

**Source:** Adapted from Owens (2001:309)

- **Effective management** (referred to as effective conflict-response-climate syndrome in Figure 3.6 above) of conflict can lead to outcomes that are productive and enhance the school health over time. Examples of such are treating conflict as a problem to be well managed, and emphasising collaborative essence of school life. Figure 3.6 above, illustrates this point. This process will eventually have a positive impact on school leadership.



**Figure 3.6:** Effective conflict-response-climate syndrome leads to an improved state of organisational health

**Source:** Adapted from Owens (2001:310)

### 3.11.3 Approaches to school conflict

When conflict arises, each party that is affected is faced with options, namely; it adopts a strategy, and it is determined to win. To most people, winning implies that the other party will lose. Shindler (2010:257–258) described orders like confrontation, non-negotiable demands, and ultimatums as methods of dealing with deep-seated differences. The following discussion is based on win-lose orientation to conflict and the manner of dealing with it (Owens, 2001:316). The following strategies can be used by the Principals, to manage conflict and reduce undesirable tensions among staff members:

#### 3.11.3.1 *Win-lose orientation*

According to Owens (2001:317), a win-lose orientation to conflict is characterised by one basic element, namely that one party must win and the other

should lose. There is no compromise, and hope is abandoned of being able to appeal to each other on the basis of reason. The parties to the conflict believe that the issues at hand can be solved in one of the three ways:

- Power struggle – This is the effort by each party to win, regardless of the consequences for the losing party.
- Intervention by the third party – This third party should be (or perceived to be) more knowledgeable than any of the parties in conflict. This third party may be public opinion or moral suasion (formal persuasion to abide by norms rather than be forced to abide).
- Fate

According to Shindler (2010:264), the consequences that this win-lose orientation approach can have are:

- **Between the parties to the conflict** – Antagonisms deepen, hostility increases, hope and search for finding an acceptable solution disappear.
- **Within the groups involved in conflict** – Group members prepare for the battle, differences of opinions among group members increase, skepticism is frowned on, leadership is challenged, members are urged either to support decisions of (or conform to or go along with) the group and or to get out. Leadership is reduced to a small number of members who are forceful and aggressive. This reduction in number hardens the group to reject diverse opinions, creative ideas and responses. This hardening of the group sets the stage for ineffective functioning of the group after the conflict has eased.

Perception and Cognition play leading roles in conflict, as seen by Owens (2001:317). The following discussion will illustrate this point:

- **Perception**

The way people perceive things will determine the way these people act. A distorted perception will be reflected in the way the people behave, and

therefore, judgment will be distorted too. Leaders of the opposite group, who were formerly regarded as responsible and reasonable, are now seen as irresponsible and unreasonable.

- **Cognition**

It becomes difficult or even impossible for one party to agree to the proposals made by the opposite group, even if the groups in conflict are substantially in agreement on the issues. Any sign of agreement to the other group's proposal is taken as backing down. Judgment is not objective, and winning becomes everything to each group.

In concluding discussion on win-lose orientation, while the winning party will be celebrating victory and appraising its leadership, the losing party will reject its leaders. Owens (2001:318) indicates that resentment, hatred, and anxiety will continue in the losing party, reducing the chances of developing into a supportive climate of self-renewal and creative problem solving. Therefore, win-lose solutions to conflict may develop dysfunctional behaviours that will result into a downward spiral of a negative school climate, which will lead to a declining performance and eventually result in declining organisational health (Figure 3.5 illustrates this point). Figure 3.6 indicates that if conflict is well managed, it will create an upward spiral resulting in an improved organisational health.

### 3.11.3.2 *Win-win orientation*

Contrary to the win-lose orientation to conflict, a win-win orientation provides that a conflict is genuinely resolved when both parties are satisfied with the consequences of negotiations. A win-win approach does not mean that each one of the belligerents has got the size of what he or she wanted, but it is satisfied with the results of the negotiations. Naomi Drew (in Shindler, 2010: 259) suggested six steps for this approach, namely:

- Cooling off – Giving the parties to conflict time to settle down their hot emotions;
- Allowing each party to listen to each other;

- Giving each party the opportunity to state what he or she heard the other party say about himself or herself;
- Make each party realise that blaming and faulting are counter-productive and avoid them. School leadership should take responsibility upon themselves to ensure that things are made better in future;
- Allow each party to brainstorm a solution that will satisfy it and indicate the bad consequences of such conflicts, for example, indicate the legal and socio-economic consequences of assault if assault was at issue; and
- Agree on the solution, giving parties the opportunity of shaking hands, and forgiving each other.

In conclusion, a win-win approach promotes internal locus of control (acceptance of responsibility for things caused and taking the blame for themselves), acceptance and belonging and growth-oriented orientation to learning. This process can be a powerful tool in the development of a more responsible approach to problems in the workplace (Owens, 2010:259). From the above information, it is clear that all strategies of solving conflict are good, as long as they are used appropriately in settling disputes.

### 3.11.3.3 *How to deal with conflict?*

Robbins *et al.* (2009:379) used two dimensions, cooperativeness and assertiveness, to represent five ways of dealing with conflict. These ways were identified as: competing, collaborating, avoiding, accommodating, and compromising. The following discussion is based on Figure 3.7 below, according to Robbins *et al.* (2009:380) and Kreitner and Kinicki's (2004:499–500):

- **Competing**

When a party in conflict seeks to satisfy its own interests, regardless of the impact on the other party, that party is competing. Competing is also referred to as dominating, because one party is dominating the situation by satisfying its own interests at the expense of the other. This is also a typical example of win-lose approach to conflict.



- **Collaborating**

When the parties to conflict seek to fully satisfy both through mutual problem solving, they are collaborating. In collaborating, the intentions of the parties in conflict are to solve the problems by clarifying differences rather than by accommodating various points of view each party holds. This is a win-win solution that allows both parties' goals to be genuinely achieved. This collaborating is also referred to as integrating.

- **Avoiding**

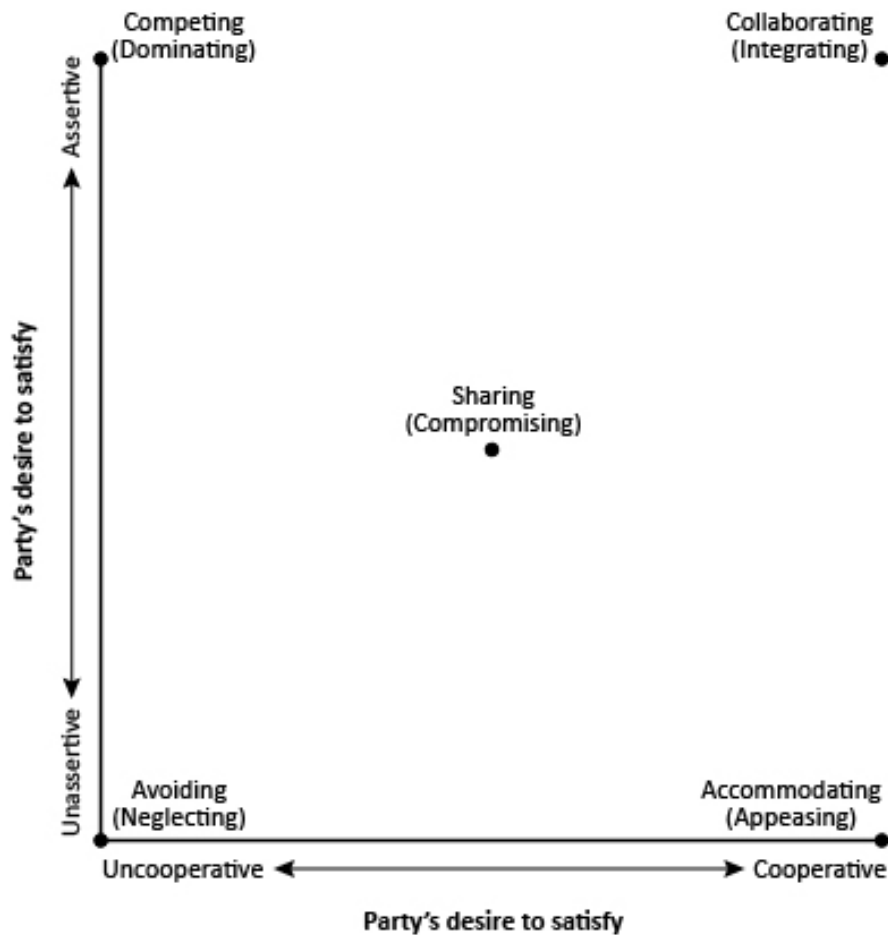
When a party is fully aware that there is conflict, and then withdraw from or suppress it, that party is avoiding to deal with it. Therefore, the conflict will continue to exist and if it is not attended to later, parties will continue to avoid every party associated with the problem.

- **Accommodating**

This happens when a party in conflict seeks to satisfy the other party at the expense of one's own interests. This orientation of appeasing an opponent, while neglecting one's own interests, is referred to as accommodating. This orientation may be followed in order to secure and maintain sound working relationships. This orientation is followed by teachers employed on temporary basis and those who seek promotions to higher posts. It is also called obliging.

- **Compromising**

If a party to the conflict wants to give up something, sharing occurs, resulting in a compromised solution. In compromising or sharing orientation, there is no clear winner or loser; instead everyone to conflict is prepared to give up something in order to end conflict.



**Figure 3.7:** Dimensions and orientations to conflict management

**Source:** Adapted from Robbins, Judge, Odendaal and Roodt (2009:379)

#### 3.11.3.4 *Applying conflict resolution ways*

The five ways of dealing with conflict, as illustrated by Figure 3.7 above, are used to manage it (conflict), so that its destructive consequences are minimised. These ways can be used interchangeably, depending on the situations, for example avoidance and appeasement can be used in the short run (temporarily), while waiting for the right, thoughtful, and researched solutions. As for the utilisation of Competing, Sharing and Collaborating dimensions, parties in conflict must be prepared to engage in the conciliatory processes of negotiations, and are sometimes legally forced by provisions of Labour Relations Act (LRA) and Education Labour Relations Act (ELRA) to resolve conflict. If the process escalates to mediation outside the school premises, a Commission for Conciliation, Mediation and Arbitration (CCMA) is established to resolve such conflicts. Industrial Court is also established to deal with labour conflicts, if internal

structures and CCMA have failed to resolve them (Robbins *et al.*, 2009:379). In order to resolve conflict in the school, the Principal must comply and adhere to all legal processes prescribed.

### **3.12 CONCLUSION**

In this chapter, some of the relevant approaches and processes that can assist the Principal to enhance effective leadership were discussed in full. The choice of these processes and its applicabilities to the effective school leadership, were also briefly outlined in this chapter.

From the above information, it is clear that strategies such as affirmative action (AA), staff development, conducive school climate and culture, adherence to labour relations (LR) procedures, good public relations (PR), effective participation, good performance, effective management of school discipline and adhering to all processes of conflict resolution management, are important for effective leadership in the school.

In the next chapter, some of the research approaches, methods and research techniques that were used to collect, analyse, and interpret the findings in the study will be discussed in full.

# **CHAPTER 4**

## **RESEARCH DESIGN AND METHODOLOGY**

### **4.1 INTRODUCTION**

In Chapter 2 a discussion on theoretical foundations on leadership was provided. In Chapter 3 a discussion on alternative strategies to enhance effective leadership in the school was also provided. These two chapters served as filters through which the role of a Principal as an effective educational leader should be observed.

In this chapter, the researcher will discuss the research design and methodology, target population and sampling, data collection and data analysis, ethical considerations and clarification of concepts is given. Such a discussion is important to indicate the rationale behind the choice of the research design and research methodology and also justifies the procedures followed in the collection and analysis of data.

### **4.2 RESEARCH DESIGN AND METHODOLOGY**

#### **4.2.1 Research design**

According to Henning, Van Rensberg and Smit (2004:30) research design is defined as “the manner in which the research is visualized and carried out, and how the findings are eventually put together”.

To support the above view, Nieuwenhuis (2007:70) described research design as an overall plan or strategy to conduct the research and incorporate a specific methodology to address the question of how the research was performed in relation to the primary problem statement by specifying amongst other things the selection of respondents, data gathering techniques and data analysis.

In this study, a qualitative design has been used. The main aim in using the qualitative design is to get insight into and understanding how Principals of secondary schools construct meanings out of their roles and how they react to different school environments in which they find themselves. The qualitative

research approach is known for its use of the inductive method of interpreting, and analysing data in order to obtain themes (Zwane 2011:180).

The qualitative researcher attempts to obtain an in-depth knowledge and definition of the problem or phenomenon presented by the respondents in the form of oral responses. Unlike the quantitative approach, in which case the data is expressed in terms of numbers, statistical inferences or numerical analysis, the qualitative data is comprised of verbal responses. The qualitative researcher therefore, attempts to understand the role of the Principal through the perspective of the participants, the Heads of Departments. The advantage of using the qualitative approach is that, it is flexible and it allows for freedom of expression, representation and action. Such flexibility allows the researcher to be sensitive to unexpected responses from the participants. Unexpected answers are possible with the use of open and unstructured questions of the researcher. It is therefore, fitting to describe qualitative research study as explorative and empathetic in that it examines the breadth, length and depth of the phenomena (Baruth, 2013:176).

Qualitative research study is interactive and non-interactive. It is interactive in the sense that the researcher is able to have face-to-face interaction with the participants and in this way gain in-depth insight of the phenomenon under investigation. It is non-interactive in that the qualitative researcher can observe a phenomenon in its natural state, without interfering with the human behaviour, in order to understand. The qualitative researcher can become a participant in research, thereby understand the phenomenon of investigation from the inside (Baruth, 2013:177). In this study, the researcher will use words to analyse and present results from interviews and observations.

The following table can help to explain the differences between qualitative and quantitative designs:

**Table 4.1:** Illustration of the differences between qualitative and quantitative researches

<b>Criteria</b>	<b>Qualitative</b>	<b>Quantitative</b>
Focus	One or a number of individuals probably not more than fifty	Large number of individuals
Aim	Understand the individual in his or her life world	Discover laws and principles of general validity
Skills	Literary and narrative writing	Technical and scientific writing
Data	Words	Statistics
Approach	Inductive	Deductive
Research methods	Interviews, observation, case studies, among others	Questionnaires
Structure	Low	High
Questioning	Questions can be reformulated even after research has started	Questions cannot be reformulated once research has started
Time	Relatively long	Relatively short
Audience	Familiar with and supportive of qualitative research	Familiar with and supportive of quantitative research

Source: Adapted from Zwane (2011:185)

#### **4.2.2 Research methods**

Milondzo (2003:9) argues that there is no single, perfect method of obtaining data. For this reason, he maintains collecting data by more than one method is often a prudent procedure.

In this study, the researcher will use various research approaches, methods, research techniques and literature review. These research methods will be discussed in detail in Chapter 4. The researcher will use certain research methods to generate solutions to the research problem in this proposal.

Ethnography and case study strategies will be used to collect data in the field. Creswell (De Vos, 2002:274) defines ethnography as “a study of an intact cultural and social group, an individual or individuals within that group, based primarily on observations over a prolonged period of time spent by the researcher in the

field". The ethnographic researcher will therefore, observe patterns of behaviour of the Principals, through HoDs, listen to and record the voices of the participants. Case study strategy will be employed through the face-to-face interviews with the Heads of Departments. These interviews will be conducted with the aim of gaining in-depth knowledge of the participants.

### **4.3 TARGET POPULATION AND SAMPLING**

#### **4.3.1 Population**

A population comprises the collection of all the elements or units of analysis (members of a population) about which a researcher requires to reach distinct conclusion (Fox & Bayat, 2007:30). The target population of this study is 30. Twenty (20) SMT members were used to achieve the intended objectives of the study.

#### **4.3.2 Sampling**

De Vos (2002:199) defines sample as a subset of population. Dumisa (2010:40) defines sampling as "the process of selecting the aggregate or totality of objects or individuals regarding which inferences are able to be made based in the sample study". In this study, the researcher has used stratified random sampling method to select ten (10) Principals, six (6) deputy principals and four (4) heads of departments from selected secondary schools. In this process, gender equity and equality policy was taken into consideration. To avoid biasness in the selection, both rural and urban Secondary schools were selected, regardless of their performance in Grade 12 final examination results. The heads of departments and deputy principals were selected because they are regarded as the members of the team that supports the Principal towards effective educational leadership.

### **4.4 DATA COLLECTION AND ANALYSIS**

#### **4.4.1 Data collection**

Due to the nature of the study, the researcher has used both case study and interviews to collect required data from the area of the study. Data was collected

from twenty (20) respondents, i.e. ten (10) Principals, (6) Deputy Principals and four (4) HoDs. To adhere to the policy of gender equity and equality, the researcher has taken gender issues into consideration.

#### **4.4.2 Data analysis**

Data from the completed case studies and unstructured interviews will be processed and analysed through the thematic method. All data collected should be available before an attempt to analyse is made. Data from interviews should be transcribed verbatim and analysed, without attempting to modify and summarise the content.

The validity and reliability of the data will depend on the quality of information collected. Reliability of the data will also depend on the honesty of the respondents in responding to questions in case studies and the unstructured interviews.

#### **4.4.3 Ethical considerations**

The information that will be provided by the respondents will be treated confidentially. Therefore, the names of the respondents and that of the school will not appear on the questionnaires. The information that will be given will only be used for the research project that the researcher is involved with the University of Limpopo.

### **4.5 CASE STUDY**

Yin (2009:18) describes a case study as "... an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when ... boundaries between phenomenon and context are not clearly evident".

From the description, our case or phenomenon which has to be studied in depth is the leadership and our context is the school. Yin (2009:31) continues to indicate that in order to use the case study successfully, the units of analysis must be clearly known. In our study, our units of analysis are the school management teams (SMTs) in whose school leadership resides, comprises Principals, deputy principals and heads of departments.



#### 4.5.1 Advantages and limitations of using case study in qualitative research

The advantages of using a case study as observed by Neale, Thapa and Boyce (2006:4) are:

- It provides much more detailed information than other methods, such as surveys.
- It allows the researcher to present data collected from multiple methods (i.e. surveys, interviews, document review, and observation) to provide the complete research report.

Neale *et al.* (2006:5) identified a few limitations and pitfalls as described below:

- **Can be lengthy** – The information provided in narrative form can be so detailed that it may be difficult to hold a reader's interest. In this case, care has been taken to provide the rich information in a digestible manner.
- **Concern that case studies lack rigor** – Case studies are viewed, especially in the evaluation and research fields, as less rigorous than surveys or other methods. Reasons for this include, but not limited to, the fact that qualitative research in general is still regarded unscientific by some and in other cases, case study researchers have not been systematic in their data collection or have allowed subjectivity in their findings. In this study, the researcher has been careful and systematic in data collection and has taken steps to ensure validity and reliability in the study.
- **Not easy to draw generalisations from** – Some common complaints about case studies are generalisation and overgeneralisation of findings. These complaints emanate from selecting a few examples and generalising without evidence that they are typical representatives of the population. In this study, evidence has been used to generalise findings, like scientists who generalise from experimental results to theories.

## 4.5.2 Processes and elements of the case study

### 4.5.2.1 Processes of case study

Processes of case study followed in this research are planning, developing research instruments, train data collectors, collecting data, analysing data and disseminating findings. The following discussion of processes is based on that made by Neale *et al.* (2006:5) and Yin (2009:24):

- **Planning** – a plan in the form of research proposal has been made and submitted. Chapter one of this Thesis serves as a plan for this report. Other components of a plan are the choice of a topic, identification of units of analysis, ethical considerations, among others.
- **Develop instruments** – all instruments needed to complete research report have been developed, including survey protocols, setting rules for respondents, informing respondents of their rights, how to conclude the research, the use of tape recorders, among others.
- **Train data collectors** – since the researcher was collecting data himself, there was no need to train data collectors. The researcher at this stage practices on the use of research instruments.
- **Collecting data** – all relevant documents were assembled; appointments with identified participants, the HoDs, were made; the purpose of the interviews to the respondents were explained, why they have been chosen, and the expected duration of the interviews; verbal consent of each respondent were received; respondents were informed of the confidentiality of the information, and consent on the use of a tape recorder. Only after the respondent has agreed, did the researcher continue to conduct the interview.
- **Analyse data** – all relevant documents, including interview schedules were reviewed, recorded interviews transcribed, and then analysed.
- **Disseminate findings** – a research report has been written after analysing data, findings disseminated to readers, recommendations made, and areas not covered by research were mentioned.

#### 4.5.1.2 *Elements of a case study research*

Neale *et al.* (2006:7) have indicated that like each and every research approach, case study elements are: The identification of a problem, steps taken to address the problem, results, challenges and how they are met, beyond the results, and lessons learnt from the results. All these elements were followed in this research.

## 4.6 INTERVIEWS

Apart from case studies, interviews were also conducted to supplement information on the role of the Principal, as SMT member, towards effective educational leader. Attention is put on the interview, as an approach to the collection of data. An interview is primarily a mode of data collection in qualitative research, where the interviewer is interested in other people's stories. Every word that the respondent utters reveals what is in his or her conscious mind. An interview is therefore, a meaning-making process between the interviewer and the interviewee, the respondent. This process of interview is rightfully referred to as conversation by De Vos (2002:292). A conversation, unlike an interview, implies a discussion that captures the attitude of the interaction, has a central focus that is not one sided. This explanation prompted Kvale (in De Vos. 2002: 292) to define interview as "... attempts to understand the world from the participant's point of view, to unfold the meaning of people's experiences ... and to uncover their lived world prior to scientific explanations".

In order to obtain valuable information from the respondents, the interviewer should be trained to skilfully lead the respondents to give useful data, guided by the topic chosen and its goals. For the purposes of this study, the researcher was an interviewer because he led the process of interview self. As what kind of interviews this study has taken, the studies by Struwig and Stead (2001:98–99) provided three types, namely structured, semi-structured and unstructured interviews, as defined below:

- Structured interview comprises a set of formally structured questions in that the wording is not altered from one participant to the next. This set of questions does not allow the interviewer to probe for further data or allow the participant to provide information not covered by the interview schedule.

- Semi-structured interview is a combination of the structured and unstructured. Predetermined questions are posed to the each participant in a systematic and consistent fashion and participants are allowed the opportunity to discuss issues beyond the confines of the interview schedule.
- Unstructured interview, no predetermined questions or leading questions are asked, but open-ended ones are asked and the participant is allowed to respond freely and express his or her opinion on the topic. The interviewer must be able to listen to the respondent, and not dominate discussions, but establish the rapport with the respondent and attempt to understand the latter's viewpoint. In this study, the interview is unstructured to allow the participants to freely respond to subtopics of the researcher.

The type of interview used in this study is unstructured, using open-ended questions, and one-to-one interview, since it was an interactive conversation between the interviewer and each individual respondent. According to De Vos (2002:298), the purposes of using open-ended, one-to-one and unstructured interviews is not to get answers to questions posed, but to understand the experiences of the SMTs and the meaning they make of that experience. The use of this approach allows the researcher and the respondents to explore an issue in-depth, such as educational leadership in this study. It is used to determine the individuals' perceptions, opinions, facts, and reactions to pre-research beliefs and solutions.

Tips taken by the researcher in conducting interviews, as espoused by Seidman (in De Vos, 2002:293–294) are; among others:

- The researcher gave the participants 90% of time to relate their lived experiences and did not interrupt their responses.
- Questions asked were short, clear and to the point.
- The researcher asked one question at a time.
- The researcher avoided controversial and sensitive questions.
- The researcher did not use the interview to show off his knowledge or impose his knowledge, vocabulary, and shine over the respondent.

An interview schedule with a set of formal, guided and standardised open-ended questions was prepared and used to elicit responses from participants.

In order to ensure continued data capturing, a battery-operated audio tape recorder was used. Participants were informed before interviews of the use of this gadget. If the use of the audio tape recorder is not reported to participants beforehand, they may feel uneasy and even withdraw from the interview (De Vos, 2002:304).

At the end of the interview process, the information from the tape recorder will be transcribed on to the pad and compared to the information already recorded during interviews. The researcher will look at categories, themes and dimensions or subthemes, in order to manage, analyse and interpret these data into the final narrative form. During interpretation stage, the researcher will step back and forth to search for the meaning out of these categories, themes and subthemes (De Vos, 2002:344). According to Struwig and Stead (2001:172), interpretation should do the following:

- Give meaning to the raw data;
- Provide the reader with reasonable insights that were not obvious at first sight;
- Be coherent, focus on the topic in question and give an account of all data collected; and
- Assist the researcher to re-evaluate the aims and adjust them to account for the additional interpretation, if initial interpretation deviates from research aims.

## **4.7 CONCLUSION**

In this chapter an attempt was made to show how the research study will be designed as well as the research methodology to be used. An indication was made of how data will be collected and analysed. Ethical considerations during the collection data have been taken into consideration.

In the next chapter, data will be presented through case studies and interviews to selected heads of departments.

# CHAPTER 5

## PRESENTATION OF FINDINGS

### 5.1 INTRODUCTION

In this chapter, the researcher presents the narrative case studies of the four selected Heads of Departments (HoDs) with the objectives of appraising the factors that hamper and enhance effective school leadership in Waterberg Education District. The discussion on how these challenges influence effective leadership in their schools, will also be presented. The background of every respondent, the school, classroom context, and the findings derived from each respondent's responses will be presented. All names of Heads of Departments and schools used in this Chapter, are fictitious. At the end of the Chapter, a brief conclusion will be given.

**Case studies** - The four Heads of Departments (HoDs) below will be used as a sample to represent school leadership in the area of the study. These members of the School Management Team (SMT) were appointed to enhance effective leadership at various departments in Waterberg secondary schools. In these schools, the Principals have been appointed to coordinate, manage and give Heads of Departments directions to achieve intended school objectives.

### 5.2 CASE STUDY NO. 1: MRS CLOETE (HEAD OF DEPARTMENT - LANGUAGES)

#### 5.2.1 Personal background

Mrs Cloete (not her real name) is a female aged 48 years, who acquired her Bachelor of Arts in Education, which is a 4-year teaching qualification with English and Afrikaans as her major courses, 25 years ago. Her teaching career started 23 years ago at a secondary school in Capricorn District, where she produced excellent results from the first year of her teaching career. Mrs Cloete grew up on a farm around Sterkloop area, where she learned informal Northern Sotho language from farm workers who worked at her parents' farm. She is born from Afrikaans speaking mother and English speaking father, and she is

married to an English husband. Her knowledge in both languages is excellent. She can talk Northern Sotho language, but cannot read nor write in this language. She was promoted to the current Winpot school as Head of Department for languages, seven years ago. She is part of the School Management Team responsible for the three official languages offered at the school, namely. English first additional language (FAL); home language (HL), Afrikaans first additional language (FAL); home language (HL) and Sepedi home language. Six (6) teachers report directly to her. In moderating teachers' and learners' work in Sepedi, she is assisted by the senior teacher, Mr Raphala.

Her duties include, among others, is to ensure that:

- the right curriculum is implemented.
- assessment tasks are moderated, and facilitates (i.e. prepare and present) her own lessons.
- teachers and learners attend to classes.
- there is curriculum coverage, i.e. according to prescribed pacesetters.
- the right set books are used.
- the teachers and learners keep portfolios of evidence of performance.
- class visits are conducted, i.e. ensure that the number of periods on the general timetable correspond with policy requirements.

In moderating school-based assessment (SBA), Mrs Cloete ensures that:

- tasks cater for all the cognitive levels, as outlined in Bloom's and Barrett's taxonomies.
- tasks are in line with subject assessment guidelines (SAG) before they are administered (pre-administration moderation).
- marking is of quality, i.e. memoranda are used to mark learners' answers (post-administration moderation). In cases of essays, the correct and approved rubric and marking codes are used.
- tasks are administered as prescribed in the assessment policy.

Other duties that Mrs Cloete is responsible for are:

- Organise and facilitate meetings of her own department.
- Facilitate the formation and functioning of subject committees (she is the chairperson and overseer of languages committees).

### **5.2.2 School**

The Winpot English Medium High School was established in 1964, in an urban area, in one of the towns in the Waterberg District of the Limpopo Province (former model C school). It started with 360 learners and 12 teachers. The school has currently enrolled 1800 learners and 60 teachers. The classrooms are sufficient to accommodate all learners.

The school has a fully equipped and functional library, science and languages laboratories and sports grounds for different sporting codes such as basketball, netball, cricket, rugby, soccer, tennis, hockey and indoor swimming pools. There is a big hall which can accommodate about five hundred people seated. On the stage of the hall, there is a piano and above the stage there is a flag of the country, the Republic of South Africa (RSA). Next to the country's flag, there is a Waterberg Municipality emblem. At the back of the hall there are administration offices, and in front of the offices there is a board where names of head girls and boys are written in gold.

The school draws its learners from the middle class community of the town itself and its peripheral townships and villages. It is a fee paying school, on quintile 5 in terms of school funding modes. This means that it receives less norms and standards funding from the government, because the community it serves, is composed of those parents who can afford to pay for the education of their children.

At this school, language of learning and teaching (LOLT) is English and there are also a few Afrikaans-speaking learners who are taught through the medium of Afrikaans language. Sepedi is taught as home language (HL) only to a section of black learners.



### **5.2.3 Classroom context**

Mrs Cloete's class is the second from the administration block on the ground floor of the eastern wing of the school building. The classroom is big enough to accommodate 30 learners, well spaced to allow the teacher to move freely between rows of learners, as she facilitates. Window panes are painted from outside and the learners inside the classroom cannot see the learners outside, and vice versa. The temperature of the classroom is kept cool in summer and warm in winter by an air conditioner so that it is not necessary for the learners to open windows. The classes of the whole school are kept clean by the general cleaners. The floor of Cloete's classroom, just like all other classrooms in the school, is covered with dark brown wood. The walls, between windows are full of pictures. Some of the pictures displayed in English indicate the usage of prepositions, letters of the alphabet, homonyms, to name but a few. The most part of the front wall is occupied by a green chalkboard and the most part of the back wall is a notice board where Mrs Cloete's notices are pinned on it. Some of the papers on the notice board are results of the tests, assignments, projects, research, and other formal recorded tasks of the learners. Graphs are also available indicating performances of learners per task (performances of learners is indicated by histograms and other forms of graphs). Once in every other day, learners visit notice board to see whether there are no new announcements. Mrs Cloete communicates with them by notices on the notice board. Most pictures on the wall are written in English, but there are a few in Afrikaans and Sepedi as well.

Mrs Cloete's table is big enough, with side a drawer on the left. Files are kept in two steel cabinets. One steel cabinet contains learners' files while the other contains files of educators for languages. In learners files, there are learners' evidence of performance, and evidence of school based moderation by the School Management Team, authentication form, where the learner declares that the work inside the file is his or hers, among others.

No formal task in languages can be administered before it is quality assured and learners' marks cannot be recorded in mark sheets before post administration moderation is conducted on learners' answer books. Mrs Cloete keeps

records of comments made by circuit and district curriculum specialists during school-based assessment (SBA) moderation, to ensure that corrections are made by affected teachers and resubmitted to moderation venues by Mrs Cloete herself.

Learners' furniture is composed of a table for each learner, and a chair. A businessman in town has offered to keep the schools' furniture in good order, at no cost of the school.

## **5.2.4 Research findings**

### *5.2.4.1 Management of learner-teacher support material (LTSM)*

Adjacent to Mrs Cloete's classroom, is a language laboratory. The languages laboratory room looks like a radio studio, microphones hanging ready and ear phones on the tables like those of the radio announcers. Chairs arranged around tables that look like a wedding setting. There is a big viewing screen in front of the classroom above the green chalkboard. Dictionaries of English and Afrikaans including English – Afrikaans, Afrikaans – English, Sepedi – English, English – Sepedi, English – Zulu, Zulu – English are available. When you are in the room you don't hear voices and sounds of people outside the room. People outside don't hear sounds and voices of those inside the room, either. Videos and DVDs can be seen on shelves, well labelled according to contents. There are also viewing closed circuit monitors and keyboards with screens on each table.

In the library, books have been arranged according to Dewey's decimal system and according to the subject, also. A catalogue is available to guide the library user. As in the language laboratory, there is also a Library Assistant. Learners and educators who come to loan books, have to fill in loan cards. There is also a door inside the library that opens to a storeroom where learner-teacher support material is kept. In front of the door there is a book, every item or items that is or are taken from that room is or are signed for by everyone who takes it or them.

#### *5.2.4.2 Lesson planning and presentation*

Mrs Cloete prepares lessons guided by pace setters supplied by a district curriculum specialist. She can plan once for ten days and encourages language teachers to do the same. As she stated:

*“English FAL and HL are allocated 4 hours each every five days. The activities of one hour lesson plan will not be the same as the activities of eight hour lesson plan. The teachers’ activities of eight hours lesson plan will have to indicate that they are worth eight hours. As heads of departments, we have to timeously check these in educators’ lesson plans.”*

Besides lesson plans, Mrs Cloete makes class visits to all language teachers, and there is a timetable available to all language teachers for such visits. Language teachers who are available are invited to attend and observe these class visits. The observers’ comments are most welcome at the end of the presentations.

#### *5.2.4.3 Resources and teachers’ support*

The business people are determined to assist the school with the resources the school may need as a donation. A nearby platinum mine has donated R90 000 towards the buying of library books. Learners’ teacher support material are bought by the government and delivered to the school a year in advance. Teachers are requested to order books for learners which they regard as good to supplement the learner-teacher support material supplied by the government.

#### *5.2.4.4 Teacher-learner ratio*

The ratio is 1:30 (one teacher is to thirty learners), that is 1800 number of learners divided by 60 number of teachers. This number for teachers only; it includes Principal, two deputy principals and four heads of departments, whose administrative work is such that their contact time with learners is less compared to that of assistant teachers. In order to meet its curricula needs, the school employs some educators and use funds from learners’ fees to pay them.

#### 5.2.4.5 *In-service training and teacher support*

Mrs Cloete realised that it is important for teachers to be updated on amendments made to curricula, and therefore the school has to fund those workshops. Mrs Cloete has recorded numbers of workshops that language teachers were invited to attend and is able to indicate that all of them were attended and even names of teachers who attended them. She has this to say:

*“We cannot, as a department of languages, afford to lose information that is meant to develop us and our learners. All teachers who attend such workshops have to write reports to us and I have filed such reports as Head of Department for languages. I have also sent copies of them to the Principal as evidence of attendance and also as evidence of developments in our subjects.”*

Mrs Cloete has also indicated that for those teachers who have to attend workshops, their contact time with learners will have to be shared by those remaining.

#### 5.2.4.6 *Educational excursions*

Mrs Cloete reported that the parents have vowed to pay for the learners educational trips and there is an Educational and Tours Policy, which is reviewable after every four years. As she reported:

*“What the parents would like to know, is how the trips are going to benefit the learners. Educators to accompany the learners are not supposed to pay, according to the policy. We, at Winpot, are regarding sport outings as part of educational excursions, because learners who are talented in sport have a lot to gain from such trips.”*

Mrs Cloete’s language learners usually visit places like publishing companies, studios of local radio stations, and language laboratories of local universities. Learners themselves pay or request for donations of such trips.

### **5.2.5 Summary of Mrs Cloete**

Winpot, is a former Model C school, that basically has sufficient resources that enable Mrs Cloete and other teachers to facilitate with ease. Mrs Cloete is

treating language educators as professionals. She secures appointment with them to visit their classes, and has a programme for moderating their work. Learners are given the opportunity to visit places of interests, where most of language learners can be employed. Mrs Cloete has realised that in order to be effective, teachers have to be developed, and therefore, the school supports teachers who go for in-service training and in attending workshops. Teachers, who remain at the school, distribute workloads of teachers attending trainings among themselves. Mrs Cloete encourages language teachers to supplement classroom learning by visiting universities, publishers, and radio studios, among others.

The following case study is based on the Head of Department for Mathematics, Science and Technology.

### **5.3 CASE STUDY NO. 2: MR TSEKA (HEAD OF DEPARTMENT - NATURAL SCIENCES)**

#### **5.3.1 Personal background**

Mr Tseka (not the real surname) was born 55 years ago at Oukasie (Afrikaans word for Old Location in English), a township of one of the famous towns in Waterberg Education District. He grew up and attended a primary school at the township, matriculated at Sefoka and completed Primary Teachers' Certificate (PTC), a two-year primary teacher qualification at Makopa Teacher Training College. He started teaching biology at Modikoa Junior Secondary from Form I–III. When the school introduced Form IV (matriculation certificate), he was promoted to teach biology in Form IV. In his teaching career, he produced a lot of distinctions in biology in Form V. He was promoted to the Head of Department post at Maleka Secondary School fifteen years ago when he was forty years of age, with seventeen years of experience. Since he started teaching, he has furthered his qualification through distance learning. He has since obtained a Secondary Teachers' Diploma further Training (STD), a Bachelor of Science degree, an Honours' degree in the teaching of biology, and at present he is busy studying a Masters' Degree in Education (M Ed.) specialising in the teaching of natural sciences.

He married one of his old learners, who is also a teacher at one of the local primary schools and they are blessed with two children, a boy and a girl. Mr Tseka is a devout Christian, and he is a treasurer and therefore, an executive council member at their Evangelical Presbyterian Christian Church. On Saturdays and Sundays after church services, he would spend some time at the school, doing administrative work, marking learners' books, preparing lessons for days to follow, moderating educators' tasks and lesson plans.

Mr Tseka is the Head of Department for Mathematics (Maths), Science and Technology (MST) and he has ten teachers reporting to him - three for maths, three for physical science, two for Natural Sciences, one for Life Science and one for Technology. Although Mr Tseka is a life science (which used to be biology) teacher, he did maths in matric and had specialised in the teaching of maths and biology at a training college. Therefore, he has basic knowledge that enables him to moderate Physical Science and Technology as well.

### **5.3.2 School**

Maleka High School was founded in 1986, in one of the biggest townships of Waterberg Education District, with enrolment of 123 learners, formerly under the so-called Lebowa Homeland. The school was given three classes in Tshimong Primary School when it started and had the first Standard 10 (presently called Grade 12) in 1991, at its present location. The enrolment for the school has increased from 123 learners in 1986 to 1125 in 2012, its classrooms increased to sixteen classrooms, administration block with about ten offices. One for the Principal, two for Deputy Principals, four for the Heads of Departments, and three staff rooms for assistant teachers: labelled as staff rooms 1, 2 and 3. Staff rooms 1 and 2 contain twelve teachers each, and staff room 3 contains eleven teachers. There are 20 classrooms, 44 assistant teachers including the Principal, two Deputy Principals and four Heads of Departments. There are also five movable (refurbished) classrooms delivered by the Department of Education, to alleviate accommodation problem for the school. Toilets are also available to staff members attached to administration blocks, male toilets are on the left and female toilets are on the right hand side. Learners' toilets are at the corner of the school yard, with females on the right and males on the left. On average,

each class including the movables, accommodates about forty nine learners, there is overcrowding, of learners at the school.

When school's buildings were erected on the site, few stands around the school were occupied. There were a lot of empty spaces, but five years later there were no empty spaces. In fact, the place where the school is build is densely populated that, every empty space is invaded, even those areas which were not rezoned for residential purposes. Mr Tseka's home is not far from the school, he walks to school in most days. This enables him to do a lot of administrative work in the late afternoons, weekends and even school holidays.

There is little space for the school to erect sports grounds. Sports grounds for netball, volleyball and indoor games are available on the school premises. A vegetable garden has been erected where there was supposed to be a soccer field. Mr Tseka plants vegetables on this field, and the community around the school use part of this garden to plant maize during summer. The school uses the community's soccer field for its games, and this sometimes leads to clashes with community soccer games. As Mr Tseka commented:

*“Nowadays we have to apply to the Department of Health and Welfare to use community facilities. We therefore, have to be specific with times for use. If our visitors can arrive later than expected for whatever reason, we will be forced to look for other fields somewhere. We may be forced to use the undeveloped fields outside the stadium, and this is not safe for our learners. It is only netball field that is developed for use at the school. For tennis and athletics, the school has to apply to use community facilities from the Department of Health.”*

There is a security company that is employed by the Department of Education to keep the premises safe, but a number of computers, donated by the mining company were stolen. Every time the security company owner fails to pay his workers, they lock all of us outside the school yard in protest.

### **5.3.3 Classroom context**

Mr Tseka does not have a classroom specifically developed for life science, instead he goes into every class he teaches, for the duration of his periods. He keeps all his equipment for life science in his office which is labelled:

#### **HoD: Maths, Science and Technology (MST)**

##### **Mr RT Tseka**

On the walls of his office, there are pictures of the human skeleton, periodic table of elements, school calendar, school general time-table and Mr Tseka's personal time-table, pictures of mammals, kinds of vitamins and examples of sources of such vitamins, mental arithmetic table, to name but a few. Depending on the kind of lesson to offer, Mr Tseka has to carry them to and from classes every time or call some learners to collect them for him. He forgot to take a picture in Grade 12 classroom one day and the next day when he went to collect it, there were writings on it and some of the words on it were cancelled and it was no longer suitable for use as teaching aid. All the subjects have to be taught in one class, and therefore common pictures on the walls of classes are class time-tables, test time-tables, and school calendars.

### **5.3.4 Research findings**

#### *5.3.4.1 Management of learner-teacher support material*

Mr Tseka, like any of the educators at the school, orders learner-teacher support material twice per year for his department. He does so by giving every member of the department to list learner-teacher support material needed to teach and for learners to learn. Out of their lists, Mr Tseka would compile a comprehensive list, prioritising with educators so that the most important are ranked first. Once they are bought, Mr Tseka would keep his entire department's equipment in his office, adding the new to the story already bought. Anyone who needs to use them, should fill in the information needed and sign for them. Learner-teacher support material used by learners, have to be brought back at the end of the academic year, and those who lost them, have to pay certain amount of money in respect of the once lost. This is the responsibility



delegated to every class teacher, in terms of the school's Retrieval Policy which learners and parents know. As Mr Tseka stated:

*“Learners already know the prices of the textbooks that they are given at the beginning of each academic year. Every class has a list of textbooks and the prices of every textbook listed. Those who return them also are expected to return them in good condition. There is an old person a pensioner, who lives not far from the school. He used to work at one of the publishing companies in Gauteng. He really restores books and learners whose textbooks are torn up and learners whose pages from are loose, consult him to have their textbooks fixed before they are submitted to the school. He is so good that most schools around this area submit their torn textbooks to him to fix. This keeps him busy and he is able to earn something so that he can put food on the table for his grandchildren.”*

#### 5.3.4.2 Lesson planning and presentation

Ten (10) teachers report to Mr Tseka, three (3) for mathematics (maths) three (3) for physical science, two (2) for natural sciences, one (1) for life science and one (1) for technology. All these teachers have agreed to use a common template to prepare their lesson plans. Their lesson plans are based on the pace setters supplied by the District Curriculum Specialists. Their lesson plans are moderated by Mr Tseka to ensure that they address topics covered by pace setters. Mr Tseka's signature appears on the lesson plans already moderated. As head of the department for the maths, physical science, life science and technology, Mr Tseka appeals to all teachers reporting to him to submit their formal assessment task to be quality assured before they are administered, and that after being administered and marked by the teacher, Mr Tseka would sample and mark at least ten percentage (10%) of the learners' answer books before the marks are entered in the record sheets. This procedure is known to all of them, but some will submit for quality assurance when the task has already being administered.

Mr Tseka is offering life science and is competent to moderate and quality-assure life science tasks. His further qualifications in the teaching of natural sciences, enables him to be competent in moderating and quality assuring physical science too. With maths and technology, he can only use memoranda to mark sampled books. This has landed him in arguments with those who teach these subjects, as long as the answer is not appearing in the memoranda. To avoid the argument with teachers, he traces the ticks and crosses of teachers, a practice that cluster, circuit, district and even provincial moderators have discovered and have commented against it.

Mr Tseka is always facing resentment for class visits. Teachers have indicated to him that their presentations have been criticised and allocated marks during their training at colleges of education and universities and that they have passed that level. Regarding class visits for integrated quality management system (IQMS), the teachers reporting to him indicated that the system does not work, that if they cannot be given hypothetical marks, they would rather do without it. As one teacher commented:

*“At a nearby school, teachers’ lessons are observed by their supervisors, allocated points but they are not paid performance bonuses, their salaries are not raised and they do not get promotions. IQMS or no IQMS, we are the same. They state their training needs but they are not trained, so this IQMS does not work.”*

#### 5.3.4.3 Resources and teachers support

Maleka Secondary School is a ‘no fee paying school’, and classified under quintile three (3) in terms of the funding model as provided in South African Schools Act (SASA) (Chapter 4 of Act 84, 1996), but management has agreed with parents to raise some funds. The money is used to acquire resources which are needed for the teachers to teach well and for the learners to learn well. This money is also used for teachers’ development, by attending workshops that benefited the school as a whole. As Mr Tseka remembered:

*“In 2012 all workshops organised by the circuit or cluster or district were attended, three in maths, two in both physical science and life science.*

*In technology, there were no workshops but I understand that there are no circuit and district curriculum specialists in this learning area.”*

Asked whether teachers write reports of the workshops attended, Mr Tseka indicated that some do, others do not, and that there was never a common practice or a policy for the school to demand workshop reports from educators. He has this to say:

*“We accept and file reports from those who feel it is proper to compile and submit them, but we also respect the rights of those who do not submit. We will do all within our powers to ensure that educators are developed through these workshops and to benefit learners ultimately.”*

#### *5.3.4.4 Teacher-learner ratio*

By 2012 the ratio for the school was that there were 1125 learners and forty-four (44) teachers. Therefore, the ratio was one (1) teacher was responsible for 26 learners. The number of classrooms is a challenge to the school since there are 25 classrooms. This number implies that, on average, there are 45 learners in one class. As Mr Tseka remarked:

*“You can hardly move between rows of tables when you facilitate. In fact in Grades 8 and 9 there are no clear rows. We only arrange them in rows when they write tests and examinations. We cannot be strict on class works and other informal assessments tasks.”*

#### *5.3.4.5 In-service training and teacher support*

Maleka Secondary School sent maths teachers for three (3) months in-service training at one of the well-known provincial Maths, Science and Technology Training Centre (MASTEC) followed by accounting teachers at the previously Venda College of Education some time. Mr Tseka commented that:

*“I cannot speak for languages and humanities, as for us, the district and the provincial offices make sure that our teachers are developed for three months period. We have to suffer for three months of their training but benefit for the years of their service. During the three months of*

*their in-service training, the remaining teachers will share periods of these teachers and they will be relieved when they come back. We cannot leave learners for three months without teachers; this will be insubordination on my part as Head of the Department. They attend for the benefit of the school as a whole.”*

#### 5.3.4.6 Education excursions

Learners at Maleka Secondary are sometimes taken out to learn but they have to pay for all costs. The school does not subsidise such educational tours, except in physical science and technology, when learners need to perform experiments practically in order to enforce learning. In such cases, donations are requested from the business world by the school. As Mr Tseka reported that:

*“Such excursions are usually undertaken and the school will request for donations from our business neighbours. Our platinum mine has been a great sponsor and I think they will continue to assist us in future. In such cases reports are written to them and we also write them letters to thank them.”*

The science laboratory of a closed college of education nearby is used by the schools in the township to teach and make experiments. The manager of this college encourages managers of schools to indicate dates and times of visits so that he could draw a programme for them.

#### **5.3.5 Summary of Mr Tseka**

Though Maleka School has a bigger number of learners, the school has accommodation challenge. There are no science and language laboratories and Mr Tseka has no classroom of his own, instead he merely goes into the classroom to facilitate. Literally the ratio at the school is one teacher is responsible for 26 learners (1:26) but in actual fact teachers complain of work overloads. Mr Tseka is the Head of the Department of maths, science and technology, but he himself teaches life science. Although he does not teach maths, technology and physical science, he is expected to moderate and quality assure teacher’s work

in these subjects. He therefore, has a problem of being effective in marking those answers that do not appear in the memoranda, and end up tracing the teachers' ticks. When one teacher is sent for in-service training, the remaining teachers share the workloads among themselves. Educational excursions are undertaken and learners pay for the costs.

## **5.4 CASE STUDY NO 3: MS LESIBA (HEAD OF DEPARTMENT - COMMERCIAL SUBJECTS)**

### **5.4.1 Personal background**

Ms Lesiba is 45 years old, divorced, blessed with three (3) children, two girls and a boy. She started teaching at Rooisloot High School in Gauteng when she was 25 years old, after completing a two-year Junior Secondary Teachers' Certificate (JSTC) at Gauta College of Education. She specialised with the teaching of accounting (used to be called accountancy) and economics. After five years of teaching, she graduated for a Bachelor of Education in the teaching of Accounting [B Ed (Acc.)] through distance learning. Two years after completion of BEd (Acc.), she was promoted to the Head of Department for commercial subjects at Bokani High School in Waterberg Education District in Limpopo Province. She was therefore, a member of the school management team at Bokani, responsible for the monitoring of curriculum implementation of accounting, economics and business studies. Ms Lesiba has four (4) teachers reporting to her directly. Ms Lesiba's results at Rooisloot Secondary School in accountancy (as it was called then), were very good and it was believed, when she was promoted, that she will raise the school's results.

Ms Lesiba, because of her knowledge of accounting, is a bookkeeper personally to some firms of attorneys in law, whose offices are located in a nearby town which caters mainly for miners' needs. These temporary jobs with firms of attorneys help her to present accounting as a practical subject, rather than theory, as some teachers in other schools do. She has this to say:

*"It is important for accounting learners to take this subject as a practical one, where they can apply principles learned from it in the classrooms. They budget and spend money every day; they use transport to go and*

*buy in town, and therefore they should learn to spend money more reasonably so that they don't overspend monies on goods and then request more to pay for taxis and buses."*

#### **5.4.2 School**

Bokani High School was started in 1989 when the mining management realised that children of the miners had to travel long distances of at least 12 kilometers (12 km), to receive a secondary education. The initial number of learners who started the school was 97 learners with three teachers, one block of four (4) classrooms and an office, which also served as a staff room. The mining settlement which started as an informal, has now developed into a bigger and formal settlement and the enrolment has increased to 729 learners with twenty four (24) teachers including the principal, deputy principal and four heads of departments. The classrooms for the school are twenty four (24), a fully equipped science laboratory and library. There is also a food laboratory since Bokani offers catering and hospitality subjects. There is no language laboratory. The iron ore mining management has realised the need to invest in the education of miners' children and it is funding the primary, as well as their secondary school. Adjacent to the secondary school is a Health Care Centre, which started some few years before Bokani, as a small clinic. It has now developed into a Health Care Centre, a mini hospital that takes health care of the people of the settlement. There is also a big hall for the school, built by the mining company which can accommodate about 600 learners seated.

Maths and science subjects receive first priority followed by commercial subjects, languages and humanities respectively. Humanities are not regarded as that important to the mine management. About 90% of all the teachers at Bokani and Boledi, a feeder primary school within the mining settlement, come from outside the settlement itself. Ms Lesiba is one of such teachers. Bursaries are offered at the school by the mining companies and science students are given priority followed by accounting, business studies and economics. Pamphlets given to learners at career exhibitions do not indicate any bursary for careers in teaching, social work and legal studies, to name but a few.

Sports grounds for most of the sporting codes are available. For example, soccer field, rugby field, tennis courts and athletics fields are some examples of sports facilities available. Facilities also are available to most of the indoor games including table tennis, squash, boxing, to name but a few. The school produced some of the well-known athletes, professional soccer and rugby players and boxers.

### **5.4.3 Classroom context**

Ms Lesiba's classroom is the third on the right hand from the administration building on the western wing of the Block D. There are two big steel cabinets well labelled. One cabinet is used for keeping educators' information on monitoring and correspondence with educators reporting to Ms Lesiba and the other cabinet is used to keep learners' information including learners' evidence of performance. At the back of the classroom, there is a big notice board. Addresses of bursaries offered to accounting students, including work opportunities for accounting learners, are available on the notice board. Programmes of assessment (PoA), including analysis of results of formal tasks are available on the notice board. A big black chalkboard occupies most part of the front wall, where Ms Lesiba writes as she presents the lessons. There is also a view screen for data projector, where Ms Lesiba projects images of presentations. Big window panes on the western side of the classroom, are painted in different colours. In the eastern side of the classroom, where there is a door and a veranda, the windows are tinny and high. Inside the classroom the walls between windows are full of pictures of journals and some are depicting accountants in offices.

### **5.4.4 Research findings**

#### *5.4.4.1 Management of LTSM*

Like in any other school, Ms Lesiba makes requisition for learner-teacher support material before the end of every academic year for the following academic year. She orders it, listing them in order of priority, starting with the most needed to the least needed. When the academic year starts, Ms Lesiba distributes them according to the list she has already drawn, so that every textbook has a number that is allocated to it. In terms of the Retrieval Policy of the school, all

textbooks given should be returned to the school at end of the academic season or the value of the textbook if lost, as determined by the school. Ms Lesiba has cooperation of learners, parents and guardians in this regard.

#### *5.4.4.2 Lesson planning and presentation*

Most textbooks that teachers use for preparations of lessons have model lesson plans inside. Because pace-setters, supplied by the District Curriculum Specialist, have to be reviewed to assess curriculum coverage, Ms Lesiba timeously convenes meetings with teachers reporting to her, to address backlogs. She also encourages her teachers to adapt lessons from the textbooks to the environment and the level of understanding of their learners. She personally moderates and attaches her signature to lesson plans to indicate that she approves of them. Nowadays, teachers do not have to prepare daily lessons daily, one preparation can be made for ten periods and Ms Lesiba does not have to moderate lesson plans of four (4) teachers daily, she can do this once in 10 days but learner' and teachers' activities should be detailed to indicate that.

For practical presentations like company statements, Ms Lesiba prefers that teachers should arrange in time to visit some businesses in town. They sometimes visit their biggest funder, the Iron Ore Mining Company's offices, to learn practically, how company statements are compiled. This also applies to business studies, when they are taught on how to draw business plans. She prefers that if learners cannot be taken to businesses themselves, examples of such business plans should be brought to classes for them to see. She commented this way:

*“Theorising on aspects of the lessons, when practicals can be seen, makes learners commit to memory things which can be understood practically. Seeing things can save the educators' time of trying to explain some of the terms associated with the lesson presentation.”*

Ms Lesiba usually arranges class visits with the teachers reporting to her. She avoids invading their classes in the name of verifying whether departmental policies are implemented and whether they teach according to their prepara-



tions. During her early days at Bokani, she used to pounce on their classes without giving them notices, and she was met with resistance in some instances. One of the teachers walked out of the classroom as Ms Lesiba entered and the learners were left without a teacher for the whole duration of the period. Another educator continued to teach in Ms Lesiba's presence and when he evaluated orally, he posed some questions to Ms Lesiba. When Ms Lesiba could not provide the correct answers, the teacher ordered her to leave the classroom because she was not a good listener. This created tension in the classroom for learners and Ms Lesiba had to apologise for not informing the teacher and learners in time for her intension to visit.

#### *5.4.4.3 Resources and teachers' support.*

Ms Lesiba has a lot of resources supplied by the Department of Education and even the mine itself. Teachers use these to benefit learners, and where it is possible, learners are taken to the places where they could see and be taught by the people who deal with the kinds of aspects they are supposed to learn. Aspects like company statements and business plans are some of them, as discussed in 5.4.4.2, above. The teachers use to assemble as many of these resources including newspaper cuttings and use them to stimulate learners to learn.

Where teachers cannot access sources needed to stimulate learners, Ms Lesiba is ready to help them. Geography teachers were complaining to their head of the department that he does not help them to make learning interesting. They further complained that they are not even able to visit the mine next door to observe different kinds of rocks. According to them, if the Department of Humanities could have been led by Ms Lesiba, their learners could have been able to visit places of interest. This could have made geography interesting and their classroom could have been full of different kinds of rocks, different kinds of maps, to name but a few. Most learners in Grade 9 at Bokani, prefer to follow science in the main, and then commercial subjects in the second, when they enter Grade 10. Humanity subjects are not regarded as that important.

#### 5.4.4.4 *Teacher-learner ratio*

In 2012, the school has enrolled 729 learners with 24 teachers and therefore the ratio is one teacher is responsible for 31 learners. On average, the ratio seems acceptable because 30 learners are regarded as normal and that there is no overcrowding. Practically, teachers complain of overload, for example in the commercial department itself, almost all teachers have to teach more than one subject. Malepa teaches economics and business studies, both to the same grades. Therefore, the number of learners taught by him is doubled and when it comes to marking the learners answer books, he usually submits learners' marks late because of high numbers of learners' answer books that he has to mark. He is not alone, all teachers at this school complain of the overload. Ms Lesiba is fully aware of the complaints, but could not help it either. She remarked this way:

*“Staffing the school is the responsibility of the district and the provincial offices. I can only recommend for more teachers, but it is up to the district and provincial offices to consider and allocate more teachers to the staff establishment. Looking at the ratio as it stands by now, the chances of being given more teaching posts, are very slim.”*

Ms Lesiba has also indicated that classroom ratio also indicates that one classroom accommodates 30 learners, since there are 24 classrooms excluding a library, a science laboratory, a food laboratory and a hall.

#### 5.4.4.5 *In-service training and teacher support*

Through the integrated quality management system (IQMS), teachers indicate areas where they would want to be developed in order to be competent. Ms Lesiba has indicated that two of the teachers reporting to her, have some challenges in auditing. She recommended that they be trained at least for three months, at the previously known Venda College of Education. The Provincial Department of Education has not indicated whether they would be taking some teachers for such training this year, 2012, as they did in 2011. Ms Lesiba has indicated that they would probably be sending one this year, if the Provincial Department of Education is requesting for one, and the others would follow the

following year, 2013. The remaining teachers in her department, would share the workload of that teacher for three (3) months when he would be away.

Ms Lesiba has also indicated that she would want to be developed in accounting intel-teach programmes in her presentation, and a week's training would be enough for her. Ms Lesiba further indicated that the age of technology has dawned and nobody can stand on its way. Such training would give her the opportunity to learn to teach through the use of the internet. The school and the mining company have indicated that they are prepared to pay for Ms Lesiba's training. The school's promise has not gone well with languages and humanities departments at the school. They also wanted the same training specialising in their own subjects, but the Principal has indicated that he would first give priority to maths, science and technology (MST) and the second priority to commercial departments. As the Principal remarked:

*“Languages and humanities departments would be given that chance only if there would still be money left for them.”*

#### *5.4.4.6 Educational excursions*

Bokani is a no fee school, on Quintile 2, in terms of the funding model of the schools. Therefore, the school relies on the norms and standards funding, which is not enough to fund educational excursions. Parents pay for educational excursions of their children and the mining company is prepared to subsidise for science and commercial tours.

The languages department has secured ties with Radio 10 station and the local universities to pay at least one visit a year. Other publishers also have shown interest to the school, to sponsor the learners of Bokani to visit their companies.

*“This is done to encourage learners to take languages seriously and to see that career opportunities for language learners are exciting. Some few years ago the department of languages established a local radio station, to serve the community around the mine and the school. Almost all of the announcers were taken over by well-known big radio stations, and ultimately the station ceased to exist. This was very good since the*

*school premises were used as its studio. Since Mr Campbell, the then head of the department was promoted as a Principal at another school somewhere in Mpumalanga, the department of languages is not doing that well. Radio 10 has taken most of the announcers. The languages department should revive the station, but they delay to take the lead.”*

The commercial subjects learners have been visiting the mine nearby and our countries’ Stock Exchange offices in Johannesburg, Gauteng Province. A department that is least active in educational excursions is that of humanities, in history. In geography, learners usually visit some universities where they visit planetariums. Ms Lesiba commented:

*“In history, they once wanted to visit Robben Island. Learners’ spirits were high as they wanted funders for the excursion, but they failed to secure funders because they could not indicate clearly how the trip would benefit learners and ultimately the school. Instead of visiting Robben Island, they managed to visit museums locally including monuments in Tshwane; they also visited places of interest in Mpumalanga.”*

#### **5.4.5 Summary for Ms Lesiba**

Ms Lesiba teaches at a school where commercial subjects and maths, science and technology (MST) subjects are highly liked and funded in most respects. As the Head of Department of commercial subjects at Bokani, she likes her job, enjoys the support of teachers reporting to her, and the Principal. She manages the use of learner-teacher support material well, able to monitor implementation of curriculum as needed by the Department of Education (DoE), and she visits classes with full knowledge of the teachers to be visited. The classroom of Ms Lesiba is lively with useful pictures and written material that stimulate learners to learn, some contain information about possible career opportunities for accounting learners, with addresses of universities and degrees available for learners to pursue. Ms Lesiba’s subject is receiving funding from the mining company nearby, and the school also gives Science and Commercial excursions more priority than other departments. In-service training, funded by the

province, is aimed at skilling maths, science and technology (MST) and commercial subject teachers.

The following case-study is on the Humanities Head of Department in one of the secondary schools in the Waterberg District.

## **5.5 CASE STUDY NO.4: MR MARULE (HEAD OF DEPARTMENT – HUMANITIES)**

### **5.5.1 Personal background**

Mr Marule is a 58-year-old father of two sons and three daughters; all of them are married and have their own houses elsewhere. Mr Marule started teaching at Tloukgolo Primary School when he was 23 years old. By then he had a three-year Secondary Teacher's Diploma (STD), which he did after matric at the University of the North, now known as University of Limpopo. Since he started teaching, he completed Further Education and Training (FET) Diploma, Bachelor of Arts (BA) and Honours Degree (BA Hon.) through distance learning, with the University of South Africa. He was one of the teachers who started Mamokgadi Secondary School in 1978, where he is still the teacher. Mr Marule teaches history and he is the appointed Head of the Department of Humanities taking care of history, geography and sometimes Biblical studies (Bibst), which has since been faced out.

### **5.5.2 School**

Mamokgadi Secondary used to be one of the biggest schools in Mokerong area during the former Lebowa Homeland period. In 1978 people from four villages: Malla, Moletlo, Kgama and Dimpaneng decided to build a secondary school at the centre of their villages, so that their children could walk at least the same distances to the school. In order to show combined and equal effort to the school, the first two letters of each village were used in the name of the school (Ma-malla, Mo-Moletlo, Kga-ma, Di-dimpaneng = Mamokgadi). Each of these villages had a primary school and for a start the school committee of Mamokgadi had agreed with the circuit inspector in 1977 before it was started, that each of these primary schools will donate one teacher to the staff establishment of the

new secondary school. Mr Marule, regarded as more fitting as he trained in the teaching in secondary schools, and was co-opted from Tloukgolo Primary of Moletlo village to be one of the four teachers who started Mamokgadi. The school started with the enrolment of 207 learners in Form one (1).

Since 1978, the enrolment of Mamokgadi increased and by 1990 it reached 890 learners with 30 teachers, 35 classrooms, without library, language and science laboratories. Mamokgadi was well-known for its performance in soccer, netball and softball. Soccer and netball fields are still kept there but they are not in good conditions, as they were in the 1980s and early 1990s. After 1994, each of these villages built their own secondary schools and the number of learners at Mamokgadi decreased together with the number of teachers. As at 2012, the number of learners was at 198 with six (6) teachers of which there is the Principal, one head of the department (who is Mr Marule) and four (4) assistant teachers. The school has no deputy principal and school administration clerk posts. Some of the classes are so desolated that they are vandalised by community around the school. This new community was started by teachers' residence during the 1980s and the early 1990s. Most of the residents of this settlement come from the neighbouring white farm settlements. There are Reconstruction and Development Programme (RDP) houses built by the local municipality, because the community could not afford to build houses for themselves. The place is full of two-roomed houses built for people who earn less than R3 000,00 per month.

There is no specialisation at the school, as it used to be. A decline in learners' numbers led to a reduction of the staff establishment. Such reduction led to the facing out of commercial and science subjects. The Principal is the only person who is qualified to teach maths and maths literacy at the school but has co-opted Mr Lebone, a language teacher, to assist him to teach these subjects, since in most cases the Principal is held up by administrative duties. Without the assistance of one teacher, learners would spend periods and sometimes days without a teacher. In the absence of the Principal, Mr Marule takes over as the acting Principal, and he has to do all the duties of academic and administrative in this regard. Within the community around the school, all learners who need

specialisation in science and commerce, have to travel to neighbouring schools because Mamokgadi does not offer such subjects. Nowadays, even those who are doing what the school offers, are also going to other schools other than Mamokgadi.

The fence around the school buildings has been removed so that the school premises are a free flow for animals and people.

### **5.5.3 Classroom context**

Mr Marule's classroom is big enough to accommodate more than 30 learners, well seated, and with large spaces between rows of learners' tables and chairs. Some window panes are broken and learners sit in a draught. The floors of the most of the classrooms are full of potholes and one has to move with care. The learners' tables are old, dilapidated and their surfaces are so uneven that one wonders whether learners are not disturbed when they write. Doors cannot close and lock properly in the afternoon so that during weekends and school holidays, when there are people at the school, goats, sheep and even dogs go into classrooms. The first hours of Mondays and reopening days are spent with learners, both girls and boys, cleaning animal dung and spider webs from the floors, tables and chairs. Classrooms, which are no longer in use are full of heaps of broken learners' tables and chairs, torn books and even corrugated irons from other blocks of the school, which have been destroyed by winds. A general time-table for the class has been placed above the green chalkboard, so that it is out of reach of those who may need to destroy it. There are no filing cabinets, and Mr Marule uses his office, next to the Principal's office, to file important documents. This was an office used by the Deputy Principal when the school's enrolment was high. There is a cupboard in the classroom which was used to file documents, to keep maps, charts and globes, but contains nothing and does not even have a door. No learner-teacher support material (LTSMs) are kept in this classroom; walls are full of graffiti that has nothing to do with learning. There are cracks on the walls and it is not safe for learners to be in such a classroom.

## 5.5.4 Research findings

### 5.5.4.1 Management of learner-teacher support material

At Mamokgadi there are a lot of old textbooks whose pages are loose, and they are kept in classrooms which are no longer in use. Learner-teacher support material that is useful to learning and teaching is stored in offices that used to be for heads of departments, during the olden days when the staff establishment of the school qualified them. Mr Marule used to occupy one of them. The learner-teacher support material retrieval policy of the school is ineffective. Learners who do not return books when the academic year ends do not pay for them either and they will still be given new ones when a new academic year starts. Mr Marule commented that:

*“It is not wise to demand money for the payment of such books from a child whose parents are depending on social grants only. Our duty is to educate the children to be independent of their parents, and to be economically able to make a living. Perhaps they will come and donate for the school when they are able to earn a living. As of now, it will be improper to make his or her parents or guardians to pay.”*

Learner-teacher support material has been delivered on time (a year in advance), and Mr Marule has this to say:

*“It was only this year 2012 that textbooks for all subjects in Grade 10 on curriculum assessment policy statement (CAPS), the new approach to curriculum, have been delayed. We hope that what we have been teaching them without these textbooks, will not disadvantage learners for promotions. As for all grades, learner-teacher support material were delivered a year in advance.”*

### 5.5.4.2 Lesson planning and presentation

Mr Marule still uses the old Curriculum 2005 templates for lesson preparations. They still have provisions like specific outcomes (SOs), critical outcomes (COs), programme and phase organisers, among others. Asked whether he knew that the approach had since been revised, he said:



*“These things change time and again. I don’t know how many times I have been told that the new templates for lesson preparations are available, but I have been waiting to be given them by the curriculum specialists. Every time they forget to give me copies of them. I am only left with two years to retire. These curriculum changes, are too much for me to take.”*

In social sciences, Mr Marule uses old common papers to drill learners in Grades 8 and 9. He does so in history and geography for Grades 10, 11 and 12. From 2007 to 2012, six years in succession, Mr Marule's pass percentages for history and geography have been between 45% and 53%. The Principal has suggested that history should be phased out and that life science be brought into the curriculum of the school in Grades 10 to 12. Mr Marule commented this way:

*“The Principal wants to get rid of me through rationalisation and re-deployment (R&R). The moment History is phase out, I will be left with geography only. Remember I am the head in this department because of history. Therefore, if it is phased out, I will be redeployed to another school, where it is offered. At my age, where will I go?”*

As the only head of the department at the school, Mr Marule has been requested by the Principal to take care of moderation of subjects like languages and life orientation. Although workload is too much for him, he has never visited any teacher in class. Teachers of languages and life orientation, come to him for his signatures, as evidence of moderation, days or even hours before submitting for district moderations. He does not quality assure tasks before they are administered and after they have been administered, he does not verify as to whether they have been marked with the aid of the memorandums. The district curriculum specialists have complained about school based assessment (SBA) moderation at Mamokgadi but there is no change. The circuit manager has since stepped in to help with a team of circuit curriculum specialists. They came to school to indicate what it means to moderate school based assessment, but Mr Marule has not changed.

#### 5.5.4.3 Resources and teacher support

Mamokgadi used to have resources available during the 1980s and the first half of the 1990s, these resources are now lying in unused classes and only a hunter can go for them. For those resources that the teachers would want to use, they are kept in the staff rooms. When circuit officials come for lists of resources that the school would want to acquire, teachers request Mr Marule to write these lists for them. One of the teachers stated:

*“Mr Marule has been here since the establishment of the school. He knows what the school has and what it does not have. So, as Head of the Department, he should write these lists on behalf of the staff.”*

Once new resources are bought, they are kept in the offices which were used as heads of the departments offices, and Mr Marule takes charge of them. No inventory list is kept for them, and there is no proper control over their use.

#### 5.5.4.4 Teacher-learner ratio

Mamokgadi has 198 learners with six (6) teachers and therefore the ratio is one teacher is responsible for thirty-three (33) learners. The workload for all these teachers is too much. An English teacher teaches that language to the whole school, and so on. All learners at Mamokgadi do English first additional language (FAL), Sepedi home language (HL) and life orientation (LO). All teachers at the school teach at least one subject in Grade 12, and Mr Marule is teaching two (2) content subjects, namely history and geography.

#### 5.5.4.5 In-service training and teacher support

The Principal does qualify to be taken to maths, science and technology centre for three (3) months by the Provincial Department of Education, but the circuit manager has refused to allow this to happen. She has this to say:

*“If Mr Mhlari goes for three months to in-service training centre, who will remain teaching maths and maths literacy at the school? Above all, who will remain managing the whole school? Mr Marule is old, he cannot effectively manage the humanities department, what about the whole school? I cannot allow this to happen.”*

Mr Marule himself acknowledged that he hardly attends workshops organised by the circuit/district/provincial officials. Attending a workshop at Mamokgadi it means that learners will not be taught for all the days that the teacher is attending. The Principal has encouraged all educators to combine learners, when one teacher is not available, but no one takes this seriously. The teachers at Mamokgadi are engaged from morning to afternoon, so there is no time for doing administration work.

#### *5.5.4.6 Educational excursions*

Learners of Mamokgadi are taught within the walls of their school. There are no educational excursions. The school seldom complains of lack of funding. The only times they are prepared to pay for transport, are during career exhibitions. In this case, the circuit manager strongly advised the Principals of all secondary schools to expose learners to careers by allowing and even paying transport fares for them. Some of the money is used to ferry Grade 12 learners for final oral moderations, which are sometimes held at circuit offices and some larger secondary schools. The only times Mr Marule remembers the learners being taken for educational excursions during 1996 when the history and Geography learners visited the then “Eastern Transvaal”. That took place in May of 1996, and in August the same year, they visited “planetarium” in Witwatersrand (Wits) University. He remembered these tours this way:

*“During the Eastern Transvaal excursion, we were accommodated at Manyeleti Game Reserve for three nights, and we would visit every day a place of interest that was in our time-table. In Wits University, we went in the morning and came back in the evening of the same day. These educational tours were fruitful for learners and for us as teachers.”*

#### **5.5.5 Summary for Mr Marule**

Mr Marule came to Mamokgadi, a strong and young man. He has been promoted a long time ago and has since been overloaded with work. This was caused largely by the decreasing number of learners, which corresponded with a reduction in staff establishment. Mr Marule cannot effectively execute his duties as head of the humanities department, because he has to act as the Principal

and deputy Principal in the absence of the Principal. He does not have knowledge of the teaching of languages and life orientation and yet he is expected to moderate educators' work in these subjects. He is the only head of the department at the school and yet he is expected to teach two (2) content subjects in Grade 12 and still produce good results.

## **5.6 INTERVIEWS**

### **5.6.1 School discipline**

What is school discipline and how do you conduct it?

In order to understand a conduct or an act, one should be able to describe it in such a way that its elements are identifiable. If the Principal cannot know the elements of this conduct, he or she cannot effectively put measures in place to deal with it. Consider the following response from one of the Principals:

*“School discipline refers to what the school’s code for learners and teachers regards as acceptable and unacceptable. At our school there is a learners’ code of conduct which binds all of learners. Out of teachers’ code of conduct universally as it is contained in South African Council for Educators (SACE), teachers, parents, school governing body (SGB), and learners representative council (LRC) came together to adapt it to our school situation. Parents have to sign for their learners’ admission forms at the beginning of the first and third academic terms. For teachers’ code of conduct, teachers adapted the South African Council for Educators’ (SACE) Code of Conduct for teachers to their situation. All teachers from all unions, and those who do not belong to any of the abovementioned unions, came together to decide on what should be adapted to their conduct as teachers.”*

The elements of school discipline in the response are identified as: learners' and teachers' acceptable and unacceptable behaviour. Although the respondent did not describe whether the conduct is punishable, she continued to indicate that such a conduct is coded in writing and known by all learners, but does not state whether individual learners should sign for it. Only parents are mentioned

in signing learners' admission forms. Learners, teachers, parents and SGBs are acknowledged in the response as stakeholders to school discipline. The manner of conducting this school discipline is not described by the Principal. In order to effectively lead the schools a policy should be drawn describing the procedure clearly. Another response from the Principal indicated that at their school there is such a policy, but failed to describe how it is conducted at their schools. He had this to say:

*“School discipline refers to the unacceptable behaviour, of mostly learners at the school. A code of conduct for learners is available and learners know it by heart, because they have to sign for it at the beginning of every academic year, together with their parents. We do not accept a deviant behaviour. Even if we do not know every individual learner by name, we are able to shape their behaviour. Parents to these learners cooperate with teachers in shaping the behaviour of their children.”*

In order to effectively implement a policy learners and teachers should clearly know what constitutes unwanted behaviour. To indicate that some principals are aware of the importance of indicating such unwanted behaviour and that there is a procedure for such conduct, the response of one of them was captured in this way:

*“It is a matter of showing respect for learners and teachers, and it embraces punishment for unwanted behaviours. Unfortunately corporal punishment has been abolished, but there are other methods of punishing learners like cleaning, being locked out of school premises, and many others. At our school, we have a Disciplinary Committee (DC). The procedure is for teachers to report unwanted behaviours to the class teachers, who will report to the Disciplinary Committee. If the problems recur, the parents are called to address the problems with them. Some learners are so truant that parents will give the school permission to suspend them. Teachers don't give problems thus far. They do not need a code or to appear before the Disciplinary Committee.”*

## 5.6.2 Legal sources of school discipline

What legislation and case law govern school discipline?

In order to respond to the question posed, one respondent some sources of school discipline as following:

*“I don’t know what sections, but the Constitution of our country and Schools’ Act are the main sources of laws for learners’ discipline at the schools. For teachers’ discipline, I do not know any legislation, except that people are free to form and belong to any union of their choice. This must be contained somewhere in our Constitution. I am not a student of law, and may not know what cases are there for school discipline.”*

Although some of the legislations are known to some Principals, there is still a lot of ground left for them. Case law, which is the implementation of legislation, is not known to them. A Principal feels that she may not know cases on school discipline because she is not a student of law. The question may be asked: How does the Principal take a decision on school discipline matters without knowledge of the latest authority on the matter? It is imperative for the Principal to know legislation and case law of his or her field of operation.

The other response that acknowledged that there should be cases on school discipline but does not know what these cases are, and what decisions were taken, is the following:

*“Possibly there should be cases on learner and teacher disciplines. Learners who misbehave at the school and the teachers, who beat learners and also fall in love with some of them, are examples of cases that are available.”*

This statement was acknowledged by another respondent this way:

*“Although I may not have specific knowledge of cases dealing with school discipline, they must be many.”*

The role of the Principal, as a manager, is to apply the law. Without knowledge of specific cases, the principal’s decisions will, in most cases, be against the

law. A little knowledge, expressed by one respondent is not what is expected from the Principals. This is what one respondent commented:

*“I cannot know what cases are there for school discipline. From the media, there are cases from Northern Cape, where a learner stabbed another learner with a knife, and others in Gauteng where a learner assaulted a teacher with a broom-stick.”*

Almost all of the respondents stated the Constitution as a source of school discipline, followed by the Schools Act, while in some instances a respondent mentioned the Labour Relations Act. No one could cite an example of a case dealing with school discipline. In order to manage effectively, Principals should know the legal position of issues they manage.

### **5.6.3 Administration of formal assessment**

How is formal assessment administered at your school?

Principals know the procedure for the administration of formal assessment, but the response below does not indicate whether there is a time table specifically drawn for the administration of such assessment. This is what she said:

*“Every formal task has to be quality assured by the relevant SMT member (whether HoD/deputy principal/senior teacher) before it is administered. The aim is to make sure that the tasks are prescribed, that requirements have been met in terms of the routine information like, duration, mark allocation, content coverage, and to make sure that questions are well phrased (not ambiguous) and straight to the point, among others. If some departments are not strict on this issue, the circuit and district curriculum advisors will discover that.”*

While some respondents do not make use of programmes of assessment, others acknowledge their use, as said by one of the respondents:

*“We assess as prescribed in the Subject Assessment Guidelines. We have compiled an assessment timetable for the whole school. This makes it easy for teacher to administer formal assessment tasks. We used to administer*

*formal tasks without one, and it was difficult for the school management team to monitor their administration.”*

Principals seem to know that subject assessment guidelines prescribe formal minimum number of assessment tasks to be administered in every academic year. Those who go beyond the expectation, have this to say:

*“Besides what is prescribed by Subject Assessment Guidelines (SAG), we encourage our teachers to administer more formal assessments. Since this custom was started some three years ago, our Grade 12 results are rising year by year. We obtained 60% in 2010, 68% in 2011, 75% in 2012, and we are looking at 80% and above in 2013. According to me, Subject Assessment Guidelines prescribe minimum numbers of formal assessment tasks that a school must give.”*

Those who adhere to what the SAG prescribes, rather than go beyond or below what is prescribed, have this to say:

*“Every subject has its assessment policy. We cannot, as a school, deviate from the guidelines given in such policies. We seldom find some teachers in this school, who do not follow these guidelines, as prescribed. Not only does Subject Assessment Guidelines prescribe a number of assessment tasks, it also prescribes the kinds of questions that should be asked, levels of questioning, and mark allocation.”*

#### **5.6.4 School-based assessment (SBA) moderation policy**

How effective is the moderation of school-based (SB) policy?

Respondents indicated that quality assurance of tasks forms part of the school-based moderation, as the following statement indicates:

*“After the administration of formal tasks, the School Management Team members take samples of learner’s answer books and mark them with the aid of the memoranda, before teachers could record marks in the record sheets. When teachers’ record marks in sheets, we, the heads of departments, have to ensure that all processes of school-based mod-*



*eration has been done. Our teachers are so used to these processes that they invite School Management Team members to do their work before they could carry on with their activities every time.”*

Effective school leaders have policy and time tables ready for moderation, to ensure that moderation is not done haphazardly. One respondent commented this way:

*“Policy on school-based moderation is available. Heads of the departments give teachers dates for submissions, so that they moderate them before they are submitted to curriculum specialists for district moderations too. When portfolios are not accepted, they are returned to affected teachers for corrections and resubmitted.”*

### **5.6.5 Cleanliness and safety**

How do you keep your clean and safe?

Some respondents keep their school environment clean at all times, such that cleaning gives them money to enable them to enter into other projects of the school. The following statement is an indication of the fact cited above.

*“Littering is totally discouraged. Four empty drums are placed side by side at the main gate and in the centre of the school blocks. Separate drums are used for broken glass, iron, steel, tin and related material, paper and the fourth drum is for rubbish in general, like food remains. Although we are not as competent as some schools in urban areas, we are counted among the best of recyclers. Two years back we were able to make a borehole, buy a water tank of 5 000 litres with a steel stand with the money we got for recycling. We maintain school vegetable garden, with such purchases.”*

Some of the respondents also have policies in place for the safety all in the school premises and some parents pay money for the security of their children at school. One respondent shared this with the researcher:

*“For safety within the premises, we have a Safety and Security Policy, and there are security personnel at the gate employed by the School Governing Body to ensure that all of us are safe. In matters of serious criminal activities, we refer them to the police.”*

Others go to an extent of putting notices around the schoolyards to remind everybody not to litter. This was cited by one of the respondents:

*“There is one parent who takes care of the cleanliness of the school grounds. Some parents also have apportioned themselves land in the school garden where they plant vegetables of their choice. These parents always clean up the school grounds when they come to water and care for their vegetables. Although they have discretion in allocating and selling their produce from the school garden, they mostly give larger shares of these to the school since they use school water to water them. Notices of ‘Don’t Litter’ are available.”*

Some Principals use school cleanliness as a punishment, and this may not be taken positively by learners. Consider the following statement by one of the respondents:

*“There were two old ladies who were employed by the School Governing Body, because they were not regularly paid, they left. Learners with little offences, like late coming, are made to clean toilets and pick up rubbish on school premises.”*

#### **5.6.6 Subject content coverage**

How do you ensure that there is content coverage?

To ensure that content coverage is done, some effective Principals delegate HoDs to monitor content coverage. One of the respondents shared this with the researcher:

*“We know that the main function of the school is curriculum delivery. Once in every two weeks we meet as School Management Team to discuss matters of curriculum coverage, assessment, learner performance,*

*and other matters of curriculum. We assess content coverage against the pace-setters to see whether educators are on par, ahead or behind. Heads of departments from different departments come with suggestions to ensure content coverage in that meeting. Every head of the department will indicate the extent of backwardness and indicate how he or she is going to ensure that content is at par with what is expected.”*

Some Principals also encourage HoDs to make arrangements for regular class visits to ensure that content coverage is done. One of the respondents said these words:

*“We encourage HoDs to make regular class visits with educators in their departments, to ensure that content coverage is done. These class visits should not appear as policing, and they have to be arranged with educators concerned.”*

Effective school leadership, led by the Principal, allow teachers affected by backlogs on content coverage to make arrangements to cover work lagging behind. The following statement was made by one of the respondent:

*“Backlogs of content coverage at the school created by other programs such as the Annual National Assessment (ANA) and so on, are experienced. Teachers affected by these backlogs, remain with learners after school and during holidays. To tell the honest fact, we have no other remedies to address content coverage backlogs at this school, except those mentioned. Morning studies and Saturday classes are voluntary for learners and teachers. Most teachers stay far from the school and they cannot conduct extra lessons.”*

## **5.7 CONCLUSION**

This chapter reveals that challenges concerning the role of the Principal towards effective educational leadership in Waterberg Education District, needed further investigation. Some of the factors that promote and hamper effective school leadership in the area of the study, were revealed and discussed in this chapter. From the findings, it is evident that challenges that impact on the

effective school leadership, needed analysis and appraisals. Data collected through narrative study and interviews was presented, analysed, and briefly discussed in this data.

In the next chapter, the discussion of the findings will be presented in full.

# CHAPTER 6

## DISCUSSION OF THE FINDINGS

### 6.1 INTRODUCTION

In the previous chapter data was collected through case study and Interview methods from some heads of the departments of the secondary schools in Waterberg Education District. Though individual challenges were shown to exist from one secondary school to the other, the main challenge was commonly found in the area of leadership approach to these challenges. In this chapter, a discussion is led on the findings made through case studies and interviews.

### 6.2 Findings on the roles of heads of departments in school leadership

The following findings are discussed, namely; the impact of the teachers' qualifications and personal background, the environment of the school, the setup of the classrooms in which much of learning takes place, together with research findings on the management of learner-teacher support material, how teachers plan and present their lessons, availability of resources and how teachers are supported on the development of their content knowledge, the impact the teacher-learner ratios have on effective leadership and the performance of the school, how teachers are encouraged and supported to attend in-service training programmes by school leadership, and lastly on how a school conducts its educational excursion programmes, to reinforce classroom learning with extracurricular activities.

#### 6.2.1 Qualifications and personal background

Mrs Cloete has completed a four-year teaching degree at university; Mr Tseka completed a two-year Primary Teachers' Certificate at a training institute; Ms Lesiba completed a two-year teaching certificate and Mr Marule has a three-year university diploma. Does the duration of training have anything to do with the quality of teaching? Teachers are professionals and their training should be equated to that of other professionals. Clark (2005:134) identified seven di-

mensions out of more than 60 behaviours that the National Board of Medical Examiners (NBME) considered to be associated with knowledge and skill, as:

- altruism (the fact that a professional cares more about other people's lives than does about his or hers);
- responsibility and accountability;
- caring, compassion and communication;
- excellence and scholarship;
- respect;
- honour and integrity.

On average, the minimum number of years that medical professionals take is four years. If it takes these professionals a minimum of four years, what is it that the teachers exclude in a programme of two and three years? These educators have realised the importance of acquiring some of these knowledge and skill dimensions through distance learning.

Teachers have multi roles to display too. Besides the fact that they impart knowledge to learners, they are caring for their families (parents), they manage and develop curricular activities, amongst others. Ohanian's (2004:2) identified these roles as Chief Executive, Chief Finance Officer, Chief Operations Officer, Human Resources Officer and Chief Education Officer in a model of leadership competencies explained in Chapter 2 of this study. The competing values framework (Meng, 2009:66) in Chapter 3 of this study also explains the roles of school leadership inside and outside the school. Since some leaders may not possess all the skills needed to succeed, collaboration among members of the school management team, will be needed to supplement each other. The role of the Principal is to encourage educators to keep abreast with developments.

### **6.2.2 School**

Winpot and Bokani secondary schools have facilities which enable the schools to also develop learners physically through sport activities. Maleka and Mamokgadi have no sporting, and laboratory facilities with the result that they develop learners academically only. Some learners are not only academically

talented, but are also talented in some of the sporting codes. In their studies on the importance of extracurricular activities, Cornelius, Gaines, Gautney, Johnson, Rainer, Notar and Webb (2008:5) found that the school's success should not only be measured by what happens inside the classrooms. Equally important to the activities happening in the classrooms, are activities happening outside the classrooms. Cornelius *et al.* (2008:5) found that schools that value the importance of extracurricular activities have a lower dropout rate of learners, and a greater satisfaction among learners of their overall high school careers. Cornelius *et al.* (2008:5–6) concluded his discussion by stating that “ ... [O]nce learners realise that they have something to contribute to the school, whether in the band, playing on the sports teams, or acting on stage, ...” learners' unwanted behavioural patterns decreases, and the overall school performance, increases. The role of the Principal that learners talents are developed maximally by attracting funding for the school's activities.

### **6.2.3 Classroom context**

In the main, Winpot has got basic resources needed, followed by Bokani in some classes and then Maleka and lastly Mamokgadi. Classroom setups should be put in such a way that they assist the teachers in achieving the objectives of learning. At Winpot, the classrooms are lively and these enable teachers in achieving their objectives, while at Bokani the content subjects receiving more attention respectively are natural sciences, commercial subjects, and geography. In natural science laboratories, experiments are performed, making it easy for the learners to achieve objectives of learning. In the commercial classrooms, learners are able to visualise the examples of business plans, company income statements, amongst others, so that teachers do not take longer times in trying to explain what they look like. The situation at Maleka and Mamokgadi schools represent the problem of non-existence of teaching material and equipment which could be brought to the classrooms to save teachers time in lengthy verbal explanations. Language laboratories are also available at Winport and Bokani schools, with the result that learners at these schools, are competent to work in language-related careers than those at Maleka and Mamokgadi schools, where there are no language laboratories. In order to answer a question on

whether the Principal's leadership role affects learners' performance indirectly or directly, in as far as classroom context is concerned, Witziers, Bosker and Krüger (2003:400) answered that both are correct. Indirectly, a lively classroom context creates a positive school climate that makes it easy for the learners to learn and teachers to teach well. Directly, learners are exposed to real life through experiments in laboratories, and real learning world of work by observing people on the work itself. Principals should ensure that learners' performance is influenced by ensuring that a positive school climate is created and maintained.

## **6.2.4 Research findings**

### *6.2.4.1 Management of learner-teacher support material*

Acquisition of this material refers to the manner of bringing resources into the school, while management of these refers to the control or the way in which they are used, and kept by all in the school, whether learners or teachers. Some of this material will remain relevant at all times, whether they have been acquired two, ten or twenty years ago. In such cases, it is the management of the material that matters. Take the examples of the periodic table of elements, and Skeletal system of the human body at Maleka Secondary, it is the management of these, that matters and not the acquisition. At Winpot, some of the examples of this material is still valid, and are used because they still help learners to achieve learning objectives. At Winpot, there is a book which should be signed by anyone who takes any material and should also be signed when the material is returned. At Mamokgadi, this same material is neglected.

When coming to learners, learner-teacher support material that learners are given at the beginning of each academic year, should be returned at the end of the year. A retrieval policy in the school must be drawn and enforced by school leadership so that there is a uniform way of retrieving learner-teacher support material from learners. Such a policy exists at Winpot, Maleka and Bokani schools. At Mamokgadi, for example, learners are said to be coming from poor families and cannot afford to replace lost or destroyed books. There is therefore, no Retrieval Policy and the school relies on individual honesty in returning



the given material. The school will rely on purchases and deliveries of the same learner-teacher support material, by the Department of Education every year. In order to lead effectively, Principals should ensure that there is an inventory for all LTSM at the school, and that the retrieval policy is effectively implemented.

#### *6.2.4.2 Lesson planning and presentation*

It is the role of the school management team to moderate the work of the teachers. The lesson plans and formal assessment tasks, are the examples of the work that members of the school management team should moderate. The HoD should sign these formal tasks to indicate to other subsequent moderators that such work has been seen. This is what we refer to as “evidence of school-based moderation”. At Winpot, Bokani and Maleka school based moderation is understood and done. At Mamokgadi it is not done. Mr Marule is still using Curriculum 2005 terminology, which has been phased out. If the school leadership is not serious about preparations, moderations and presentations of lessons, what will happen to the teachers down there? The school leadership cannot moderate what it does not know. The role of the Principal is to ensure that specific HoDs moderate teachers’ work and that there is a moderation policy and timetables in place.

The process of class visits is important to the school leadership. It ensures that teachers teach according to their plans, as derived from their work schedules. This is the activity that the school leadership should plan for in collaboration with the teachers reporting to them. Without the collaboration of teachers, it becomes a witch hunt which may be resisted by teachers themselves. Such a practice was resisted initially at Bokani and later accepted when the teachers were involved in its planning and implementation. The same practice prevailed and resisted at Maleka. At Mamokgadi there is no attempt of conducting class visits, even in humanities, where Mr Marule is supposed to be conducting them. Winpot is doing well in the involvement of teachers performing class visits, such that other fellow teachers are invited to observe them and are allowed to comment on their observations. Class visits are meant to ensure that plans and policies are implemented, and should not only be done for matters of appraisal

of integrated quality management system. The Principal's role is to ensure that HoDs conduct class visits that are planned for with teachers.

#### 6.2.4.3 *Resources and teachers' support*

Resources at the school are defined by Cornelius *et al.* (2008:4) as "... money available at the school to pay for personnel, to pay for textbooks, supplies, technology, paint for the wall, buy uniforms for all sporting teams, furniture and to any expenditure that the school incurs". All resources at the school are provided in order to create conditions that improve instruction and conditions that make school environments more welcoming. The support that should be given to teachers in this case is to educate them to be able to use these resources effectively, especially information technology. Servicing these machines is also important to enable teachers and learners to benefit without delays and break-ages. At Winpot, Maleka and Bokani, resources are available to teachers. At Mamokgadi, some of these resources are left in unused classes, even if they can be used to improve instruction. It is the role of the school leadership to ensure that resources at the school are well managed, especially when new resources can no longer be acquired.

#### 6.2.4.4 *Teacher-learner ratio*

According to evidence of ratio, the following has been recorded; Winpot has 60 teachers and 1 800 learners with a ratio of 1:30; Maleka has a ratio of 1:26; Bokani has a ratio of 1:31 and Mamokgadi has a ratio of 1:33. With this information in mind, consider the following research findings. Some researchers, like Cox (Cornelius *et al.*, 2008:4), suggest that schools with a high teacher-learner ratio perform better than the ones with a low teacher-learner ratio. The reasons advanced are that schools with a higher number of learners, receive more funding than the schools with a lower number of learners, and therefore are better able to acquire resources. They place much emphasis on the importance of resources in improving instruction and making schools welcoming environments. If this theory is correct, the performance according to the collected data would mean that Mamokgadi would perform best, followed by Bokani, Winpot and Maleka respectively. Before making conclusions on this view, let us look at what other findings.

Other researchers, like Hollingworth, Blatchford and members of Toronto Board of Education (Cornelius *et al.*, 2008:4) hold the view that schools with a lower teacher-learner ratios are more successful than those with high teacher-learner ratios. Reasons given are that fewer learners to teachers have less disciplinary problems, fewer interruptions, greater individualised instructions and greater participation of all learners in extramural activities. These researchers would therefore, place Maleka as best performer, followed by Winpot, Bokani and lastly, Mamokgadi, according to the data collected. Do these findings reflect the realities of performance of these schools?

In reality, the performance in terms Grade 12 results specifically, and the overall results have indicated Winpot as best performer and Mamokgadi as the least performer. Maleka and Bokani interchange positions of second and third. What does that mean? Neither of the two findings alone can be applicable here, but combinations of factors contribute to these performances. Availability and good management of resources alone, lower or higher teacher ratios without effective school leadership, cannot raise school results. The Principal's role is to ensure that the practice of good management of resources is followed by all.

#### *6.2.4.5 In-service training and teachers' support*

Realising the importance of teacher development, Mrs Cloete, at Winpot encourages all language teachers to attend. At Maleka and Bokani emphasis of in-service training is given to maths, natural science and accounting respectively, at the expense of social sciences. At Winpot and Bokani, language laboratories offer a variety of career opportunities to learners interested in broadcasting, journalism, and editorship. Teachers who attend workshops at Winpot, Maleka and Bokani are relieved by those remaining, so that learners are not disadvantaged by their absence. At Mamokgadi, teacher development is hampered by the fact that there is no relieve staff. This may contribute to the fact that Mr Marule is still preparing his lessons according to the outdated approach of Curriculum 2005. At these times of changes in curriculum approaches in South Africa, teachers' development is indispensable. It is the role of school leadership to support continuous teacher development meetings, workshops and programmes.

#### 6.2.4.6 *Educational excursions*

Winpot is mostly so organised that it has Educational and Tours Policy, which is renewable after every four years. Maleka and Bokani have no clearly written policy, but stakeholders of the school know that learners have to pay or someone has to pay for every educational trip that they undertake. At Winpot, Maleka and Bokani learners and teachers know that in order to secure funding from private funders, they have to provide reasons for the undertaking. They also acknowledge that educational excursions are important for the learners, teachers and the school as a whole. Reports also have to be written after the excursions, to indicate how these undertakings benefitted learners and the schools. At Bokani, the sub-department of History failed to secure funding to visit Robben Island because they failed to convince the funders about the importance of their excursion. At Maleka and Bokani the natural science are mostly taken care of in the undertakings of their excursions, followed by the commercials and geography at Bokani. At Winpot and Bokani, the language laboratories are so functional that learners at these schools are interested in taking up careers in broadcasting for radio stations and editorship with publishing companies. The learners at these schools are also exposed to most of the sporting activities, that they are academically and physically developed. It remains the role of the Principal to expose learners to all sporting activities and to encourage maximum participation by all learners.

### **6.3 DISCUSSION OF INTERVIEWS**

The following discussion is based on the interaction between the respondents and the researcher.

#### **6.3.1 School discipline**

The interviewees agree that school discipline is about human behaviour or conduct, whether wanted or unwanted. The respondents further acknowledge that this behaviour is about learners, although others ascribed this behaviour to learners much more than teachers and administrative staff. Some respondents further mentioned that the rules of conduct for learners, and to teachers to a lesser extent, should be contained in the code of conduct. Other respondents

do not think that teachers should have a code of conduct because to them, a teacher cannot misbehave and a policy is only meant for those who are likely to misbehave. Some respondents are aware that there is a code of conduct for teachers too, issued by the South African Council for Educators (SACE), which needs to be adapted to schools.

### **6.3.2 Legal sources of school discipline**

The Constitution and South African Schools Act are known to respondents as the main authorities on school discipline, but whether there are cases that are authorities to it, no one seemed to know of them. The decisions of the following cases; *MEC for Education: KwaZulu-Natal v Navaneethum Pillay*, *Christian Education South Africa (CESA) v Minister of Education*, *Antonie v Governing Body, Settlers High School and others*, and *Western Cape Residents' Association obo Williams and Another v Parow High School*, as discussed in section 3.10.3.4 of Chapter 3 of this study, or any other case dealing with learner behaviour, are not known to respondents. Only one respondent seemed to have little knowledge about a case where a learner stabbed another with a sharp instrument, but does not know the outcome of that incident. Knowledge of these cases is important to school leaders in the drawing up of the codes of conduct for learners, corporal punishment, freedom of religion and expression in schools. It does not mean that school leaders should become students of law, as one respondent has indicated, but to know how the provisions of the statutes are interpreted by the courts of law. Such knowledge of provisions of statutes and decisions of the courts will enable the school leadership not to repeat the same mistakes; therefore school leadership will be better equipped to draw up codes of conduct and be empowered to take informed decisions backed by law in matters of dispute.

### **6.3.3 Administration of formal assessment**

Respondents mentioned that they are guided by school assessment guidelines to administer formal assessment. One respondent indicated that they are using the timetable to administer this. Even if that guide directs them in setting, marking and recording of learners' marks, they need to draw up a timetable in that line. This will help the school in a number of ways, i.e. to ensure that submissions

and administration of tasks are done in time to avoid haphazard administration of formal tasks. It remains the role of the Principal to ensure that dates on the timetables are honoured.

#### **6.3.4 School-based moderation policy**

Respondents indicated that they conduct school-based moderation of formal assessment at their schools, but none indicated whether they use a timetable in this regard or not. Like the administration of formal assessment, moderation of school based assessment should have a timetable and an instrument that should guide the moderator as to what elements are important. An instrument should be adapted to the needs of every individual subject. When teachers submit to heads of the departments for moderation, they should know what is expected of them. This helps to reduce suspicions of witch hunting and policing.

#### **6.3.5 Safety and cleanliness**

Some respondents have indicated that learners are used to clean classrooms as a form of punishment for unwanted behaviour, or merely as a matter of routine cleaning. The schools which could afford, are using the services some unemployed parents to clean. It has been mentioned in this chapter, that security companies that are hired by the Department of Education (DoE), are sometimes not reliable because when they are not salaried, they lock teachers and learners out of the school. In addition, computers are stolen under their guardianship. A positive school climate that enables learners to learn and teachers to teach well, is needed for excellent school performance. Teachers and learners are entitled to the environment that is not harmful to their health or well-being (Section 24 of the 1996 Constitution). They are also entitled to an environment that is welcoming and conducive to learning and teaching. They are also entitled to the environment that promotes communication and interaction, among others according to Friedman (MSU, 2004:3). The Principal, therefore, must provide learners with a safe environment because this is a right as enshrined in the Constitution of our country. In conclusion, without physical and individual safety, there will be no meaningful learning.

### **6.3.6 Subject content coverage**

Unplanned programmes of the Department of Education often disturb teachers in covering contents in terms of work schedules. Some teachers are not prepared to teach extra hours (times beyond those stipulated in the general timetable), even if this will enable them to keep abreast of pace-setters, while in some instances, teachers are prepared to do it, displaying the *deligens paterfamilias* (Children's Act 38 of 2005 [in Heaton *et al.*, 2008:87–90]); that is, they are able to exercise the responsibilities of a biological father. Through the HoDs, the Principal should ensure that teachers are encouraged to cover subject content lagging behind.

## **6.4 CONCLUSION**

A discussion on the findings of the study through case studies and Interviews was led, to indicate that the following variables have impact on the role of the Principal towards an effective school leadership and on the performance of the school. The teachers' qualifications and personal background; the environment of the school; the setup of the classrooms in which much of learning takes place; together with research findings on the management of learner-teacher support material; how teachers plan and present their lessons; availability of resources and how teachers are supported on the development of their content knowledge; how teachers are encouraged and supported to attend in-service training programmes; and on how a school conducts its educational excursions programmes to reinforce classroom learning with extracurricular activities.

The teacher-learner ratios of the schools were found to have a minimal impact on the leadership role of the Principal. Although availability of resources has been found to have impact on the leadership role of the Principal and school performance, the management of these resources was found to have more impact than their availability.

In Chapter 7, a thorough discussion on findings, conclusion, recommendations, evaluation of objectives and the epilogue are discussed.

# **CHAPTER 7**

## **CONCLUSION AND RECOMMENDATIONS**

### **7.1 INTRODUCTION**

In the previous chapter, the researcher presented the findings of the study and the results derived from the narrative case studies in Chapter 5. The results were related to the conceptual framework discussed in Chapters 2 and 3. Both the findings and the results were discussed against the objectives and the research problem stated in Chapter 1.

The main focus of the researcher's inquiry was to investigate the role of the Principal towards effective educational leadership. The researcher intended to explore the factors which can hamper or enhance the effective leadership in the secondary schools. The researcher requested the heads of the departments to present their cases against variables on why they are not giving their maximum support to enhance effective leadership in their sphere of operation. These narrative case studies gave the researcher insight to understand why some of the school managers are not performing their tasks the way their employers are expecting them to do.

### **7.2 FINDINGS FROM THE RESEARCH STUDY**

The findings from both the literature and the narrative case studies have revealed some important ideas and strategies that can be employed by the school Principals and members of the school management teams, to enhance effective school leadership and performance in Waterberg Education District.

### **7.3 FINDINGS FROM THE LITERATURE REVIEW**

Relevant literatures have been reviewed to gain understanding of what others have already done in the area of the study. This has been done to locate the present study within the existing body of knowledge. Furthermore, the researcher has also identified the following findings derived from literature reviewed:



- The concept leadership is not static, but dynamic. This concept can be defined and interpreted by different authors from different perspectives.
- The concept effective leadership needs clarification and analysis, so as to assist the Principals to influence their subordinates to function effectively.
- Effective leadership involves motivation, decision making, delegating, understanding of managerial functions and other related aspects. Furthermore, effective leadership also applies to one who complies with procedures of affirmative action (AA), school discipline, conflict resolutions and labour relations (LR), it also encompasses knowledge of public relations (PR) dimensions, staff development, participation, performance, the creation of a positive school climate and culture conducive to learning and teaching, and there are also alternative strategies that can be employed by the school managers to enhance effective school leadership.

#### **7.4 FINDINGS FROM THE NARRATIVE CASE STUDIES**

- Most school management team members are teachers by qualifications and practice, whose training period is less than four years. Some hold two year qualifications, such as Primary Teachers' Certificate and Junior Secondary Teachers' Certificate while others hold three-year diplomas, such as Primary Teachers Diploma and Secondary Teachers' Diploma.
- Most school management team members, as educators, are engaged in lifelong learning to improve on the teacher qualifications they have acquired, and also to keep abreast of the latest developments.
- Principals have multiple roles. Besides being in *loco parentis* (in terms of Section 6 (2) (a) of Children's Act 38 of 2005), curriculum managers and developers, they are also chief executive officers, chief financial officers, chief operational officers, human resource officers, chief education officers (Ohanian, 2004:2), among others.
- The ex model C schools have sufficient physical and human resources to make it possible for effective teaching and learning to take place. Some

township schools have insufficient physical and human resources and consequently experience overcrowding in classrooms. Rural secondary schools especially those built to serve a number of villages have few learners and thus have few numbers of teachers, as determined by the staff establishment model operational within the department of education.

- Secondary schools built in mining settlements have more resources that enable them to compete with former model C schools in terms of physical resources.
- Schools with sufficient resources give learners more career opportunities than those schools that do not have such resources. The latter schools mainly concentrate on academic learning at the expense of extra-curricular learning.
- Extra-curricular activities keep learners actively involved at schools and help to reduce dropout rates, increase schools' overall performance and reduce learners' unwanted behaviour.
- Lively and attractive classrooms help in the creation of a positive school culture and climate which are conducive for effective teaching and learning.
- Creation of an environment by school leadership where all subjects are given equal importance in the school programmes, makes it possible for both teachers and learners to see every subject as an essential part of the curriculum and wellbeing of the school. This helps some schools to avoid the trap of relegating certain subjects such as social sciences and languages to the lower ranks.
- Effective management of learner-teacher support material by school leadership is as important as its acquisition, as some of this material will remain useful through the ages, since knowledge contained in them remains valuable.
- Some school management team members do not enforce policies designed at the schools, for example retrieval, and moderation policies. Learner-

teacher support material in the hands of either teachers or learners, is not uniformly managed and retrieved from them, while lesson plans are not thoroughly moderated.

- School management teams do not plan to do class visits with subordinates, with a result that they are either not welcomed in classes or subordinates do not attend such classes.
- Unannounced visits of school leadership are unprofessional and create suspicions of policing, even if they are done with good intentions on the part of the visitors. Such unannounced visits make learners lose confidence in the teachers being visited. The teachers visited also lose confidence of themselves, and regard themselves as incompetent of teaching without being monitored.
- The presence of resources alone, does not automatically lead to high school performance. Effective use of resources, create conditions that improve learning.
- High teacher-learner ratio does not necessarily suggest low school performance, nor does low teacher-learner ratio suggest high school performance. A combination of teacher-learner ratios and effective use of resources, lead to high school performance.
- It is the role of the school leadership to support teachers who have to undergo teacher development programmes and workshops. The school leadership support them by making it a point that their allocated periods at the school are honoured by those teachers remaining.
- Some school leadership give priority to subjects like mathematics (maths), natural sciences, commercial subjects and languages to undergo educational excursions, at the expense of social sciences or humanities, like history and geography. this practice demotivates teachers and learners who teach and learn these subjects to give their maximum performance. The practice also creates divisions within the school, because some teachers and learners would regard themselves as more important than others.

- Effective usage of language laboratories, under guidance of school leadership, increase learners' career opportunities, like editorial, journalistic, broadcasting, among others.
- Lack of collaboration among some members of the school management team, schools and teachers. Some Head of the departments still concentrate on the performance of their subject teachers, disregarding the performance of the school as a whole, some schools concentrate on the good performance of their schools and caring less about the performance of their neighbouring schools. Lastly, other teachers boast in the performance of learners in their subjects only, at the expense of learners' performance in other subjects. Team playing (collaboration) is still a challenge for some players (teachers).

## **7.5 FINDINGS FROM INTERVIEWS**

- Some members of school leadership have the impression that school discipline is a concept more concerned with learner behaviour than with teacher behaviour.
- Most school management team members manage schools without sufficient knowledge of authority, and legislation of school discipline.
- Some school leaders do not moderate school based according to a set plan, and a programme or Timetable. This leads to irregular administration and moderation of formal tasks.
- School leaderships do not know that cleanliness and security at schools form part of the rights, contained in Chapter 2 of the South African Constitution, for learners and teachers. School leaderships do not know that any deviation from the provisions of the Constitution is punishable by the courts of law.
- School leaders do not know that coverage of content in all subjects is a right for all learners, and must be treated as top priority. School leaders should know that all activities at schools supplement facilitation of subject content.

## 7.6 RECOMMENDATIONS

On the basis of the findings from case studies and interviews, the following motivated recommendations are made:

- Teachers are practitioners and therefore, teacher training programmes should be designed for not less than four (4) years.
- Programmes for further training of teachers should focus more on content of the subjects of specialisation, curriculum development and curriculum management, amongst others.
- Further training of school management team members should focus on intensive school management programmes that must include Law of Education law (the content of which should include knowledge of specified acts, courts decisions, policies, resolutions, among others), financial management, human resource management, curriculum development and curriculum management, amongst others.
- This knowledge will enable the school management team members to design school policies that will have regard to the legal, financial, human resources, and curricular needs of South Africa. This knowledge will further help the school management team members to know that any law or conduct (of a school code or any policy), that is inconsistent with the Constitution, is invalid in terms of Section 2 of the 1996 Republic of South African Constitution.
- All teachers should know that provisions of Section 24 of the 1996 South African Constitution, pertaining to health and safety, are must be implemented in all schools.
- School leadership should ensure that all policies at the school should be designed, formulated and implemented with full participation of all affected. This will make those affected by these policies feel that they own them, abide by their provisions, and avoid a tendency of making policies for the sake of them.

- School leadership in conjunction with subject teachers should evaluate the validity of learner-teacher support material, because some of it will remain valid regardless of the time acquired.
- The school management teams and staff members together should purposefully plan the class visits because unannounced class visits are unprofessional and unplanned for. A timetable for class visits should be drawn by school leadership and subordinates.
- Team work among school management teams, schools and teachers should be practiced. All stakeholders at schools should work together rather than against one another towards the ultimate performance of the school, as a whole.
- Schools with resources should work together with schools without resources for the development of all learners.
- Schools should practice subject specialisation in order to improve teaching and learning.
- A school leader should inspire subordinates to: plan, control and organise his or her activities thoroughly. The school leader should also lead, motivate and delegate his or her subordinates, but should remain accountable to all delegated tasks. Therefore the school management team should be urged to include the principles of leadership and motivation in their staff development programmes.
- School Principals should timeously evaluate their performance and that of their subordinates, based on the theoretical knowledge discussed in Chapters 2 and 3. They should also be encouraged to know and understand legalities governing the functioning of the schools. Evaluation results of performance should be taken seriously and be rewarded accordingly, as stated in the MBOs principles. Failure to attend to training needs should be avoided by the school management team and other stakeholders in performance management; they should be regularly updated on new developments.

If the above theoretical knowledge can be related into pedagogical practice, the role of the principal towards effective school leadership can be realised.

## **7.7 RECOMMENDATIONS FOR FURTHER RESEARCH**

Every study should suggest further research, as there is no research study which is complete in itself. The researcher suggests the following research topics for further research:

- The perception of school management team towards effective school leadership
- Critical evaluation of factors that influence effective leadership in the school.
- The role of resources towards effective educational leadership
- Challenges faced by school managers in enhancing effective school leadership

## **7.8 OBJECTIVES**

### **7.8.1 Introduction**

Every research study should have objectives by means of which the researcher will be evaluated to determine whether these have been achieved or not. This study is mainly focussed on the role of the Principal towards an effective educational leadership. In Table 7.1 the objectives of this study are repeated, as they have been stated in Chapter 1, to indicate how they have been achieved throughout this study.

### **7.8.2 Overview and problems**

The objectives for this study, as reflected in Chapter 1, have been achieved by discussing the characteristics and the successes of an effective leader. In Chapter 2 different models of leadership, supplemented by discussions of effective leadership styles and practices and how these could affect the culture of learning and teaching in a positive way. Alternative strategies to leadership approaches are discussed in Chapter 3, and research design of this study and methodology are discussed in Chapter 4. Chapter 5 contains research data and in Chapter 6 there are discussions on findings. Findings and recommendations

are contained in this chapter of this study. In the epilogue below, a summary to indicate how the objectives have been achieved, is given. A brief discussion of attainment of objectives is done below.

### **7.8.3 Attainment of research objectives**

The objectives of the study as stated in Chapter 1 include:

- To describe the characteristics of quality school leadership
- To investigate how effective leadership styles can change the culture of learning and teaching
- To determine whether effective leadership practices can improve learner performance in the area of the study

In the researcher's view the objectives of the study have been realised. In the epilogue below, an indication is made to show how each of the objectives, has been achieved.

### **7.8.4 Problem solving**

As stated in the previous chapters, Principals in Waterberg are faced with numerous problems which hinder leadership development programmes in their secondary schools. The problem stated in Chapter 1 arose from the fact that no development programme was suggested for empowerment of Principals and members of school management teams in the education district. Principals also differ in personalities as well as in values, leadership styles, educational backgrounds and socio-economic factors around their places of work. These factors may influence both the Principals and the members of the school management teams' performance in their places of work. The problems stated in this study have been addressed. There is a clear understanding that a well-collaborative effort will inevitably lead to effective educational leadership, in the area of the study. These variables enjoy a high and positive correlation in terms of the data gathered through qualitative design and case studies. This process has helped the researcher to solve some of the challenges that are faced by the members of the school management team and the Principals in their spheres of opera-



tion, hence a collaborative model has been used as a solution for the problems stated in this study.

### **7.8.5 Pitfalls of the study**

The study focussed on the role of the Principal towards effective educational leadership in Waterberg Education District of the Limpopo Province of the Republic of South Africa. Therefore, the analysis of data derived from the study does not include schools of other districts in the Provincial Department of Education. It is hoped that the lessons from the study will be applicable to other districts in the Limpopo Province and other provinces in the country.

Furthermore, the study cannot claim to have revealed all the challenges experienced by the members of the school management teams of Waterberg Education District. This will be virtually impossible as problems are not static but dynamic and situational. The researcher has only managed to collect data from 100 respondents randomly selected for the study.

Finally, the researcher had scarce resources (that included financial constraints and time factor) at his disposal to achieve intended goals and objectives in this study.

## **7.9 EPILOGUE**

The role of the Principal towards an effective educational leadership has been explored, and the importance of leadership has been discussed in various chapters of this study. It has been emphasised throughout this thesis that the Principal occupies the leadership role in the school. But the people who are managing the school effectively are members of the school management team. In order for the Principals to lead the schools effectively, they should change from being managers to be part of the members of the school management team leadership. The purpose of the investigation was to identify the gaps between Principals' managerial styles and school management teams' leadership. Suggestions were presented in detail in previous chapters, and briefly in this chapter. The researcher hopes that a serious consideration will be done by the stakeholders in the school leadership to incorporate some of the researcher's

recommendations stated in this study in their planning, and organisations of future programmes. These will help them to reinforce their joint decision-making and leadership in Waterberg Education District in particular, Limpopo Province as a whole, and South Africa in general. The researcher believes that the recommendations resulting from findings in this research, will be utilised with the view of improving joint school leadership in Waterberg Education District. Undoubtedly, this constitutes a prerequisite for good educational outcomes and leadership in the secondary schools.

## 7.10 PREAMBLE

From the above information, it is evident that the objectives of the study have been attained. At this point it is important to evaluate these intended objectives and to see how they were achieved in the study.

Table 7.1: Brief evaluation of specific objectives

To describe the characteristics of quality school leadership	The characteristics of quality school leadership have been described in Chapters 2 and 3. This objective was also achieved through the review of relevant literature on school leadership that contains the successes of other organisations by using joint leadership.
To investigate how effective leadership styles can change the culture of learning and teaching	The effective leadership styles have discussed in Chapter 3, indicating how these styles can impact positively on the culture of learning and teaching. In Chapter 5, through case studies and Interviews evidence was collected to indicate that through effective leadership styles, the culture of learning and teaching can be changed positively and improve the school, as an organisation.
To determine whether effective leadership practices can improve learner performance in the area of the study	In Chapters 5 and 6, through interpretation of data collected, the researcher was able to indicate that effective leadership practices can improve learner performance in Waterberg Education District. The study reveals that SMT members who practice effective joint leadership always improve learner performance in Waterberg Education District.

The importance of this study will not be determined by the number of recommendations given in this chapter, but rather by the improvement of quality education and effective leadership as postulated in the findings and recommen-

dations. It is believed that the recommendations and the suggestions made will be taken into consideration by the Principals concerned, so that in the final analysis, the effective joint leadership could prove to be a vital process for the improvement of education in the district in particular, Limpopo as a whole and in South Africa in general.

However, it must be noted that the situation in Waterberg is not as bad as others would like to think. The fact that some of the rural schools are producing good results, there is a sign of effective joint leadership and harmony. Finally, recommendations made in this chapter, especially the guidelines needed for empowering Principals as leaders, need to be further evaluated, hence the researcher proposes collaborative management model as a solution for effective leadership. Principals and heads of the departments need to work together in order to improve effective leadership, not only in Waterberg, but also in Limpopo as a whole.

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## **APPENDIX A**

### **– CASE STUDY TOPICS AND INTERVIEW QUESTIONS –**

## **CASE STUDY TOPICS**

- Personal background
- School
- Classroom context
- Research findings
- Management of LTSM
- Lesson planning and presentation
- Resources and teacher support
- Teacher-learner ratios
- In-service training and teacher support
- Educational excursions
- Summary

## **INTERVIEW QUESTIONS**

- What do you understand by school discipline and how do you conduct it?
- What legislation and case law governs school discipline?
- How is formal assessment administered at your school?
- How effective is the moderation of school-based (SB) policy?
- How do you keep your school clean and safe?
- How do you ensure that there is content coverage?

## **APPENDIX B**

**– DISTRICT PERMISSION –**

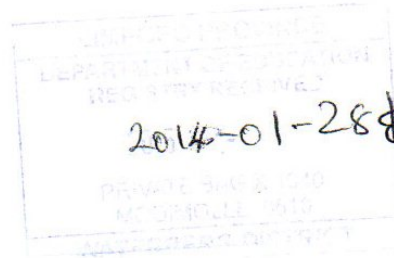


LIMPOPO  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**

MOGALAKWENA DISTRICT

Ref : S11/2/2  
Enq : Maliavusa TM  
Tel : 015 483 7582  
Date : 27 January 2014



To : Seema PJ  
P.O.Box 1033  
Mahwelereng  
0626

From : Corporate Services  
Mogalakwena District

**SUBJECT: APPROVAL FOR TO CONDUCT RESEARCH IN THE SECONDARY SCHOOLS WITHIN THE DISTRICT**

1. Your letter dated 23 January 2014 refers.
2. It is with great pleasure to inform you that approval to conduct research as per subject above is hereby granted.
3. The research must be conducted in accordance with the Department's policies and conditions such as but not limited to:
  - a. No disruption of Learning and teaching;
  - b. No publishing of research outcomes with privilege information before HOD gives approval.
4. We wish you best of luck with your studies. We believe this will add value to education system in our Province especially in Mogalakwena District.

Kind regards,

**District Senior Manager**

**Date**

MOGALAKWENA DISTRICT OFFICE  
805 Rufus Seakamela Street, Mahwelereng  
Tel: 015 483 7500 Fax: 086 514 1415

**The heartland of Southern Africa- development is about people**