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A STUDY OF PUPIL-LEADERSHIP OPPORTUNITIES AS

AN ASPECT OF EFFECTIVE SCHOOL MANAGEMENT

WITH SPECIAL REFERENCE TO

GAZANKULU SECONDARY

SCHOOLS

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The Author

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Part I

Chapter 1

1. ORIENTATION TO THE STUDY

1.1 STATEMENT OF THE PROBLEM

The researcher in this study has a feeling that the school provides very little or no opportunity for pupils to practice leadership. In most schools, leadership seems to be the prerogative of the principal. In some other schools, the teaching staff may participate in the leadership of the school.

The pupils, including potential leaders, most often seem to be on the receiving end. Their leadership ability seems to be rarely explored. The teachers seem to inculcate the habits of mental passivity and docility. Pupils seem to be deprived of the opportunity to voice their opinions on some aspects of school management that affect them most.

In those schools which provide leadership structures for pupils, such structures seem to favour a selected few. The fact that Black secondary school pupils in Southern Africa have protested against the prefect system is a cause for concern. The researcher is of the opinion that, for the management of secondary schools to be effective, there must be genuine pupil-leadership opportunities.

1.2 AIM OF THIS STUDY

The researcher aims to study pupil-leadership opportunities as an aspect of effective secondary school management.

1.3 DELIMITATION

The study concerns pupil-leadership opportunities with particular reference to Gazankulu secondary schools.

1.4 HYPOTHESIS

The researcher is of the feeling that there are very few opportunities for pupil-leadership in secondary schools. More pupil-leadership opportunities would render an effective secondary school management.

1.5 SIGNIFICANCE OF THE PROBLEM

Pupil alienation and militancy in some secondary schools may be directly related to the lack of authentic pupil-leadership opportunities. The results of this study may keep educational leaders better informed about the extent of pupil-leadership opportunities with special reference to Gazankulu secondary schools. The role played by pupil-leaders in the effective management of secondary schools is of considerable significance.

1.6 DEFINITION OF TERMS

1.6.1 What is Meant by the Concept

"Pupil-leadership Opportunities"

The concept "pupil-leadership opportunities" may be better understood if its component terms are described first.

1.6.1.1 Pupil

Longman Dictionary of Contemporary English (1981) defines a pupil as a person, especially a child who is being taught. In Britain the word "pupil" is used for those learners who are too young for college. In the United States of America the word "student" is used for those learners who are studying at a university or college as well as those at secondary schools.

In South Africa the word "pupil" is officially restricted to mean learners at primary and secondary schools. Learners at post-matric institutions are called students. But some people (including newspaper reporters) use the word "student" even for learners at secondary schools. The researcher in this study adheres to the official use of this term in South Africa.

1.6.1.2 Leadership

The term "leadership" has been explained in more details in section 2.2.

1.6.1.3 Opportunity

An "opportunity", as defined in Longman Dictionary of Contemporary English (1981) means a favourable moment or occasion (for doing something).

1.6.1.4 Pupil-leadership Opportunities

Pupil-leadership opportunities are favourable moments for pupils to undertake leadership activities. These favourable moments may be created partly by encouraging pupil organizations such as prefect system, pupils' council and debate society. A favourable moment may also be brought about by creating a climate wherein pupils may undertake leadership activities themselves.

1.6.2 Secondary School

Longman Dictionary of Contemporary English (1981) defines a secondary school as a school for children over eleven years old. In a South African Black education system this refers to schools with standards six (or five) to ten. These are sometimes referred to as combined secondary schools. Those with standard six to eight (or five to seven) are junior secondary schools. Those with standard eight to ten (or nine to ten) are senior secondary (or high) schools.

1.6.3 Gazankulu

Gazankulu is one of the dependent national states of South Africa. It is situated in the North-east lowveld region of Transvaal. It's total area is 675 000 hectares. The Vatsonga people comprise more than 85 percent of the population. The rest are of Swazi, Pedi and Venda origin.

Part II

Chapter 2

**2.- LEADERSHIP THEORIES IN GENERAL AND
THEIR IMPLICATIONS TO
PUPIL-LEADERSHIP OPPORTUNITIES I**

2.1 ORIENTATION

The researcher in this chapter attempts to:

- describe and refine the concept "leadership" in general and pupil-leadership in particular;
- determine the implications of leadership descriptions to pupil-leadership opportunities in secondary schools:
- describe various leadership theories or models and their implications to pupil-leadership opportunities.

2.2 DESCRIPTION OF LEADERSHIP

It appears unlikely that one may fully conceptualise the term "leadership" when made into a single definition. Different authors define leadership in a variety of ways. Longman Dictionary of Contemporary English (1981) defines leadership as control or power over a group.

Fiedler (1967:11) defines leadership as an interpersonal relation in which power and influence are unevenly distributed. The leader is able to direct and control the actions of others to a greater extent than they direct and control his. This influence aspect is, according to Morphet et al (1974:128), the influencing of the actions, behaviours, beliefs and feelings. The influencing involves the willing co-operation of the actor being influenced. According to Kimbrough & Nunnery (1983:330), the leader aims at influencing others to seek willingly and enthusiastically the achievement of group objectives.

Hoy & Miskel (1982:220-221) and Kellerman (1984:70) give a list of various definitions of leadership. These authors confess that there are as many definitions of leadership as there are researchers. Hunt (1984:117-118) indicates that leadership is treated by the organizational literature as a form of interpersonal influence. However, it may be argued that simply defining leadership in this way is not distinct enough. Leadership then, is a subset of the broader social influences. Such influences must be acceptable to the followers.

Hunt (1984:118) further adds that leadership is both a process and a property. As a process, leadership is the use

of noncoercive influence to direct and co-ordinate the activities of a group. As a property, leadership is a set of qualities attributed to a leader.

2.2.1 The Refined Concept of Leadership

Leadership as a subset of broader social influences must be further separated and refined. Leadership should be separated from managerial behaviour.

2.2.1.1 Leadership and Managerial Behaviour

It seems that the terms **leader** and **manager** are used interchangeably in the organizational literature. Marx (1981:87) classifies management into four task areas. One of these areas is leadership. Allen (1964:66-67; 1973:50) classifies management into nineteen task areas. Leadership is one aspect of the areas.

Hunt (1984:11-117), in his study of the Mintzberg's Model of Leadership (1973) concluded that leadership and managerial behaviour should be treated as distinct but related concepts. On the other extreme Hunt (1984:120) noted that leadership and managerial behaviour may be differentiated to the extent that one may fail to consider any relation between the two. These two extremes are counter-productive to the continuing development of leadership research.

Hunt (1984:121) asserts that part of a manager's job is leadership. The distinction of leadership and managerial behaviour becomes even more blurred in what Hunt (1984:125-126) refers to as the "second generation" contingency model. In the Multiple Influence Model of

Leadership (MIML), leadership behaviour is broken down into required and discretionary components. Required behaviour is considered to be what is required to accomplish the duties that must be performed by any manager in that position in the organization. Discretionary leaders involve influence attempts over and above those required by a position.

The close relationship between leadership and management has led Allen (1964:72) to opt for the term "management leadership". This is defined as a work of planning, organizing, leading and controlling which is performed by a person in a leadership position. Leadership as described by Katz & Kahn (1978:528) involves "...the influential increment over and above mechanical compliance with the routine directives of the organization."

The manager, according to Lipham (1964:122) utilizes existing structures or procedures to achieve an organizational goal. He is concerned with maintaining, rather than changing established structures, procedures, or goals. Leadership, on the other hand must include heavy emphasis upon change and its effects (Campbell et al 1966:164).

Hughes (1985:268) argues that the differentiation of leadership and managerial behaviour is not realistic in practice. Opportunities and expectations of leadership are associated with high ranking in the hierarchy.

It is clear from the various descriptions that leadership though closely related to management, is distinct from it. A leader is not necessarily a manager, but a manager must be a leader. Management or managerial behaviour, as understood from the foregoing descriptions is a broader concept than

leadership. The latter is merely a subset.

The researcher is convinced from the descriptions above that the refined concept of leadership is an aspect of management. This connotation does in no doubt brings one closer to the keywords in the researchers' topic; viz., ... Pupil-leadership as an Aspect of School Management.

2.2.2 Implications of Leadership Descriptions to Pupil-leadership Opportunities

In order for any pupil to become a leader as described in section 2.2, there must be pupil organizations in the school. It is natural that within such organizations some pupils will emerge as leaders and others as followers. The leaders should be elected into positions of leadership.

The teaching staff should create a favourable atmosphere wherein pupils can undertake leadership activities themselves without being dominated.

The fact that adolescents have a strong urge of becoming members of a peer-group makes pupil-leadership even more authentic. There is an *esprit de corps* between the leader and the followers to the extent that both are intrinsically urged to perform their expected functions freely. The leader does not have to resort to coercion to get the subordinates to comply with his directives.

A pupil-leader is more familiar with a pattern of thinking in his peer-group than teachers, and may even use his discretion to achieve the group goals.

2.3 OTHER CONCEPTS USED IN CONJUNCTION WITH PUPIL-LEADERSHIP

It appears from educational literature that the terms pupil-leadership, pupil-participation, pupil-control, pupil-government and pupil-involvement are used interchangeably (vide., Coetzee 1964:99; Conradie 1984:293; Douglass 1954:307; Entwistle 1971:34; Gunter 1980:58; Kilzer et al 1956:139; Mukerji 1959:212; Ottaway 1966:170; Ryan 1976:5 and Strang 1958:230).

In its broad positive meaning pupil participation is seen (De Witt 1981:124) as an active and wholehearted participation by pupils in the solution of problems and the promotion of school activities. This includes participation in activities pertaining to the implementation of prefect systems, pupils' councils, etc. Included also is participation in cocurricular and curricular activities. Examples are publishing of school newspapers, assisting in the library, fêtes, school bazaars, sales, clubs, societies, sports, etc. Pupil-participation therefore means active participation in all those activities that the school offers in order to have pupils develop into a useful, happy and good future citizens.

Pupil-participation is not pupil self-government (De Witt 1981:125). Neither is it intended to off-load the less pleasant aspects of school on to pupil-leaders. It is not an expediency measure to get certain organizational matters done more easily. It is not a method of finding good leaders without the difficult task of training them. It is a system which cannot work without help and guidance from

the staff. It is not a method of reducing teachers' workloads. It is not a method of shifting responsibility from the teachers to the pupils. Pupil-participation is therefore a broader concept than pupil-leadership.

The term pupil-government implies a situation where the management of a school is completely, for the greater part or to a small extent left in the hands of pupils (Coetzee 1964:99-100). The school population is seen as a small community which stands on its own. It is seen as a miniature republic, with pupils as its main citizens and the teachers as strangers. The school community as such organizes and manages its own affairs.

From the psychological perspective, Coetzee (1964:100) believes that the notion of regarding pupils as themselves managers of a school is a cardinal mistake. The pupils are immature, inexperienced, ignorant and cannot manage properly. Mukerji (1959:212) adds that it is the principals (not the pupils) who are responsible for the government of the school. The pupils are minors and cannot be legally entrusted with the management of a school. Thus educationally and legally, the expression "pupil self-government" is somewhat inaccurate. Pupils can, however, participate in the management of the school.

It is perhaps for this reason that Entwistle (1971:34) and Kilzer et al (1956:141) opted for the phrase "pupil-participation in school government". The term "pupil-control" is also used (vide., Ottaway 1966:170) interchangeably with pupil-participation in school government.

Pupil-leadership *per se* is the work a pupil-leader performs

to cause his followers to take effective action (Allen 1964:239). This work includes decision-making, communicating and motivating. Prinsloo & Van Rooyen (1986:317) adds that a pupil-leader has authority to give instructions and expect a specific reaction from his followers.

2.3.1 The Multiple Role of a Pupil-leader

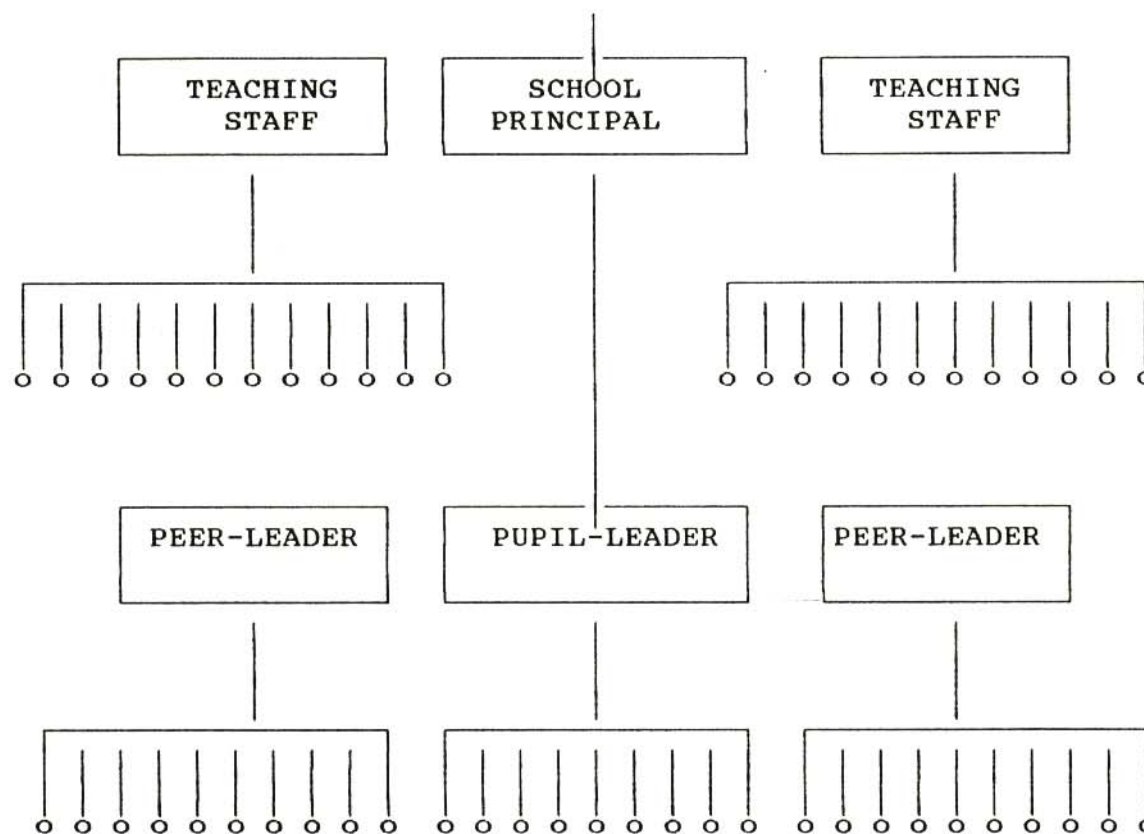
Hunt (1984:121) maintains that leadership involves both the vertical superior-subordinate influence, as well as horizontal or lateral influence among subordinates themselves. The implication of this in a school situation is as follows: The principal is a leader of the teaching staff and the pupils (superior-subordinate influence). The pupils may undertake leadership activities among themselves (lateral influence).

According to Allen (1964:64), a leader in an organized endeavour is a member of several different groups. In each he plays a different role and bears a varying and often conflicting responsibilities. This is illustrated in figure 2.1.

In one role the pupil is leader of his own group. To have a *bona fide* leadership opportunity for his group, a pupil-leader must show loyalty to his fellow pupils. He must help them to accomplish their specific aims. A pupil-leader in this role has to make decisions in the best interest of his group, he has to serve as a communication channel and represent the interests of his group to his superiors. He will inspire, encourage and impel other pupils to take the required action. He will give instructions and expect a specific reaction from the other pupils that he leads.

Figure 2.1

THE MULTIPLE ROLE OF A PUPIL-LEADER



Cf. Allen (1964:64)

A genuine pupil-leadership opportunity will prevail if the pupil receives a willing co-operation of the pupils being led.

On the second team, a pupil-leader is a follower. This team is made up of the pupil-leader himself and the other pupil-leaders reporting to the same superior. This superior is a principal and his teaching staff. They are the people who are charged with the accomplishment of the overall objectives of the school, i.e. educative-teaching. The pupil, in his followership role, owes his loyalty to the principal and his teaching staff. The specific aims of pupil groups should be subservient to the ultimate aim of educative-teaching.

If a pupil-leader sides with his superiors against his fellow pupils, they (pupils) will be alienated. On the other hand if he stands up too positively for the needs of his fellow pupils, the teaching staff will tend to look upon him with disfavour. If a pupil-leader is to retain a favourable moment for his leadership role, he must avoid both extremes. He must reconcile his leadership role to his own group with his followership role to his superiors. However, Prinsloo and Van Rooyen (1986:322) state that this is not an easy task for a pupil, for he is most likely to experience a divided loyalty. Hendrikz (1983:168) advises that the pupil must be given a necessary support by the teacher to help him overcome this dilemma.

In his peer role, a pupil-leader is a member of one or more groups made up of his peers. As such he must side with his associates if he is to retain a favourable opportunity for leading his group, otherwise he will tend to lose favour, support and cooperation. The leader's personal

effectiveness depends in some measure upon his ability to work with others at his own level (Allen 1964:65).

In his fourth role, a pupil-leader must act as a member of groups which may be only indirectly related to his own position. He must work with groups in a staff relationship to him. Some of the groups contain representatives from government, companies and associations. If the pupil-leader is to retain a favourable moment for leadership, Allen (1964:65) believes that the leader must conform to the purposes and policies of the sometimes alien groups. Without this conformity, the pupil-leader will not be able to fulfill the requirements of his primary leadership role as effectively as he should.

It should not be assumed, however, that any pupil who occupies a position of leadership provides potent leadership. Bridges (1977:204-206) highlights this fact by indicating that the position itself provides a mere opportunity for leadership, as such it should not be confused with leadership *per se*. Any member of pupil groups, irrespective of his hierarchical position in that group can provide leadership. Leadership, *de jure*, is not the prerogative of the top or those who occupy positions.

2.4 LEADERSHIP TRAITS

Fiedler & Chemers (1974:22-23) define a trait as a personality attribute or a way of interacting with others which is independent of the situation. This is the characteristics of a person rather than of the situation.

Leadership traits are, according to Morphet et al (1974:130), based on the assumption that human beings could be divided into leaders and followers. Leaders must possess certain traits or qualities not possessed by followers. The notion that leaders are born and not made was very strong during the traits period from 1910 to 1950. (Chemers 1984:93; Hoy & Miskel 1982:221 and Musaaazi 1982:57). This belief probably originated from Aristotle's Book I, *Politics* (ch. 5) where it is stated that "...from the hour of birth some are marked for subjection, others for rule."

This **great man theory of leadership** as it is sometimes referred to, has been the subject of much research. The literature presents varied and unlimited number of leadership traits. Such divergent and unlimited traits need more space than provided for in this study. However, a summary of the most important traits as formulated by various authors is given in table 2.1.

2.4.1 Implications of Leadership Traits to Pupil-leadership Opportunities

In a school situation, some pupils are endowed with a combination of leadership traits, whereas others are not. According to the traits' theory, only those pupils who possess a combination of leadership traits should be provided with leadership opportunities.

Research has indicated that the use of leadership traits as the **sine qua non** for determining leadership opportunities does not produce effective leadership. According to Stogdill (1948:35-71) no one becomes a leader by virtue of the combination of traits. Meyers (1954:105) also found that no physical characteristics are significantly related

Table 2.1

CATEGORIES OF LEADERSHIP TRAITS

Physical Appearance	Traits of Commitment	Traits of Competence	Socio-economic Status
Age	Self-confidence	Scholastic Performance	Home
Weight	Intelligence	Athletic Competence	
Height	Reliability	Strong Sportsmanship	Occupation
Strength	Liveliness	Ability to amuse	
	Originality	Ability to obtain cooperation	
	Strong individuality	Ability to organize and delegate	Education
	Thoroughness	Tact	
Masculinity	Complacency		
	Ambition		
	Perseverance		
	Responsibility		
	Endurance		
	Self-control		
	Enthusiasm		
	Initiative		
	Patience		
	Honesty		
	Friendliness		

The leadership traits have been summarized from the following sources:

Caldwell 1920:2-13; Cox 1926:428; Flemming 1935:600; Hoy & Miskel 1982:222; Hunter & Jordan 1939:447-509;

Lindop 1964:175-181 and Strydom 1970:22-25.

The categorization is the researcher's own.

to leadership. Also there is no significant relationship between superior intelligence and leadership. Musaaazi (1982:58) maintains that there are no sufficient research evidence to support the view that there are inborn characteristics that make a leader. Bandey (1971:82) is of an assumption that some leaders may have very few of the leadership traits and yet remain effective leaders. Other individuals may have many or most of the characteristics required for leadership and yet may still not be good leaders. Indeed, Cawood, Strydom & Van Loggerenberg (1981:139) contend that it is not such talents and gifts of intellect that render a person a great leader. They merely stand him in good stead in his specific situation of leadership.

The close correlation between personality traits and leadership results, according to Fiedler & Chemers (1974:25), because a person with such traits is known by more people. Alternatively, it may be because such traits are liked by most people. As a result the people with such traits are most likely to be nominated, elected or appointed into leadership positions.

2.4.1.1 Scholastic Performance

Some educators may argue that only pupils with a good record of scholastic performance should be allowed positions of leadership. There appears to be a variety of reasons for this: One reason may be that such pupils are scholastically gifted and should be kept busy to prevent deviant behaviour or boredom (Noar 1948:71-72). The following list of leadership opportunities are suggested:

- (i) Acting as secretary for the class or committee.
- (ii) Leadership of a group in a given project.

- (iii) Summarizing discussions at the end.
- (iv) Preparing summaries of a discussion to be used as minutes at next meetings.
- (v) Preparing agenda and outlines for discussions.
- (vi) Answering questions that require critical thought.
- (vii) Planning for the class steering committee.
- (viii) Proof-reading copies for school or class publications.
- (ix) Acting as chairman of panel discussions, group forms etc.

Kilzer (1956:25) and Strang (1958:86) are of an opinion that the participation of the scholastically less gifted pupils in the above leadership positions and many more, is detrimental to their academic performance.

On the other extreme, educators may assign such leadership opportunities to the slow or retarded pupils in order to keep them busy while the rest of the class pursues more academic goals (Rivlin 1961:379). In this way, it is believed that this demonstrates to the less gifted pupils that they are also recognized, and that they have a place in the school. Notwithstanding this, Rivlin (1961:379) is optimistic that a rotation of leadership opportunities between the scholastically gifted and the less gifted may produce the required satisfaction for both.

The researcher supports a view as advanced by Strang (1958:56) as follows:

- (a) Holding a leadership position should be part of a pupil's total education, not a reward for academic achievement.
- (b) Some pupils have special talents for working with people, and should have opportunities to develop their

talents regardless of their scholastic performance.

(c) Pupils of low academic status may be failing because of a feeling of worthlessness and unhappiness. They need success and a feeling of belonging. Election to a position of leadership may have a tonic effect on those who have previously been low in academic achievement.

(d) A pupil who wins a position of leadership may have no other need to indulge in problem behaviour.

(e) Non-academic pupils may feel that they are not represented if positions of leadership are limited to the scholastically able.

(f) It is unfair to deprive pupils leadership opportunities appropriate to them when they have been working to the limit of their ability.

(g) Instead of making academic performance a qualification, it would be better to make each decision on the basis of individual needs.

The researcher adds that the provision of pupil-leadership opportunities should have two important aims. Firstly to develop leadership ability among pupils. Secondly, to provide effective management in schools. Scholastic performance (or the lack of it) *per se*, cannot serve any of these aims.

2.4.1.2 Socio-economic Status

It is often argued that pupils of low socio-economic status have little leisure time because of home duties or remunerative work (Strang 1958:44). As a result some educators make leadership to be the prerogative of the selected few on account of their descent, social status or material possession. Moreover, committee meetings are often scheduled after the normal school day when pupils from a low

socio-economic status and those from a far away distance cannot be available.

The researcher supports Basson (1971:231-232) in advocating for a meritorious and efficient leadership system.

Pupil-leadership should not be a means of providing leisure time for those from affluent families, rather, it should be part of a pupil's total education. All pupils, irrespective of their socio-economic status should have equal opportunities for leadership.

Pupil-leaders should be systematically selected from all social stratifications and back-grounds. Leadership activities should be scheduled during the normal school hours when all pupils are available.

2.4.1.3 Age

Age appears to be one of the most important criterions for selecting pupils into leadership positions. Bass (1960:193) maintains that leadership ability increases with age. At an early age at primary school, leadership is attempted to satisfy the attempter's own desire to influence others. Later, attempts to organize become more common. Consistency in attempts and successful leadership increases. Henning (1972:258 & 261) and King (1973:141-142 & 150) assert that for any pupil to be an effective leader, he must be older than those he leads.

On the contrary, Strang (1958:109) claims that leaders are often younger than non-leaders in schools! However, this is not substantiated. Notwithstanding the fact that leadership ability increases with age, the researcher believes that the claim is probably right. Two possibilities may be explored

in this respect.

First is that older pupils may be inclined to concentrate on their academic work at the expense of all other activities, thus opening the way for younger pupils to take up leadership. This seems to bear weight, especially in tertiary institutions where older students may want nothing else but to obtain their certificates quickly and go back to work for their families.

Second and most probable in secondary schools is the fact that younger pupils form the majority of pupil enrolment, thus resulting in majority rule.

In conclusion, one may assert that all things being equal, older pupils are most likely to take up leadership in secondary schools. This, however, may be overshadowed by other factors such as family commitments and number of younger pupils enrolled.

2.4.1.4 Masculinity and Femininity

In most societies, males and females do not have equal opportunities in positions of leadership (Bem & Bem 1973:144). According to this sex-role ideology, positions of leadership are male biased and male based. The following might, perhaps, have led some christian communities to regard man's position to be undisputable. "Let the woman learn in silence with all subjection. But I suffer not a woman to teach, nor to usurp authority over the man, but to be in silence" (1 Tim 2:11-12).

In Ephesians (5:22-24) the sex-role ideology is reflected as follows: "Wives, be subject to your husbands, as to the

Lord. For the husband is the head of the wife as Christ is the head of the church ... As the church is subject to Christ, so let wives also be subject in everything to their husbands."

The problem of male bias in positions of leadership is caused by an ideology that regards female nature as afflicted with a natural defectiveness (Bem & Bem 1973:144). This "natural defectiveness" is a notion that is internalized even among the females themselves.

Rosen (1984:45) believes that the male bias in positions of leadership is caused by the fact that the males, unlike females, are free from childbearing and child rearing activities. This results in a relative mobility of males than females. The emergence of the state and the presence of warfare are believed to have contributed to masculinity as the dominant trait in positions of leadership.

Presently there appears to be a worldwide endeavour to spread liberal democracy with the slogan: "Freedom, Equality and Brotherhood" (Coetzee 1964:99). This kind of democracy is an ideology in which it is believed that leadership opportunities should, *inter alia*, be equally available to all people irrespective of their sex. The establishment of women's liberation movements in most countries is believed by the researcher to be part of this ideology. The National Assembly of Women in South Africa is, but an example.

An ideology that regards females as inferior has been carried over to the schools, resulting in a greater number of boys than girls to be appointed into positions of leadership. In African countries, this is aggravated by the fact that there had always been a greater number of boys

than girls in schools, thus resulting in majority rule.

The worldwide feminist movement seems to gradually encroach into secondary schools. Pupil-enrolment in most secondary schools in Southern Africa has now switched to a female majority. This change from boy - to girl majority, coupled with the contemporary feminist movement causes a threat to a man's dominant position in leadership.

The researcher believes as James MacGregor Burns (1978:50) does, that the male bias in positions of leadership is based on the conception of leadership as a mere command or control. This conception of leadership is coupled with coercion where the trait of masculinity plays an important role. Earlier in this study (*vide.*, section 2.2) leadership has been described as a noncoercive interpersonal influence, involving a willing cooperation of the people being influenced. In this concept of leadership, the leader is involved in engaging and mobilizing the human needs and aspirations. If the latter description of leadership is adhered to, there does not seem to be any biological reason to believe that the female gender is afflicted with natural defectiveness.

As for the factor relating to the relative immobility of women, Rosen (1984:46) maintains that in more contemporary, complex societies, there has been a variety of ways in which women have limited their involvement in child-rearing activities. This seems to be a factor in the school situation because some of the girls have children to look after at home.

The emergence of the contemporary feminist movement does not seem to easily overcome the traditional belief that a woman's place is in the kitchen. The belief has become so

much a ground motive (or a nonconscious ideology - to use Bem & Bem's terminology, 1973:142) to the extent that even the advocates of women's liberation are themselves victims.

The discussions above are an indication that the traits theory alone cannot explain leadership phenomenon. A good recipe for effective leadership would have to *mutatis mutandis*, include what Stogdill (1948:35-71) predicted, namely, the situational factors. Such a match also implies effective leadership.

2.5 LEADERSHIP BEHAVIOUR

Fiedler (1967:36) describes leadership behaviour as the particular acts in which a leader is engaged in the course of directing and coordinating the work of his group members. This may involve such acts as structuring the work relations, praising and criticizing group members, and showing consideration for their welfare.

Leadership studies have demonstrated that leadership behaviour can be mapped out on two dimensions (*vide.*, Chemers 1984:94-95; Fiedler & Chemers 1974:48; Hoy & Miskel 1982:226-235; Hughes 1985:265-266). Various terminologies are used for the two dimensions, the researcher adopts the terms **initiating structure** and **consideration** (Hoy & Miskel 1982:226).

Initiating structure includes any leader behaviour that delineates the relationship between the leader and the subordinates. At the same time the initiating structure

establishes defined patterns of organization, channels of communication and methods of procedure.

Consideration includes leader behaviour that indicates friendship, trust, warmth, interest, and respect in the relationship between the leader and the members of the work-group (Hoy & Miskel 1982:227).

Consequently, using these two dimensions, several leadership styles are possible. Effective leader behaviour tends most often to be associated with high performance on both dimensions (Hoy & Miskel 1982:228).

Other leadership dimensions are autocracy and democracy (Blanchard et al 1986:29). Even here, some people believe that one dimension of leadership (say autocracy) is better than the other (democracy). Others believe the opposite is true. The two groups often criticize each other.

The researcher notes one important distinction between the leadership traits as discussed in section 2.4 and leadership behaviour. The former is a leadership theory that seems to be based on what the leader **is**, whereas the latter on what the leader **does**. Furthermore, it is noted that leadership behaviour sought to identify one best leadership style.

The researcher has studied the thought-provoking arguments of several theorists on this aspect. The following authors are against the paragon of one "best" leadership style (Blanchard et al 1986:46; Chemers 1984:95; Hersey & Blanchard 1977:129-130; Hoy & Miskel 1982:235; Reddin 1970:35-38 and Vroom & Yetton 1973:415). The researcher is convinced, from this study, that there is no single style of

leadership that is universally best across all situations and environments. A style of leadership, say autocracy that proved effective in one situation (say police force) cannot be equally effective in other situations (say in schools).

2.5.1 Implications of the Behaviour Theory to Pupil-leadership Opportunities

The behaviour theory, like the traits theory does not take into account the situational factors. The implications of this to leadership in a school situation appears to be as follows: The principal may base his leadership upon a favoured style which serve as his *modus operandi* irrespective of situational factors. Should the style be autocratic or directive, the leadership attempts by teachers and pupils will not be acceptable to such a principal. The pupils, in particular will be denied leadership opportunities. Any suggestion from pupils is likely to be seen as a form of disobedience.

Alternatively, the problem of using only the democratic style of leadership may be as follows: The pupils may lack the necessary competence (knowledge and skills) for certain leadership situations. The granting of leadership opportunities to pupils in such situations is likely to be detrimental to the management of a school.

A pupil should not be granted (or denied) leadership opportunities by merely looking at what he does or how he behaves. The behaviour theory, or shall we say, the "one best style" theory of leadership is not conducive to effective management in the secondary schools.

2.6 SUMMARY

The literature seems to have been successful in separating the concept leadership from other closely related concepts such as management. Leadership *per se* is the act of influencing people to seek willingly and enthusiastically, the achievement of group objectives. Leadership is the influence attempts over and above those required by a position of authority.

The implications of this is that a pupil will have leadership opportunities on the following conditions:

- when there are pupil organizations in schools.
- when teachers create a favourable climate for leadership.
- when followers co-operate with their leader.
- when the pupil-leader is familiar with the aims and objectives of his group.
- when he is allowed to use his discretion to achieve the aims and objectives of his group.

A pupil-leader must reconcile his leadership role to his own fellow pupils with his followership role to the principal and his teaching staff.

According to the traits theory, a pupil should be granted leadership opportunities by simply looking at what he is - his personality characteristics. The personality characteristics alone do not result in effective leadership.

In a behaviour theory, a pupil should be granted leadership opportunities by simply looking at what he does. This is

aggravated by the fact that the theory advocates for "one best" style of leadership, and such cannot lead to effective leadership opportunities.

**"WHEN THE BEST LEADER'S
WORK IS DONE, THE PEOPLE
SAY, 'WE DID IT OURSELVES'!"**

Mao Tse-tung (vide., Blanchard et al 1986:76)

Chapter 3

**3. LEADERSHIP THEORIES IN GENERAL AND THEIR
IMPLICATIONS TO PUPIL-LEADERSHIP**

OPPORTUNITIES II

3.1 ORIENTATION

In this chapter, the researcher continues to explore several leadership theories based on the contingency approach. As such the chapter is a continuation of the previous one. The implications of the contingency paradigm to pupil-leadership opportunities in secondary schools is also highlighted.

3.2 CONTINGENCY PARADIGM

The contingency paradigm is a group of related leadership theories. The guiding assumption in each of these models is that the most appropriate leader behaviour in terms of follower outcomes is a function of contingencies facing the leader (Hunt 1984:114).

3.2.1 Fiedler's Contingency Model

Fiedler (1967:14-151) constructed what may be referred to as the first major theory to specifically propose contingency relationships in the study of leadership. He identified three major factors that may be used to classify the favourableness of the situation; these are position power of the leader, task structure and leader-member relations.

3.2.1.1 Position Power

Position power is the degree to which the position itself enables the leader to get subordinates to comply with directives (Fiedler 1967:142). Position power determines the extent to which a leader can reward and punish members, whether the group can depose the leader, whether the leader enjoys special or official rank or status. Position power tends to make leadership easier.

3.2.1.2 Task Structure

Most groups exist for the purpose of performing tasks which are required by the organization of which they are a subunit

(Fiedler 1967:143). The organization should supply the leader with standard operating instructions, detailed manuals and detailed step by step methods for performing certain jobs.

3.2.1.3 Leader-Member Relations

Leader-member relations refer to the extent to which the group leader is accepted by group members (Fiedler 1967:143). The quality of interpersonal relations and the level of informal authority granted to the leader are important. The leader-member relations is partly determined by the personality of the leader. The quality of leader-member relations is the most important factor in determining the leader's influence over group members, followed by task structure and position power. However, if all three factors are positive, Fiedler (1967:144) argues that the situation is most favourable for the leader, if all are negative, the situation is unfavourable.

Fiedler (1967:247) came to the following important conclusion to his contingency model: "One style of leadership is not in itself better than the other, nor is one type of leadership behaviour appropriate for all conditions."

This breakthrough became a great improvement on earlier attempts to describe leadership. It also brought to an end the paragon of "one best leadership style". Fiedler's contingency model still recognizes the leadership traits and leadership behaviour. Furthermore, Fiedler (1967:247) argues that "effective organizational leadership - depends upon the situation." Almost everyone should be able to succeed as a leader in some situations.

3.2.1.4 Implications of Fiedler's Contingency Model to Pupil-leadership Opportunities

The researcher notes that Fiedler's contingency model of leadership has several implications to the topic in this study. The first implication is that a pupil-leader will have a favourable moment for leading if position power, task structure and leader-member relations are all positive.

In practice, a pupil-leader does not have a high position power because he can be deposed by his followers at any time. However, the fact that he leads with the consent of his followers gives him greater authority, hence a favourable opportunity for leadership. Any leader who wields position power, but not the authority most often resort to coercion to course his followers to comply with his directives, this is not compatible with authentic leadership.

Secondly, task-structure implies that a pupil should not just be elected/appointed into a leadership position and left for himself, but must be oriented to his task. This orientation may be in the form of leadership courses where pupils are briefed on the functions of various incumbencies. Pupils should be handed manuals or constitutions of the organizations in which they hold leadership positions. A pupil should be made aware that all leadership activities should serve the aim of education.

Thirdly, leader-member relations implies that any pupil-leader must be acceptable to other pupils. Pupils are most likely to accept a leader that they have elected themselves than the one imposed on them by the teachers. The quality of the relationship within the group is more

important than the other two factors.

Lastly, it has already been indicated in section 2.5.1 that the principal should vary his leadership styles according to the situation, and the implication of this has already been expressed. It should be added here that even a pupil-leader should do likewise. But sometimes the personality of a leader makes him to espouse only one style of leadership irrespective of the situation. Such pupil-leaders should be given opportunities in the situation that matches with their style of leadership.

For instance, a pupil who leads, say, a debate society in one school may not be able to exercise his leadership for a similar society in another school. Again, a pupil who leads a debate society in 1990 may not be able to lead a similar society in 2000. A leader in the debate society may not be able to lead a soccer team. Every situation calls for a specific leader, alternatively, every situation calls for a specific style of leadership. Such situations give opportunities to different types of pupil-leaders. Effective leadership is determined by the match between a type of leader or leadership style with the situation.

3.2.2 Path-Goal Theory

This theory focuses on how leaders influence their subordinates' perceptions of work goals, personal goals and paths to the goal attainment (Hoy & Miskel 1982:244). A primary assumption of the Path-Goal theory is similar to Fiedler's contingency model, namely that leaders can vary their behaviour to match the situation. However, the situation in Path-Goal theory implies two variables, namely; the personal characteristics of the subordinates and the

environmental pressures and demands (Hoy & Miskel 1982:245).

3.2.2.1 Personal Characteristics of Subordinates

I. Locus of Control

The locus of control is the degree to which an individual sees the environment as responsive to his behaviour (Hoy & Miskel 1982:245). Individuals who believe that events happen to them because of luck or chance are 'externals'; they think that the locus of control resides in the environment. 'Internals' respond positively to participative leader behaviour, while externals respond more favourably to directive leader behaviour.

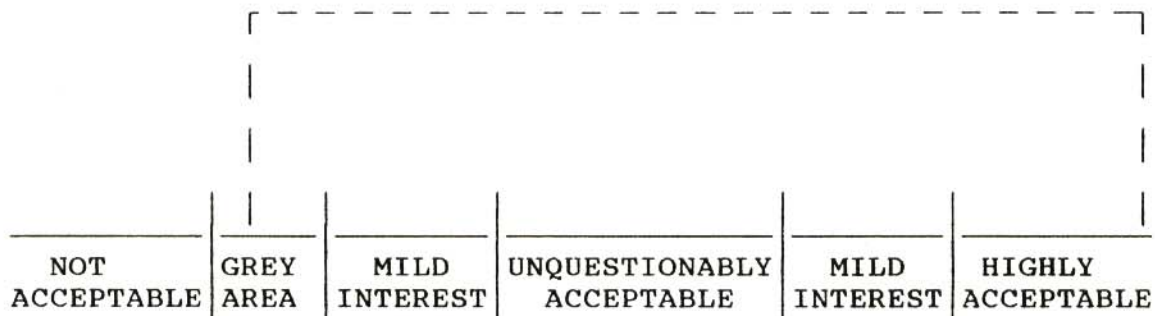
II. Perceived Ability

A second personal characteristic of subordinates is how they perceive their own ability (Hoy & Miskel 1982:245). The higher the level of perceived ability relative to the task demands, the less the subordinates will accept directive leader behaviour. According to Hoy & Miskel (1982:229-230) there is a range of behaviour within which subordinates are ready to accept the decisions made by their superiors. This range is known as Continuum for Decision Acceptability (vide., figure 3.1).

The highly acceptable directives are met with high interest and anticipation from subordinates. The zone of acceptance is seen as an area on the continuum where subordinates willingly implement directives. As one's zone of acceptance with reference to a particular issue decreases, one's desire to be involved increases, and this necessitates use of the more related and integrated styles (Sergiovanni & Elliot 1975:100)

Figure 3.1

CONTINUUM FOR DECISION ACCEPTABILITY



Adapted from Hoy & Miskel (1982:230)

3.2.2.2 Environmental Variables

The environmental variables of the theory are those factors that are not controlled by the subordinates (Hoy & Miskel 1982:245). These are the tasks, formal authority system and the norms of the primary work group.

3.2.2.3 Implications of the Path-Goal Theory to Pupil-leadership Opportunities

The researcher believes that the Path-Goal theory is of significance in this study. It has been noted here that pupil-leadership opportunities are not determined by the personality characteristics of the leaders alone, but by those of the subordinates as well.

This seems to imply that in the school situation, the principal who is the designated leader of the school should

first determine pupils' locus of control before deciding on pupil-leadership opportunities. This may be done by determining the perceived abilities of pupils on some aspects of leadership.

The researcher notes, further that being internals or having a higher level of perceived ability relative to a particular issue of school management does not imply that pupils are under no restraint whatsoever. Environmental variables seem to imply that pupils are restricted from certain aspects of school management. An example is that pupils have no authority in staff management whatsoever.

3.2.3 Normative Decision Theory

The Normative Decision theory was developed by Vroom & Yetton (1973:415). The theory addresses the relationship of leadership decision-making style to group performance and morale. The situational characteristics in this theory are the expected support, acceptance and commitment to the decision by subordinates. This also includes the amount of structured, clear, decision relevant information available to the leader.

According to Sergiovanni & Starrat (1983:93), the word "Normative" implies that the model specifies which of the styles is most likely to yield effective decisions under varying situations. In this way the theory goes beyond the importance of situational factors.

The situation, according to Tannenbaum & Schmidt (1958:95-101), includes the attributes of the leader, his subordinates and the situation itself. The most appropriate unit for the analysis of the situation is the particular

problem to be solved and the context in which the problem occurs.

Three general rules determine which styles will be most effective (Chemers 1984:97). The first rule is that autocratic decisions are less time consuming and therefore more efficient. The second rule is that for an unstructured task, the leader must enlist the aid and advice of subordinates. The third rule is that if the leader does not have sufficient support from subordinates to be assured that they will accept the decision, he must gain their acceptance and commitment through participation in decision-making.

3.2.3.1 Implications of the Normative Decision Theory to Pupil-leadership Opportunities

The Normative Decision theory is noted by the researcher to have significance on pupil-leadership opportunities. The first rule implies that the principal will be autocratic, thus denying pupil-leadership opportunities. This will be more efficient in terms of time, but less effective in the management of the school.

The second rule implies that the principal encourages staff and pupils to participate in unstructured tasks. The unstructured task here refers to the task which is not so clear to the principal. Examples may be in extracurricular activities such as soccer where pupils may have a clearer knowledge than the principal. Thus the second rule encourages pupil-leadership opportunities.

According to the third rule, if the principal does not have sufficient support from staff and pupils to be assured that they will accept his decision, he must gain their acceptance

and commitment by giving them leadership opportunities.

Notwithstanding the assumption in the third rule, all professional matters such as methods of instruction, methods of evaluating staff and pupils, length of school day, the type and number of subjects taught should be left to the discretion of the teaching staff only.

The policies pertaining to the conduct and safety of pupils during sporting activities may most likely fall outside the zone of acceptance of pupils. Opportunities for pupil-leadership in such instances should be encouraged.

3.2.4 Multiple Influence Model of Leadership (MIML)

Hunt (1984:124-130) gives an account of the Multiple Influence Model of Leadership (MIML) as developed by him and Osborn. The MIML assumes that the organization's environment, its context for action (size and technology), and its structure as well as conditions within the work unit, affect the role of a leader. These contingencies first influence the manager's leader behaviour to affect work unit performance and satisfaction related outcomes such as satisfaction, commitment, involvement, turnover and absenteeism.

The implications of this model to pupil-leadership opportunities appears the same as that of Normative Decision theory.

3.2.5 The Hersey and Blanchard Model

Sergiovanni & Starrat (1983:92-93) give an account of the Hersey and Blanchard Model 1977. According to this model,

the best leadership style is the one that matches the maturity level of followers. This model, like the Normative Decision theory, goes beyond the importance of situational factors.

3.2.5.1 Maturity Level

Maturity, as defined in Sergiovanni & Starrat (1983:93) is "the capacity to set high but attainable goals (achievement and motivation), willingness and ability to take responsibility, and education and/or experience of an individual or a group". When the maturity level of followers is very low, leaders should use a directive and structured style that is characterized by high-task orientation and low relationship orientation. As the maturity level increases in a particular individual, the leaders should use more integrated blend of task and relationship in their styles (vide., figure 3.2).

A more participatory approach to leadership characterized by high relationship orientation is recommended as maturity in followers continues to increase. And finally, for every mature follower who possesses a great deal of self-responsibility or a great deal of knowledge about a particular event, a less directive and unobtrusive style is recommended. Leadership shifts from telling to selling, participating, and delegating as maturity in followers increases.

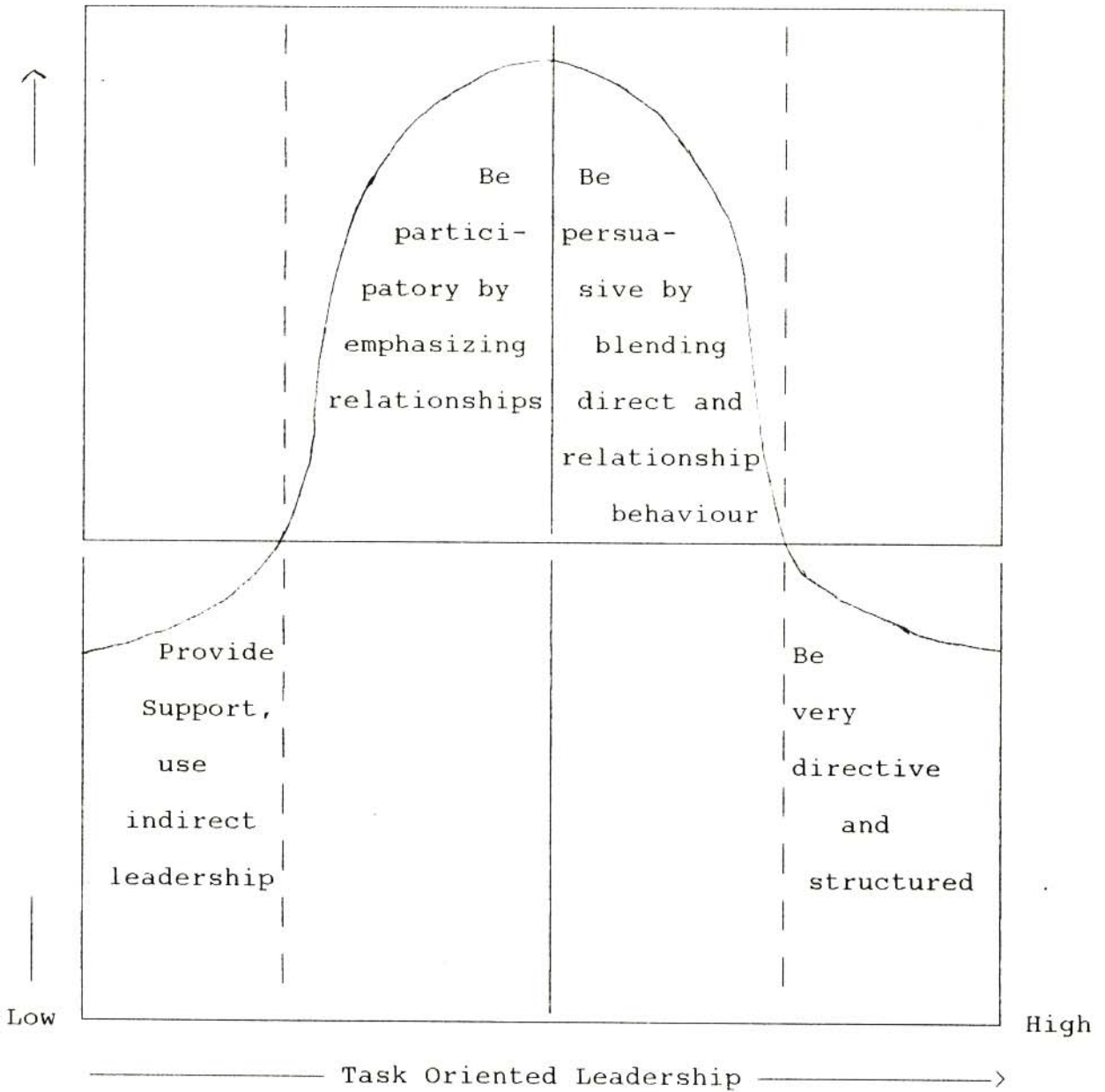
Allen (1964:243) maintains that the degree of effective democracy tends to vary with the maturity and cohesiveness of the group. The people can be permitted to govern themselves only when they, as a whole are capable of acting as a group with unity and consistency.

Figure 3.2

THE HERSEY AND BLANCHARD MODEL

Low <———— Maturity levels of followers —————> High

High Very Mature Moderately Mature Very Immature Low



Adapted from Sergiovanni & Starrat (1983:92)

3.2.5.2 Development Level

A modified version of the Hersey and Blanchard model is discussed in Blanchard et al (1986:36-75). The term 'developmental level' is preferred instead of 'maturity level'. The Subordinates may be classified into four developmental levels (vide., figure 3.3).

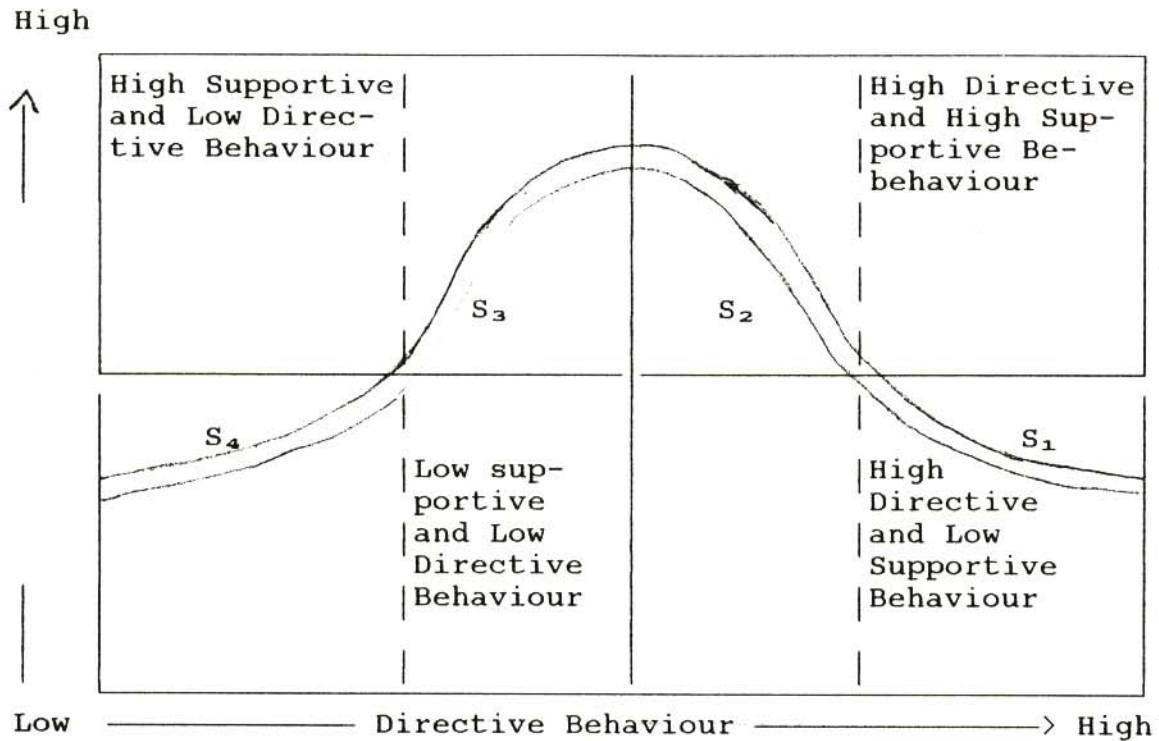
Blanchard et al (1986:49) recognize two ingredients that determine a person's performance or achievement. They are **competence** and **commitment**. Competence is the function of knowledge and skills, which can be gained from education, training, and/or experience. Competence, unlike ability, is not something subordinates are born with. It is something that is learned.

Commitment is defined as the combination of confidence and motivation. Confidence is a person's self-assuredness, a feeling of being able to do a task without much supervision, motivation is said to be a person's interest in and enthusiasm for doing a task well.

At developmental level one (D_1), (vide., figure 3.3), subordinates are inexperienced they do not have the necessary skills and knowledge to perform a given job. As a result they accept a directing leadership style. At developmental level four (D_4), the delegating leadership style is used because the subordinates are having the necessary skills and knowledge to perform a given job (Blanchard et al 1986:52). The subordinate developmental level determines the leadership style that must be used. Different leadership styles must be used for different people, different leadership styles must be used for the same person, in each case depending upon the developmental level (Blanchard et al 1986:61).

Figure 3.3

A MATCH BETWEEN THE LEADERSHIP STYLES AND DEVELOPMENTAL LEVELS



High Competence	High Competence	Some Competence	Low Competence
■	■	■	■
High Commitment	Variable Commitment	Low Commitment	High Commitment
D ₄	D ₃	D ₂	D ₁

Developed <————— Developing

Adapted and Modified from Blanchard et al (1986:50 & 68).

The fact that there is a high commitment in D_1 , seems, according to Blanchard et al (1986:37), to suggest that people are enthusiastic beginners. They are not naturally lazy and irresponsible as is assumed in McGregor's theory X (1960:34-35).

In figure 3.3 any line drawn vertically from developmental level one (D_1) will come up to directing style (S_1), similarly D_2 corresponds with S_2 ; D_3 with S_3 and D_4 with S_4 .

Blanchard et al (1986:30) explain the different leadership styles as follows:

Style 1 : Directing

The leader provides specific instructions and closely supervises task accomplishment.

Style 2 : Coaching

The leader continues to direct and closely supervises task accomplishment, but also explains decisions, solicits suggestions and supports progress.

Style 3 : Supporting

The leader facilitates and supports subordinates' efforts towards task accomplishment and shares responsibility for decision-making with them.

Style 4: Delegating

The leader turns over responsibility for decision-making and problem-solving to subordinates.

3.2.5.3 Implications of the Hersey and Blanchard Model to Pupil-leadership Opportunities

The researcher believes that the Hersey and Blanchard Model is applicable in the schools.

If this model is adhered to, no leadership opportunities should be granted for those people at maturity or developmental level one (D_1). The pupils in this level lack the necessary knowledge and skills pertaining to a particular issue at hand. They are not competent to make decisions in such an area.

Pupil-leadership opportunities may be granted to those who are at maturity/developmental level four (D_4). D_1 and D_4 (vide., figure 3.3) both have high commitment, they differ in competence. It should be stressed here that commitment alone should not determine the developmental level. Pupils may have a false sense of confidence that they will be able to handle a certain job alone. Such whims should not be encouraged because they will be to the detriment of the school.

3.2.6 Group Function Theory

Group function theory lays emphasis on group forming and group dynamics in the exercise of a leadership phenomenon (vide., Cawood et al 1981:138, Fiedler 1967:16-17, Fiedler & Chemers 1974:12, Strydom 1970:49 and Van der Merwe 1976:28). Van Wyk (1962:63) states that the leader is a mere symbol of the aspirations of the group. As such it is the group that takes leadership upon itself. The leader's job is to build a team, and not to try to make all the plays himself (Henning 1972:68). Leadership opportunities, as such should

not be seen as a prerogative of the superordinates, there must be leadership of varying degrees right down the scale.

Within a group, the focus of power resides in the leadership and other high status members, but the leadership status itself is within a group (Henning 1972:172). Douglass et al (1961:11-13) maintain that anyone who displays qualities of leadership within a group should be able to become an official leader. Almost everyone is a leader in some groups and a follower in others (Fiedler & Chemers 1974:12). There are very few people who are leaders all the time, and even most of the time. Moreover, there are relatively few people who are not leaders.

Meyers (1954:105-106) generalizes leadership as follows:

- (a) Leadership is the product of interaction, not status or position.
- (b) Leadership cannot be structured in advance. The uniqueness of each combination of persons of varying interactional patterns and of varying forces within and without impinging upon the group will bring forth different leaders.
- (c) A leader in one situation will not automatically be a leader in another situation.
- (d) Leadership does not result from a status position but rather (from) how a person behaves in the organization.
- (e) Whether a person is a leader in a group depends upon the group's perception of him.
- (f) Most groups have more than one person occupying the leadership role.
- (g) Leadership fosters positive sentiments towards the group activity and persons in the group.
- (h) Leadership may be democratic or autocratic but never laissez-faire.
- (i) Leadership protects the critical group norms.

(j) Leadership is authority rendered to some who are perceived by others as the proper persons to carry out particular leadership role of the group.

(k) Program development that involves only persons of a single position (principal) is not as comprehensive as that which involves people of various positions in the organization.

Morphet et al (1974:109) discuss what they call "The Emerging Pluralistic, collegial concept" of leadership. According to this concept there is a pluralistic sharing of power to make policies and program decisions on a collegial basis. The following are some of the assumptions underlying this concept:

(a) Leadership is not confined to those holding status positions in the power echelon. The person holding authority will be more effective if he develops, rather than restricts the leadership potential of his group members.

(b) Good human relations are essential to group production and to meeting the needs of individual members.

(c) Responsibility as well as power and authority, can be shared. If potential leaders in the organization are permitted to exercise their leadership potential, they will voluntarily accept responsibility as well as authority and power.

(d) Those affected by a program or policy should share in decision-making with respect to that program or policy.

(e) The individual finds security in a dynamic climate in which he shares responsibility for decision-making. A

person is more secure in implementing goals, policies, and programs if he understands them. He will understand them better if he helps to formulate them.

(f) Unity of purpose is secured through consensus and group loyalty. When members of a group participate in the formulation of goals, policies and programs, the group is more likely to accept them than if they are handed down through the hierarchy. When the group develops goals, policies and programs they tend to be the property of the group, and the group will be loyal to what it has developed and to the members who have shared in the process.

(g) The line-and-staff organization should be used exclusively for the purpose of dividing labour and implementing policies and programs developed by the total group affected.

(h) The situation and not the position determines the right and the privilege to exercise authority. The point of decision-making should be as near the scene of action as possible.

The group function theory is also referred to as the "power with" approach to leadership (De Keersgieter 1985:55). Wiles & Lovell (1975:70) add that the group does not start a mature one. It takes time to develop group spirit and group concern.

According to Grob (1984:274), followers are followers only in so far as they lack a degree of critical perspective pertaining to the issue at hand. Followers are not locked into their followership. The very essence of dialogue allows and promotes the movement of followers into leadership roles.

3.2.6.1 Implications of the Group Function Theory to Pupil-leadership Opportunities

The group function theory is applicable in many situations. The study (vide., first paragraph of section 3.2.6) indicates that the theory has received the attention of several authors. For purposes of this study, the theory is equally significant in encouraging pupil-leadership opportunities in secondary schools.

The secondary school is an organization which may be comprised of the principal, deputy principal, department heads subject teachers and pupils. The principal is the designated leader of the school. School leadership, according to the group function theory, should not be the prerogative of the principal alone. There should be leadership of varying degrees right down the hierarchy.

I. The Position of Pupils in Schools

A most important question may be raised regarding the status of pupils in the secondary schools. Should they be regarded as members of the school as an organization? Paisy (1981:10) states that pupils are thought of as members in some schools but not in others.

(a) Pupils as Non-members of a School Organization

Paisy (1981:45) states that if the pupil is viewed as an 'object', then the work of the school may be conceived as acting upon pupils to achieve desired results. This is a matter of operating on nature, as a craftsman works upon a piece of raw material to produce an object of worth, of use

and beauty. The imagery of regarding pupils as 'objects' may be anathema to many people. However, it can be argued that this helps to highlight some important considerations; Adults know more and must ensure that knowledge and 'know-how' is passed on to the succeeding generation. Adults have a right to expect from young people a degree of conformity and a measure of acceptance of whatever social arrangements already in existence.

In the school situation it is not the pupils, but the teaching staff who are in the payroll, and hence members of the school as an organization. As a result it is the teaching staff which is legally entrusted with the management of the school. According to Blau & Scott (1963:42), pupils are prime beneficiaries in the school situation. They are the clients or 'public in contact', which means that they are technically 'outside' the school, but have a regular, direct contact with it.

Since a patient is not qualified to judge whether or not it would be best for his health to undergo an operation, Blau & Scott (1963:51) argue, similarly that a pupil (who is a client) does not know what will best serve his own interests.

The implication of this to the study at hand is that pupils are not to be provided with leadership opportunities.

(b) Pupils as Members of a School Organization

On the other extreme, Paisy (1981:45) argues that pupils may be regarded as subjects. The school may then be conceived as acting with the pupil to obtain the desired results. This is a matter of cooperating with nature. The pupil must

have a substantial part in choosing the experiences that will facilitate his own development.

Whatever the case may be, Blau & Scott (1963:40) maintain that the 'materials' worked on by the teachers are not physical objects. The teachers are confronted with problems of establishing social relations with the subject of their endeavours.

In service organizations, of which the school is an example, Blau & Scott (1963:53) indicate that there may be conflicts between those who provide the services (teachers) and the clients (pupils). It is only when disagreements are brought into the open and discussed that a situation can be restored to normal (Blau & Scott 1963:54). The solution of such conflicts therefore, requires leadership from both teachers on the one hand and pupils on the other.

The implications of this latter view is that pupils are members of the school as an organization, as such they qualify, according to group function theory, to undertake leadership activities.

For the purpose of this study, the researcher is convinced that pupils should be treated as fellow subjects in the school situation. The pupils furnish the *raison d'etre* of the school and not the other way round. As fellow human beings present in the school, pupils are directly affected by the policies of the school. As a result they should be allowed leadership participation in those policies that affect them most. The group function theory is seen by the researcher to serve this purpose.

The researcher, however, does not dispute the fact that pupils are not legally entrusted with the management of the

school, and that they are not in the payroll. Moreover, they are relatively in a lower developmental level than the teachers. For the purpose of this study, the pupil is considered a member of the school as an organization. To be more precise, he is a maturing member of the school organization. The maturity level increases with age, it is relatively higher at the secondary school. This maturing member should be granted with leadership opportunities. Opportunities for leadership serve part of an attempt to increase maturity in pupils.

3.3 EVOLUTION IN LEADERSHIP APPROACHES

The following leadership theories have already been discussed: leadership traits, leadership behaviour and contingency paradigm. The evolution in these theories is summarized in figure 3.4. It is clear from the figure that the contemporary theory of leadership is the contingency paradigm.

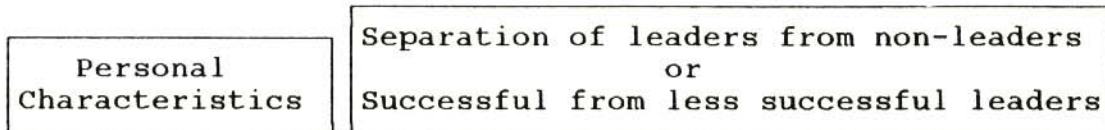
The contingency paradigm is also referred to as the situational approach (vide., Blanchard et al 1986; Hoy & Miskel 1982:223,235 and Hughes 1985:226) or "reality-centred" leadership (Argyris 1962:81).

It is noted that leadership traits and leadership behaviour alone cannot explain leadership phenomena. The researcher in this study adopts the contingency paradigm of leadership. This paradigm is adopted because it integrates leadership traits, leadership behaviour and the situational contingencies. An old adage "Different strokes for different folks" (Blanchard et al 1986:19) and "Different

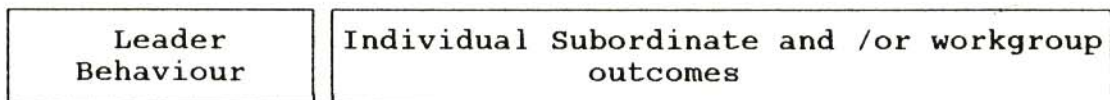
Figure 3.4

EVOLUTION IN LEADERSHIP APPROACHES

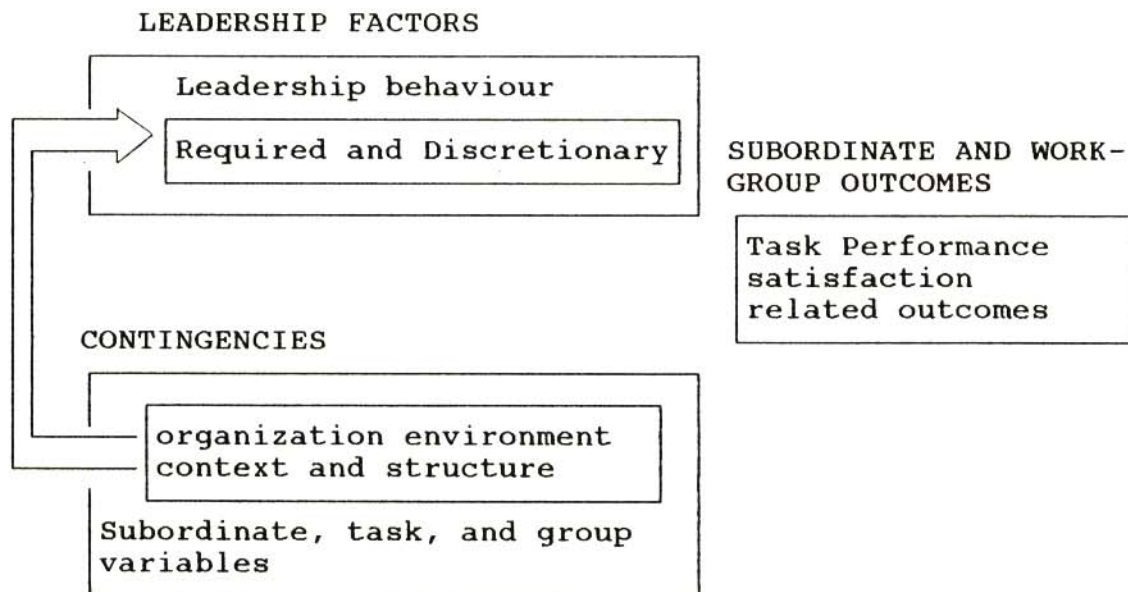
Great Man and Trait Approaches



Leader Behaviour Approaches



Typical Contingency Approaches



Adapted from Hunt, J.G. (1984:115 & 125).

strokes for the same folks" (Blanchard et al 1986:61) is highly valuable in this study.

3.3.1 Challenges to Leadership Studies

Having adopted the contingency paradigm, the researcher does not claim that the paradigm is itself a paragon of virtues or a panacea as may be anticipated. The researcher is aware of acrimonious debates around this paradigm. For example, other theorists regard the contingency paradigm to be inadequate (Hunt 1984:114).

Some even advocate for the replacement of the paradigm altogether. This radical approach is also referred to as the call for a "paradigm shift" (Hunt 1984:130).

A new theory of leadership has arisen, namely; the **attribution theory**. According to Hunt, S.M. (1984:175) the theory is largely speculative and susceptible to refinements. As such attribution theory cannot be applicable in determining pupil-leadership opportunities at this stage.

Leadership is a subject of contemplation and debate (Kellerman 1984:ix-xi), and remains one of the least understood subjects on earth. The definition of terms is cited as the most obvious problem that causes widespread confusion. Terms such as **leader** and **leadership** mean different things to different people. They also mean different things to different fields.

In the administrative sciences, which also cover this study, the word "leader" and "manager" are often used interchangeably. To social psychologists, the leader is the

one with the most personal influence, but to the anthropologists, the sociologists and the philosophers, leadership means a different thing to each of these groups of scientists.

James McGregor Burns, in his foreword to the book entitled: **LEADERSHIP: A MULTIDISCIPLINARY PERSPECTIVES** 1984:viii), confesses that the study of leadership still lacks a widely accepted 'general theory'. This has caused some theorists to suggest the abandonment of leadership as an area of study (Hunt 1984:135). Hunt maintains that the diversity in leadership theories should be expected because it is an indicator of a fast growing, healthy research area.

Kellerman (1984:xi) believes that leadership is a subject that requires an interdisciplinary approach. The researcher in this study is aware that the evolution in leadership theories continue to take place. This evolution may change some of the leadership concepts and theories as discussed in chapters two and three.

Notwithstanding any anticipated developments, as may be in the leadership area, the researcher is convinced that, for the time being, the contingency leadership can be used to explore pupil-leadership opportunities in secondary schools.

3.4 SUMMARY

In Fiedler's contingency model and Path-Goal theory, pupil-leadership opportunities are determined by personal characteristics of the subordinates and environmental variables.

The Normative Decision theory goes beyond situational factors, it seeks the leadership style that most likely yields effective leadership under varying situations. The situation, in this theory also implies the particular problem to be solved and the context in which it occurs.

The Hersey and Blanchard Model, the MIML and the group function theory of leadership are more or less related to the above theories.

According to the contingency paradigm, the determination of pupil-leadership opportunities should be contingent upon the situational factors. The paradigm integrates leadership traits, leadership behaviour and situational characteristics. There are, however, other theories such as the attribution theory. Unfortunately there does not seem to be any way in which this theory can be used to determine effective leadership opportunities among pupils.

For the time being, the contingency approach appears the only one that can be used in determining effective leadership opportunities among pupils. As a result this approach is adopted in this study.

**"SITUATIONAL LEADERSHIP IS NOT
SOMETHING YOU DO TO PEOPLE
BUT SOMETHING YOU DO WITH
PEOPLE"**

Blanchard et al (1986:84)

Chapter 4

4. THE HISTORY OF PUPIL-LEADERSHIP

4.1 ORIENTATION

In this chapter the researcher attempts to explore the history of pupil-leadership;

- in general
- in the Unites States of America
- in Britain
- in South Africa with special reference to the Department of Education and Training (DET) and the Gazankulu national state.

4.2 THE HISTORY OF PUPIL-LEADERSHIP IN GENERAL

The idea of pupil-leadership is not new. Plato's Academy and Aristotle's Lyceum had "scholarchs" elected for the purpose of helping the government of the school (Mukerji 1959:212). Rousseau, Pestalozzi and Madame Maria Montessori have contributed a great deal to the foundation of pupil-leadership in schools (Coetzee 1964:99; Dewey & Dewey 1962:104-220). They all advocated for the freedom of the child. They believed that liberty is necessary in the classroom if the teacher is to know the needs and capabilities of each pupil.

Physical repression and the teaching of mental passivity and docility is contrary to the function of the school (Dewey & Dewey 1962:105). This does a great deal of harm to the child. The child possesses innate abilities which should be allowed to develop to their fullest. For this reason, he should receive a well-rounded training, making for the best development in his mind, character and physique.

The first important step towards the idea of pupil-leadership is the emancipation of the child during the nineteenth and the twentieth centuries (Coetzee 1964:99). The most radical and uncompromising experiments have been made within the private and not the publicly maintained schools. This was of interest to Entwistle (1971:52) that he listed the following reasons: (i) Private schools are insulated from scrutiny and pressures. (ii) Parents finance private schools.

The emergence of the idea of pupil-leadership in public schools seem to have been politically motivated. In Western countries, pupil-leadership has been prompted by the rise in

liberal democracy (Coetzee 1964:99). According to this kind of democracy the citizens of a country are free to engage in activities that are related to the governing of their country. This freedom has encroached into the schools . In essence, the idea is a product of the revolutionary climate with the slogan "Freedom, Equality and Brotherhood".

Coetzee (1964:99) believes that the essence of the French Revolution is the direct resolute intervention in the absolute authority of God and the sovereign authority of the government. This is a pure naturalistic-humanistic movement.

In Europe, Entwistle (1971:53) reports that the emergence of pupil-leadership there is the response to the political climate over the past half century. This was a climate of fear and apprehension, generated first by Fascists and then by Communist totalitarian regimes. The emphasis upon obedience training, the use of severe physical punishment, and a hierarchically arranged interpersonal environment seem to be correlated to an authoritarian political system. On the other hand, the emphasis upon training in sharing and co-operative effort, the use of non-physical discipline, and free group environment with no pronounced status distinctions seem, according to Levine (cf. Entwistle 1971:34-35), to be correlated with an egalitarian political system.

The egalitarian political system in Europe between the two World wars has fuelled the progressive school movement (Entwistle 1971:90-91). Pupil-leadership as an aspect of school management has been the feature of this movement. The disciplinary and socializing processes of the school were an important source of adult attitudes towards rights

and duties, towards political authorities, law and order. The United Nations Education and Science Organization (UNESCO) is against the keeping up of authoritarian education. This can be seen in its influential Report "Learning to be" (1972) prepared by an International Commission on Education). Out of the twenty one principles that have been listed and recommended for education, the last two principles are directly related to pupil-leadership in schools. The SRC ISSUE (1985:47) cites the principles as follows:

20-principle : Teaching, contrary to traditional ideas and practice, should adapt itself to the learner: the learner should not have to bow to pre-established rules for teaching.

Recommendation : It should be made a principle to centre educational activity on the learner, to allow him greater and greater freedom, as he matures, to decide for himself what he wants to learn, and how and where he wants to learn and take his training...

21-principle : Any system according educational services to a passive population and any reform which fails to arouse active personal participation among the mass of learners can achieve at best only marginal success.

Recommendation : All learners whether young or adult, should be able to play a responsible part in not only their own education, but in the entire educational enterprise."

It is apparent that the democratization of education, and the subsequent promotion of pupil-leadership has been and is still a world-wide endeavour.

4.2.1 History of Pupil-leadership in the United States of America

A much greater stimulus in accepting pupil-leadership as an aspect of American secondary school management has been the action of the courts (Ryan 1976:91; Smith & Cox 1976:87). The courts determined that secondary school students shall have the same rights and privileges as other citizens of American democracy. Such rights and privileges do not have to be left at the gate upon entering the school. The rights guaranteed by the Constitution of the United States; particularly the Bill of Rights and the Fourteenth Amendment, apply as much to adolescents as they do to adults (Smith & Cox 1976:98). The traditionally accepted concept of *in loco parentis* has given way to *due process* in settling problems related to pupil violations in school.

In 1970, the New York city board of Education published resolutions stating rights and responsibilities of senior high school students (Smith & Cox 1976:102). According to the resolutions, each high school was to have an elective and representative student government. The powers of student government were delineated. There were to be a "parent-student-faculty" consulting council. The resolution also specified that students may exercise their constitutionally protected rights of free speech and assembly, as long as they did not interfere with the operations of regular school programs. The publication, *Academic Freedom in the Secondary Schools* by the American Civil Liberties Union has further strengthened pupil-leadership in the management of American secondary schools.

4.2.2 History of Pupil-leadership in Britain

In Britain there were several schools which have been established to promote a favourable climate for pupil-leadership. The Summerhil school was founded in 1921 by A.S. Neil (vide., Bandey 1971:62; Entwistle 1971:34). Summerhill is regarded as a self-governing school which is democratic. Everything connected with social or group-like, including punishment for social offences is settled by a vote of the general school meeting. Each member of the teaching staff and each child, regardless of his age, has one vote.

Pupils at Summerhill conformed to their self-made rules and obeyed or carried out their 'sentences' as prescribed by the 'courts' (Bandey 1971:62).

At Sevenoaks adolescents lived together in self-governing boarding houses (Bandey 1971:63). Each house consisted of a committee of three students. They had to ensure the smooth operation of the meal serving and washing up system; encourage tidiness in rooms and grounds.

At Repton, Bandey (1971:64 & 66) reports that senior pupils could be included in discussions with the staff to examine the whole structure of the school. Pupils contributed in making the school to be even more a cooperative enterprise.

At Rugby, the schools were divided into houses, each of which had a pupil-leader of the uppermost class (Mukerji 1971:212).

4.2.3 History of Pupil-leadership in South Africa With Special Reference to the Department of Education and Training

4.2.3.1 A Period of Quiescence

The South African secondary school pupils have for a long time been characterized by quiescence. They were most often not critical of what happened at school. They were in a period of "theocracy" or "gerontocracy", to borrow Piaget's terminologies (cf. Entwistle 1971:122).

At school level, there was a unilateral and autocratic control of pupils by the teaching staff. Teachers mostly had minimal respect for pupils, regarding them merely as leaky receptacles with little to contribute apart from trouble. During this period, the prefect system was in vogue. The duty of the prefects were to enforce rules and regulations laid down to them by the teaching staff.

In a research undertaken by Bandey (1971:163), some of the Afrikaans medium secondary schools in the Cape Province mentioned having Student Representative Councils. 'The SRC ISSUE' (1985:46) reports that there have been many experiments on pupil-leadership in some progressive schools over the last fifty years. In these experiments, pupils were allowed more say than in the traditional prefect system. Such schools were distinctly in the minority.

4.2.3.2 The Emergence of Pupil Activism

A study of the activities of the extraparliamentary groups

dating back from 1920 indicates, seemingly, that they have created a favourable climate for pupil activism (A Survey... 1977:57 & 65; 1978:34-35; 1980:500-501, Know the Facts: pp. 11-16 and The New Nation 9-15 April 1987:6). See Appendix B for extraparliamentary groups.

The Cape Peninsula Students' Union (CPSU) was formed in 1957. The union represented students at the University of Cape Town, training colleges, high and secondary schools in the Cape Peninsula (Molteno 1987:19).

The Durban Students Union (DSU) was formed in 1959. It represented students from high schools, training colleges, university and student-nurses (Molteno 1987:20). The next major attempts at mobilizing were those of university students in the late 1960s. The South African Students Organization (SASO) was founded in 1969.

The African Students Movement was formed in Soweto in 1970 (Molteno 1987:21). This later formed the South African Students Movement (SASM) in 1972. There were several demands which were listed by these student unions. One long-term demand is formulated as follows: "To fight for a democratic system of education in a democratic South Africa."

The emergence of pupil activism in the seventies in the Department of Education and Training (DET) and its subsequent escalation into the eighties appears to be politically motivated.

I. Chaos in the Management of Secondary Schools

The student unions had a wide range of activities from classroom to the politics outside the school. A report 'High Schools Disturbances' (1984:28) indicates that most pupil-leaders disregarded all forms of school authority and took instructions from the extraparliamentary groups. The management of secondary schools was overturned, the authority of the principals and teachers in some schools was replaced by the authority of pupils.

One pupil-leader who was interviewed (vide., Molteno 1987:125) described the activities in his school as follows: "The normal hierarchy had no authority whatsoever...We would just inform them (teachers) when they came to us...of what we were doing and planning."

Another interviewee is the principal who was well respected by his pupils (Molteno 1987:126). The principal told of how on most issues he was "just simply ignored. If they felt like marching around the building, they'd march around the building. If they wanted to go home, they'd go off home. They didn't have my permission. I wasn't asked. They suspended the normal authority of the school."

The researcher in this study believes that this revolutionary climate is anti-normative in the management of secondary schools. Pupils are immature and are not even legally responsible for the management of secondary schools. In the absence of a suitable leadership concept, one has to borrow Piaget's terminology "Paedocracy" to explain this unilateral action of pupils (Entwistle 1971:37).

II. Plight of the Prefect System

The prefect system has for a long time been part and parcel of many secondary schools in South Africa. There were very few schools with Student Representative Council (SRC), these schools had both prefects and SRCs in co-existence. The function of the two systems had been different, but the membership overlapped (Molteno 1987:42).

Prefects had been charged by the staff with limited disciplinary duties. SRCs had been elected by pupils to take initiative in organizing extra-mural cultural activities and to represent the pupils to the principal on matters with which they were dissatisfied (Molteno 1987:42).

At some schools prefects had been selected from among academically higher achieving pupils. In other schools prefects were appointed on the basis of their being feared than respected. Being a prefect was a 'strong-arm' role which had nothing to do with being a good pupil. Prefects would administer summary punishment (Molteno 1987:42).

The prefect system was a type of a 'police department' which recorded pupils who contravened rules and regulations to the staff. As such the prefect system did not provide authentic leadership opportunities among pupils. Bandey (1971:58), having undertaken a research on the activities of prefects, concluded that they occupied more of a position of responsibility than leadership. Most of their activities were devoid of leadership functions.

Prefects had often been regarded as the staff's lackeys.

The attitude of pupils towards prefects varied from school to school, ranging from 'hatred' to a degree of respect. The emergence of pupil activism has brought a widespread demand for the abolition of the prefect system. In most of the Coloured and Black secondary schools prefects were pressurized to abandon their prefectship. The prefect system as a whole collapsed in most secondary schools.

III. The SRC Campaign

The first major attempt to organize pupil-leadership beyond the traditional prefect system took place in June 1976. During this time several Students' Representative Councils (SRCs) were formed (A survey...1977:34-35, The New Nation 9-15 April 1987:6). Examples are the following: Soweto Students' Representative Council (SSRC), Katlehong Students' Representative Council (KSRC), Mamelodi Students' Representative Council (MSRC), Daveyton Students' Representative Council (DSRC). Each SRC represented pupils from the secondary schools in the area.

The main objective of the different SRCs was to express the pupils' dissatisfaction about the management of secondary schools.

The emergence of pupil activists in the Department of Education and Training (DET) is, like in Western countries, politically motivated. This is exactly what Harold Macmillan (1963:189) means when he echoed that the spirit of change sweeping through Africa is also sweeping through the classrooms. The South Africa Foundation News (May 1984) reports that since 1976, every year has seen pupils either

questioning the competency of certain teachers, or generally not being happy with certain rules and regulations governing their schooling in the country.

(a) The Committee of 81

In the Cape Province, an attempt to organize pupil-leadership beyond the traditional prefect system was in the form of a 'Committee of 81'. This committee was formed in April 1980 by student and pupil representations from almost all educational institutions in the Cape Province (Molteno 1987:45-51).

In its inception, the committee of 81 made a list of various grievances, one of which was the lack of autonomous SRCs in most schools. Within a few days, the committee had established SRCs in most secondary schools. Where an SRC was not elected soon, some form of working committee was formed.

The membership of SRCs consisted of the most senior and politically aware pupils. Sometimes some of the teaching staff gave their assistance. Most commonly, each class would elect one or two representatives who would come together as the school's SRC. Molteno (1987:46-47) indicates that at certain schools there were a system of weighted-balancing representation. For instance, the std 9 and 10 classes would each elect three representatives respectively. The std 8 classes would each elect two members to represent them in the SRC. Std 6 and 7 classes were represented by one member each.

The socio-economic background of pupil-leaders revealed, according to Molteno (1987:50), a cross-section of the entire economic and social background of the population.

Each school SRC would elect two representatives as delegates to the Committee of 81. Many decisions were taken at class level and conveyed to the SRC, then subsequently to the Committee of 81.

(i) Student and Pupil 'Manifesto'

The Committee of 81 published a comprehensive list of their formal demands in what they entitled 'Manifesto To The People of Azania', dated 14 October 1980 (Molteno 1987:160-163). In this section, the researcher highlights only the demands which are related to more pupil-leadership opportunity.

The manifesto demanded that the educational authorities recognize the right of pupils and students to form independent SRCs outside the control of educational authorities. These SRCs should have the right to receive both administrative and financial support from their schools (Molteno 1987:162). The demands are further elaborated as follows: "The SRCs should have a definite say in how the school is run. The end of autocratic control by principals has come. Students must have a say in everything that affects them. School committees should have a liaison in the SRCs before reaching decisions."

The manifesto contained one other demand based on an assertion of the pupils' right to have control over their education and the facilities at their schools. They

demanded to have the use of the halls at any stage, on reasonable notice.

(b) Pros and Cons of the SRCs

(i) Pros

The fact that the need of SRCs was felt by pupils themselves is significant. According to Douglass (1954:318) this is a basic principle for the success of a pupil-leadership system. In their initial stages, the SRCs seemed democratic in the sense that decisions were first taken in a class level.

(ii) Cons

The researcher is convinced that the unilateral formation of SRCs by pupils alone, without permission or involvement of the teaching staff is a cardinal mistake.

The pupils' idea of autonomous or independent SRCs outside the control of educational authorities which at the same time receives administrative and financial backing from the school is rather ambiguous. Any system of pupil-leadership cannot be independent if it is to serve the ultimate aim of educative-teaching. Any pupil-leader who wants to retain his opportunity for leadership must reconcile his leadership role to his rank-and-file with his followership role to educational authorities.

The SRCs were democratic in their initial stages, but they were subsequently run by minority radicals. As Molteno (1987:47) asserts, there were a lot of things going on at

pupil meetings which educational authorities did not know. Moltano (1987:49) seems to have something to blame for the lack of democracy in pupil-leadership. According to him, so many pupils lack knowledge of, and experience in democratic procedures. They also lack knowledge on the precise functions of SRCs.

The SRCs as formed were not statutory organizations of the schools. In order for pupil-leadership to succeed, the teaching staff must also be in sympathy with the idea.

Moltano (1987:194) states that many people became disillusioned about the functions of the SRCs. Some saw it only as a boycott body and this further curtailed the organization of pupil-leadership.

(c) Education Charter Campaign

The next attempt to organize the SRCs was embodied in the Education Charter Campaign. This campaign was launched in February 1984 by the following student groups: Congress of South African Students (COSAS), the Azanian Students Organization (AZASO), now South African National Student Congress (SANSCO), and National Union of South African Students (NUSAS).

Helene & Dawn (1986:251) list the basic objectives of the charter campaign as follows:

1. To establish an education charter that would streamline student demands and present a view of a viable alternative to the present system of education.

2. To reach out and consult all students in all corners of the country together with the communities and to receive contributions from them so that the document arises out of the principles of democracy.
3. To develop organizational network of both AZASO and COSAS and all other participatory organizations.
4. To establish branches of AZASO and COSAS in those areas where they do not exist.
5. To demonstrate to South Africa and the world that the students and community have rejected the present system of education.
6. To create a document around which students can organize and rally in striving for all.

Although COSAS, NUSAS, and SANSCO are composed of both students and pupils, the problem still remains that the teaching staff is not involved in their formation. Hence these organizations *de facto* cannot be regarded as the statutory structures of the schools. But their influence on pupil activities and leadership was and continues to be extensive.

In march 1984, some of the schools under the Department of Education and Training (DET) organized class boycotts in demand of the phasing out of the prefect system. They wanted the SRCs instead (High Schools Disturbances ...1984:27, The South African Foundation News, May 1984). This move appears as a response to the Education Charter Campaign.

4.2.3.3 Parents and Community Response to the Campaign for More Pupil-leadership Opportunities

The emergence and escalation of pupil activism seems to have received a considerable support from parents. This response was revealed and continues to take place in community meetings. Molteno (1987:59-64) discusses the responses in various communities. Many parents who were initially somewhat sceptical of pupil actions were won over by the sincerity and skill of pupils in running meetings of up to four thousand people. Community leaders became confident in the pupils. There are several meetings in which resolutions were passed declaring solidarity with pupils. In another meeting, parents and teachers reiterated the pupils' earlier and long term demand for a free, democratic and non-racial system of education (Molteno 1987:61).

At a few of the meetings, Parent-Teacher-Student Associations (PTSA) are established to carry the solidarity further.

Paradoxically, majority of the parents who give a public support for pupil-leadership do not want their own children to be involved. Molteno (1987:63-64) interviewed several pupils regarding this matter. Pupils revealed a discouragement and opposition from their parents. According to one interviewee, "Many parents were against their children being involved in the SRC because it was just a political body. Many pupils actually resigned from the SRC, saying it was because of their parents. " One of the pupil interviewee questioned the sincerity of some parents' public professions of support in the following terms:
"Some people spoke a lot at the community meetings but in

their heart they didn't want their own children to get involved - they wanted other people to go and fight but not their own children."

Molteno (1987:63) seems to get a sniff when he indicates that many parents were afraid that their children might be hurt or killed as in June 1976.

The different community organizations later developed into the National Education Crisis Committee (NECC).

4.2.3.4 The Government's Response to the Campaign for More Pupil-leadership Opportunities

A study of the mass media reveals that the government uses what may be called a 'carrot and stick' approach to contain pupil activism.

I. Coloured Schools

The Minister of Coloured Relations indicated that the unrest was not a problem of education, but a result of children being influenced by propaganda and agitators (Molteno 1987:58). At the same time there was some implicit acceptance that some of the pupils' grievances were legitimate.

Corporal punishment and compulsory uniform were abolished, textbooks were supplied into the school by the government in a bid to rescue the situation.

On the issue of more pupil-leadership opportunities, elected SRCs were permitted in secondary schools.

II. Equality of Educational Opportunities - A Matter of Urgency

One of the grievances as listed by both Black and Coloured pupils is that they receive 'inferior' or 'gutter' education. To this the government responded by appointing in 1980 of the De Lange Commission which was charged with the investigation of all aspects of education in South Africa. The commission tabled its findings and recommendations to the government.

In 1983, the government, apparently acting on some of the recommendations, issued out a White paper in which it committed itself to the principle of equality of educational opportunities for all.

This government commitment continues to be echoed in mass media by government officials (vide., Sowetan 10 April 1986). In 1985 Mr F.W. de Klerk announced that the new Department of National Education is created to serve education for all population groups. This, apparently is the government's attempt of equalizing educational opportunities.

III. More Pupil-leadership Opportunities for Secondary Schools Under DET

Another way in which the government showed its conciliatory stance was the creation of more communication structures in

secondary schools. At a lower level these communication structures were in a form of SRCs, school liaison committees and governing bodies (vide., figure 4.1).

(a) The SRCs

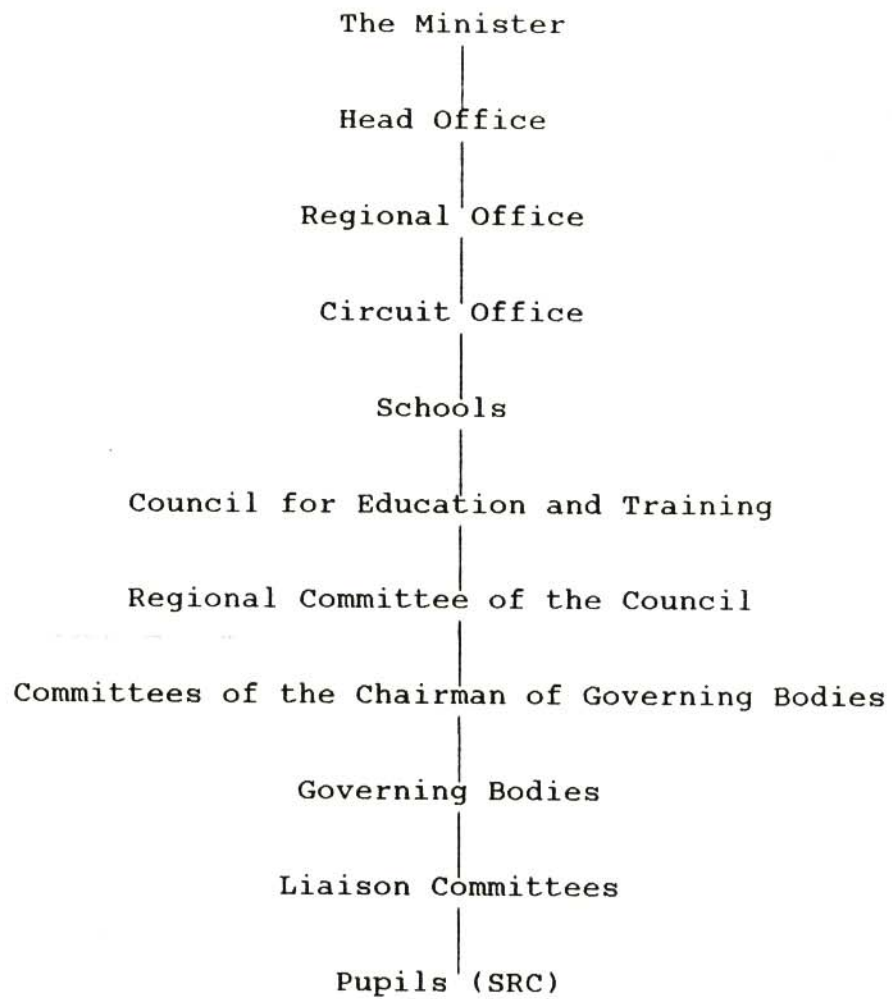
Initially the DET could not approve the granting of the SRCs as demanded by secondary school pupils. Instead the government permitted the operation of the Democratic Pupil Representative Council (DPRC) as drafted by the DET (see Appendix H₁). Apparently, the DET reserved the operation of the SRCs to post-matric institutions, as has been the custom.

The pupils rejected the idea of a DPRC and continued to demand the SRCs. After lengthy delays, the DET ultimately drew up a constitution for the implementation of the elected SRCs in all secondary schools excluding those in farms. Focus on Education (January 1990:6) states that the SRC is elected by pupils to liaise with the principal on matters which concern the pupils. The conditions under which the SRC was granted are as follows:

- i) The SRC should not be hijacked to disrupt education and foster certain political ideologies (Peace in Education Now 1986:4).
- ii) The SRC is not to prescribe to the principal or to become involved in the management or policy-making of the school (Focus on Education : January 1990:6).

The researcher in this study does not agree with the condition that pupils should not become involved in the management or policy-making of their schools. It is de

Figure 4.1

COMMUNICATION SYSTEM OF THE DEPARTMENT OF EDUCATION AND TRAINING

Adapted from Piek (1986:10)

facto precisely this sentiment that has prompted the researcher to embark on this study. It has been emphatically stated in the last paragraph of section 2.2.1.1 that pupil-leadership is an aspect of effective secondary school management. Arguments in favour of pupil-involvement have been presented throughout this study.

(b) School Liaison Committees

The School liaison committees were established as part of the overall communication system of the DET. They ensure effective liaison and communication between pupils, staff, governing bodies, parents, the community and the department (Piek 1986:8). The school liaison committee is to meet at least four times a year to discuss any local problems/issues, and any unresolved problems should be taken to the circuit office, or if necessary, to the director-general or the minister.

IV. Government Crackdown on Pupil Activism

Pupil activism continued in many urban secondary schools notwithstanding the government's educational reform initiatives. Pupils openly challenged the governments' "apartheid" policies and disrupted schools to the extent that no effective and meaningful education was possible (Sowetan 15 Sept. 1986).

To this the government responded by cracking down the possible 'ringleaders', 'agitators' or 'trouble-makers' (Molteno 1987:130). Some pupils either fled the country or were detained. Some schools were closed. Sporadic

incidences of unrest continues to be experienced in many urban schools to date.

4.2.3.5 The Response of Teacher Corps to the Demand for More Pupil-leadership Opportunities

Support of strategic importance to the pupils came also from a substantial section of teacher corps (Molteno 1986:64). The Cape teachers' corps wrote: "To observe our pupils who are stripped of their political rights undertaking a peace march within the precincts of the school ground in the interest of their teachers, parents and their own future careers, move us deeply. We acknowledge and accept that this is a student initiative and respect the pupils for this. We therefore do not want to capitalize on their actions and aspirations, but feel deeply convicted to identify with their aims" (Molteno 1987:67).

The Transvaal United African Teachers' Association (TUATA) rejected the SRC constitution as drafted by the DET as undemocratic (The SRC ISSUE 1985:46). They argued that they, together with parents and pupils have not been consulted. TUATA, however, responded to the venture of establishing school liaison committees as a good one. But the procedure followed in constituting and implementing the said committees is rejected. The parties concerned should have been consulted. One other criticism is that the constitution has been inproportionately done. Pupil representation far outweighs that of any other group. TUATA also reject the fact that many members of the committee are nominated rather than elected.

I. The Controversy of Pupil-leaders, Ringleaders, Troublemakers, Intimidators or Agitators

Teacher corps, unlike the government, do not see pupil-leaders as ringleaders, agitators or troublemakers as is reflected in the following passage: "We disagree vehemently with any contention that only sees alleged agitators behind the present unrest" (Molteno 1987:82).

The interviews which were held with school principals in Atteridgeville indicated a consensus that sees pupils as outspoken about their beliefs, uncompromising and showing a high level of politicization (Bot 1985:21). Many Black children are striving to improve the quality of their education.

In the management of any secondary school, pupils are aware of inequalities in educational provision, overcrowding, excessive corporal punishment, etc. As a result they do not need agitators, ringleaders or intimidators to influence their actions. The pupils, rather, are acting out of a genuine desire to be involved in the control of their own education.

Where grievances exist, there are bound to be people who are willing to throw their weight behind improvement and mobilize as many people as possible (Bot 1985:22). Such people most often end up as leaders to represent their group. In industry this has led to the formation of trade unions, in politics to the formation of opposition parties, and in education to the formation of pupil/student movements. This creates opportunities for pupil-leadership.

The leadership opportunities as created should not be stifled or misdirected for other ends. It is the duty of the teaching staff to give proper guidance to pupils.

Teacher corps did not support pupils in all respects, for they disapproved the boycott as a strategy (Molteno 1987:86). They dissociated themselves from an anarchic situation of pupil self-government where staff had no say (One day Education Conference 1985:24). They blamed the extraparliamentary organizations for disrupting the normal schooling.

Despite all the criticisms on the SRCs and school liaison committees, the DET went ahead and implemented its ideas of the communication structures. Apparently, there might have been pupils who supported the SRC constitution, but were afraid to do so openly because of possible intimidation. In urban areas, most of the secondary schools of the DET have elected SRCs.

The researcher believes that one should not expect a magic situation where all pupils, all teachers and the community agree on everything with the government. The fact that the SRCs have ultimately become statutory structures of secondary school management is appreciated. This creates more pupil-leadership opportunities in secondary schools.

The school principals were particularly in a problematic situation because, as state employees they are expected to implement government policies (Alexander 1988:22). On the other hand they have to be leaders of their own schools, identifying with pupil aspirations. Principals are treading

on a very fine line.

4.2.3.6 People's Education and Pupil-leadership Opportunities

The exact meaning of People's Education is a subject that is currently being explored. The concept itself - at least in its currently popularized terminology, has only recently gained momentum. There are several aspects that go into People's Education. In this study the researcher cites only one aspect, namely; control or management of education because of its bearing on pupil-leadership opportunities.

According to Sebidi (1988:55), the control of education is one of the important elements that lie at the heart of People's Education.

I. Management or Control of Education

People's Education attacks the control of education from two fronts. These are Professional-knowledge Lobby and Politico-Institutional Lobby (Sebidi 1988:49). The latter front has a political motive and is beyond the scope of this study.

(a) Professional Knowledge Lobby

According to this lobby, there must be an end to the unlimited control of educational matters by the government (Sebidi 1988:56). Instead of the hierarchically imposed school boards and school committees, People's Education advocates for Parent-Teacher-Student Associations (PTSA).

This association is charged with a democratic control of education at least at a local micro-level. The active participation of parents, teachers and pupils has a good effect of anchoring education to the community where it traditionally belongs.

In one TUATA's annual conference it was argued that the management of education should, among other things, be democratic (The Star 31 March 1986). People's Education must be the outcome of a collective effort and a democratic process (Saspu-National June 1986:14).

In one Johannesburg conference held at the beginning of July 1986, the Montessori system was seen as an ideal alternative education system in South Africa. The current education system has been criticized because it allowed no freedom of creativity among pupils.

What is of more significance in this study is that People's Education advocates for more pupil-leadership opportunities in secondary schools. The building of democratic structures such as the SRC is seen as one step in building People's Education (Sowetan 8 July 1986). Since People's Education is a subject that is currently being explored and debated upon, it may perhaps be premature to predict its outcome if implemented. However, the researcher is interested in the fact that at least pupil-leadership opportunities would be actively encouraged.

The active participation of pupils in the management of their own schools would help channel their great energy and enthusiasm in positive directions. In this way they would

be helping to create their own learning environment, rather than have it imposed by the authorities (Sowetan 8 July 1986).

4.2.4 History of Pupil-leadership in Gazankulu

Gazankulu is one of the dependent national states within the Republic of South Africa. Gazankulu may, in consequence of the power entrusted to it by the Central (RSA) government, promulgate its own laws in respect of its own affairs, including educational matters. Notwithstanding this, Gazankulu, being a dependent national state, derives its broad educational policies from the Central government (RSA).

The Department of Education in Gazankulu did not allow pupil organizations other than the prefect system to operate in secondary schools (Guide for Superintendent...1984:46).

In 1985, some of the secondary schools campaigned for the Student's Representative Council (SRC). In September of the same year, the chief minister of Gazankulu addressed teachers, parents and pupils at Dumela and Mpumulana secondary schools on various issues. On the SRC, he indicated that it was not meant for secondary schools, but for post-matric institutions. As a result the SRC was not granted to pupils.

The principals of the affected schools met in a bid to solve the communication problem between themselves and their pupils. In the meeting they resolved that a Democratic Pupil's Representative Council (DPRC) as permitted by the

DET be tried in their schools. A memorandum to this effect was also sent to the Department of Education in Gazankulu.

In 1986, the DPRC was launched at the affected secondary schools. Pupils were allowed to elect the councillors, guardian teachers were also appointed. The pupils showed enthusiasm for the DPRC, but due to the lack of guidance on themselves and their guardian teachers, the council activities were not that efficient. The DPRC has not been revived in the years that followed.

In the early 1990, pupils in some secondary schools continued their demand for SRCs. Some principals in some affected secondary schools ultimately gave in to the pupils' demands. The elected SRCs were allowed as a domestic arrangement.

In March 1990 there were several community meetings at Giyani, Ritavi and Mhala districts. In these meetings several matters, some of which are beyond the scope of this study, have been raised. The inclusion of an SRC issue in the agenda was of particular interest to the researcher. The community resolved that the SRCs should be recognized in Gazankulu secondary schools. A memorandum which, *inter alia*, included a demand for the recognition of SRCs was presented to Gazankulu government authorities by the Giyani Youth Congress (GYCO) and the Tzaneen Crisis Committee (TECC).

In the news broadcast by Radio Tsonga (31 March 1990 at 07h00), the minister of education in Gazankulu was reported as saying that his department is not against the

introduction of SRCs in secondary schools. It was urged that the constitution of the proposed SRCs should be presented in writing.

The rejection of the prefect system by pupils, and the failure of the DPRC leaves some secondary schools without an effective communication channel between the pupils and school management. The school liaison committee and the SRC constitutions as drafted by the DET does not apply to secondary schools in the National States. The Pupils' Council (PC) as approved by the Department of Education in Gazankulu (*vide.*, Appendix A) is not in operation.

The department of Education and Culture in Kangwane (a national state in the eastern Transvaal lowveld - bordering Swaziland), having faced a more or less similar situation has approved the setting up of democratic SRCs in secondary schools (Weekly Mail Sept. 9-15-1988).

The researcher has a feeling that even if a new pupil-leadership system such as an SRC was to be tried, or DPRC revived, there cannot be any effectiveness unless such endeavours are coupled with guidance. The pupils need guidance on the duties in various incumbencies. The guardian teacher also needs guidance in group dynamics and on the operation of the SRCs. It is imperative that pupil-leadership in Gazankulu be regarded as part of the statutory structure of secondary schools.

Unlike the school liaison committees in the DET, Gazankulu does not have any pupil representation in school committees and governing councils. Pupil representation in these

committees would help to express the views and feelings of pupils on matters that affect them most.

4.3 SUMMARY

The idea of pupil-leadership is not new. The emergence of pupil-leadership in publicly maintained schools has been politically motivated. In the United States of America pupil-leadership has been enhanced by court actions. In Britain there are several schools that promote pupil-leadership opportunities.

In South Africa, the secondary schools have for a long time been characterized by quiescence. The emergence of pupil activism and the subsequent demand for more pupil-leadership opportunities in secondary schools is politically motivated. The demand for more pupil-leadership opportunities received a favourable response from parents and the communities, teacher corps and the government.

The recently popularized concept of Peoples' Education favours more pupil-leadership opportunities.

Some secondary school pupils in Gazankulu have also demanded the phasing out of the prefect system and the introduction of the SRCs. An attempt to launch the DPRC in few of the secondary schools has not been successful. Presently there is no effective pupil-leadership system in some secondary schools.

The researcher urges that any leadership system that is

introduced should be coupled with guidance on both the pupils and guardian teachers.

"FOLLOWERS ARE NOT LOCKED INTO THEIR FOLLOWERSHIP

THE VERY ESSENCE OF DIALOGUE...

...ALLOWS... THE MOVEMENT OF FOLLOWERS

INTO LEADERSHIP ROLES..."

- Grob (1984:274)

Chapter 5

**5. THE SCHOOL AS AN ORGANIZATION AND ITS IMPLICATIONS TO
PUPIL-LEADERSHIP OPPORTUNITIES**

5.1 ORIENTATION

In this chapter the researcher attempts to clarify the concept school organization in general and with special reference to the Department of Education and Training (DET) in South Africa. Furthermore, an attempt to determine the following aspects is made :-

- the position of pupils in relation to the school as an organization
- the extent to which schools exhibit a bureaucratic tendency
- advantages and disadvantages of bureaucracy in schools
- the influence of bureaucracy on pupil-leadership opportunities
- the bureaucratic tendencies in South African secondary schools.

The researcher discusses the organizational climate of schools as follows :-

- custodial and humanistic school climates and their implications to pupil-leadership opportunities
- the influence of the state, school principals, teachers, the community and pupils in creating pupil-leadership opportunities in general and with special reference to the DET.

5.2 CLARIFICATION OF THE CONCEPT "ORGANIZATION"

An organization or social group is, in terms of Granger's definition (1971:207), two or more persons who plan or organize in order to seek and achieve specific goals common to its members. Examples of organizations are school, political party, soccer team, etc.

5.3 WAYS OF CLASSIFYING THE SCHOOL ORGANIZATION

One way to understand pupil-leadership is to determine the type of organization to which the school belongs. There are various ways in which a school organization is classified.

5.3.1 Private or Public School Organization

A school may be classified as either private or public. A private school is maintained by private companies and parents. A public school is maintained by public money or tax. In South Africa, there are both private and public schools. History indicates that the emergence of pupil-leadership in publicly maintained schools is politically motivated.

5.3.2 A School as a Formal Organization

A school is a formal organization. Bass (1960:85) maintains that informal organizations arise within formal ones. The informal organizations arise as a result of inadequacies within the formal ones. In the school situation, pupils

organize themselves into subgroups, each with its informal leader. The leaders are unofficial.

5.3.2.1 The Influence of Informal Pupil Organizations to the Formal Ones With Special Reference to the Department of Education and Training (DET)

History indicates that there has always been informal pupil organizations in South Africa particularly in the DET.

These organizations have time and again shaken the formal school organization. The informal groups sometimes resort to violence and the destruction of property. This is exactly what Hoy & Miskel (1982:89) mean when they indicate that the impact of the informal organization can be either destructive or constructive.

Hoy & Miskel (1982:89) further indicate that the informal or unofficial pupil-leaders should not be seen as enemies to be eliminated or suppressed, on the contrary, they should be incorporated within the formal organization as a useful vehicle for improving efficiency.

Mohanoe (1983:313) has also noticed, seemingly, that there is a particularly strong yearning for participation in the larger issues of life by Black secondary school pupils. This desire can be properly channeled and given correct direction by mature and experienced adults.

The step taken by the DET in approving the SRCs and school liaison committees is commendable. The researcher sees this as an attempt to incorporate the informal pupil organizations into the formal school organization. This creates more legitimate pupil-leadership opportunities and lessen the chances of pupils resorting to violence and

destruction of property.

I. The Informal Pupil Organizations in the Secondary Schools Within Gazankulu National State

It is characteristic of all formal organizations to have informal groups. In secondary schools where there are no formal pupil-leadership organizations, the informal leadership is bound to take place. In Gazankulu it appears that most secondary schools have the prefect system, in the schools without this system communication with the school management is done on an *ad hoc* and informal basis. It is the researcher's contention that such *ad hoc* organizations should be formalized. Pupil-leadership systems should be created to become part of the school management.

5.3.3 The School as a Bureaucratic Organization

5.3.3.1 Clarification of the Concept "Bureaucracy"

The concept of bureaucracy was introduced in the nineteenth century by Max Weber 1864-1920 (Hoy & Miskel 1982:81-82). The characteristics of bureaucracy as formulated by Weber are division of labour and specialization, impersonal orientation, hierarchy of authority, rules and regulations, career orientation and efficiency.

The bureaucratic leader's basic assumption is that all problems can be avoided if subordinates blindly and implicitly obey every ordinance, rule and regulation (De Witt & Van Wyk 1982:132).

5.3.3.2 Bureaucracy in Schools

Schools display many of the characteristics of bureaucracy. The extent to which schools follow a bureaucratic model varies from school to school. The fact that the principal, deputy principal, heads of departments and the teachers are ranked in order, and that the principal is responsible for the actions of his subordinates is itself bureaucratic (Ribbins 1985:351).

Whether the schools should or should not exhibit the bureaucratic characteristics is a subject of much debate. Hoy & Miskel (1982:84) argue that a hierarchy of authority enhance co-ordination, but frequently at the expense of communication. There is distortion and blockage in communication, because every level in the hierarchy produces a potential communication block. This is because subordinates are reluctant to communicate anything that may make them look bad in the eyes of their superiors. There is a tendency to communicate only those things that make them look good.

Rules and regulations on the one hand provide continuity, co-ordination, stability and uniformity (Hoy & Miskel 1982:84). On the other hand they often produce organizational rigidity and goal displacement. School authorities may become so rule-orientated that they forget that rules and regulations are means to reach certain ends, and are not ends in themselves.

Educational managers must, according to Hoy & Miskel (1982:88), learn to anticipate the negative consequences of bureaucracy. They should maximize the advantages and minimize the disadvantages.

Paisy (1981:90) advocates for a principle of federalism which lies midway between democracy and bureaucracy. In an organization, participation is both possible and desirable in the making of decisions concerning some ends and some means.

Paisy (1981:89) points out that bureaucracy is often viewed as the antithesis of democracy. If democracy places more emphasis on ends in order to determine what the means should be, bureaucracy reverses the emphasis.

Hughes (1985:9) indicates that the human relations movement of the 1930s advocates for democracy in school management. Watkins (1983:26) states that the principals should ensure progressive planning by democratizing the organizational planning process.

I. The Influence of Bureaucracy on Pupil-leadership Opportunities

The implication of the hierarchy of authority in the school situation, according to Smith & Cox (1976:40), is that the principal is in a position of maximum control of power. The teachers hold subordinate positions in the hierarchy, and the pupils are powerless.

Within the bureaucratic structure of the secondary school, pupils are expected to adapt and conform to the expectations of the school, hence they are not provided with leadership opportunities. The pupils who adapt and conform are successful within the bureaucratic structure. Those who do not conform are threatened to do so because they frustrate the bureaucratic structure.

From the sociological perspective, Shipman (1968:79) indicates that the school is likely to have pupils who deviate from its norms. Furthermore, individuals rarely adopt deviant roles in isolation. Innovators and rebels become leaders of groups pressing for change, opposing authority and resisting official influences. All organizations contain groups that are in conflict with harmony. Such groups most often form the informal organizations in secondary schools.

Waller (1965:10) indicates that the political structure of the school is organized on the authority principle which is constantly being threatened.

Experience in the United States of America, Britain and South Africa has shown that pupil activism cannot be easily suppressed (Smith & Cox 1976:40). In the light of this experience, the researcher advocates for the incorporation of the informal leadership structures of pupils within the bureaucratic system of the school. This will serve as a pupil-feedback mechanism that counteract the negative consequences of bureaucracy (*vide.*, figure 10.2).

5.3.3.3 Bureaucratic Tendencies in South African Secondary Schools

The secondary schools in South Africa have for a long time been characterized by the prefect system. Bandey (1971:124), having studied the prefect system in South Africa, concluded that it places more emphasis on executive function than leadership. The prefects execute instructions from the staff. They see to it that rules and regulations are followed. As such the prefect system represents bureaucratic tendencies.

Van Schalkwyk et al (1982:92) maintain that South Africa has not yet advanced so far as to grant students, or even pupils, a say in the management of educational institutions. The schools exhibit a strong bias for bureaucracy.

Van Schalkwyk et al (1982:92) advice that there is wisdom in consulting pupils, especially at secondary school level, about certain facets of school policy. However, it should be cautioned that consultation does not imply that pupils should have a joint say in the management of the school, for there are many matters about which they do not possess the necessary experience, maturity or insight to pass judgment.

Pupils' views would be valuable in areas such as exercising control over pupils before school and during breaks. Allowing pupil representative opportunities would be beneficial to the school and to the moulding of the pupil.

In most urban secondary schools of the DET, the prefect system has been done away with. Although the introduction of new communication channels (SRCs, School liaison committees, and pupils in Governing councils) is highly commendable, such leadership structures cannot function well in a custodial type of school climate. A communication or leadership channel must be in a position to feedback.

I. Bureaucratic Tendencies in Gazankulu Secondary Schools

According to the Guide for Superintendents...(1984:46), student bodies are not desirable in Gazankulu secondary schools. Instead, the prefect system is strongly recommended. This has a bureaucratic tendency.

5.3.4 The School as a Service Organization

See also section 3.2.6.1.I (a) and (b)

Blau & Scott (1963:42) classify organizations on the basis of prime beneficiary. According to this classification four basic categories of persons can be distinguished in relation to any given formal organization. They are (i) the members or rank-and-file participants (ii) the owners or managers of the organization (iii) the public at large, the members of a society in which the organization operates (iv) the clients, or more generally, the "public in contact", which means the people who are technically 'outside' the organization, yet have regular, direct contact with it.

Using this classification the school is classified as a service organization. In the school, the benefit to the pupils furnishes the *raison d'etre* of the school, whereas the benefit to the staff is essentially a cost (Blau & Scott 1963:43). The pupils are therefore referred to as clients. Whether the pupil-leaders should or should not participate in the management of their own school is dependent upon the status given them by school authorities (*vide.*, section 3.2.6.1).

Whether the pupils are regarded as members of the school organization or not, the researcher highlights the fact that they have regular, direct contact with the school. The management of the school influences their daily activities, and on this reason should participate as fellow subjects in the management of their schools.

5.3.5 The School as a Normative Organization

According to the scheme which was developed by Etzioni (1961:91-93), schools are regarded as normative organizations. As normative organizations, schools use normative power to maintain control over lower participants. According to Hoy & Miskel (1982:39), the typical normative

techniques that are used to achieve pupil compliance include manipulation of standard levels, sarcasm, reprimands, demerits, teacher appeal for good behaviour, sending pupils to the principal's office and modification of peer-group pressure.

Following Etzioni's classification (1961:91-93), the activities of the school can be divided into **instrumental** and **expressive** activities, or goal achievement functions and group maintenance functions.

5.3.5.1 Instrumental Activities

Instrumental activities are ways of striving for adaptation and goal achievement (Etzioni 1961:91). Organizations must have structures that enable them to adapt to their environment, mobilize their resources and continue functioning. It must have the mechanisms for attaining its goals, including structures to specify objective and allocate, produce and distribute internal resources. In the school situation this means all the activities that are aimed at achieving the aim of educative-teaching.

5.3.5.2 Expressive Activities

Expressive activities deal with the problem of social integration and the maintenance of values (Etzioni 1961:92). In the school situation this seem to imply the extracurricular activities of pupils.

5.3.5.3 Leadership of the Instrumental and Expressive Activities

Etzioni (1961:93) concluded that all organizations tend to

develop separate leaders to control the instrumental and expressive activities. Instrumental activities are always controlled by the officers, formal leaders or instrumental elites. In the school situation this seem to imply the school principal and his teachers.

The control of expressive activities depends upon the aim of the school (Hoy & Miskel 1982:44). If cognitive mastery (accumulation of facts) remains a major objective of the school, then expressive elites (pupil-leaders) should be subordinate to the instrumental elites (principal and teachers) (Hoy & Miskel 1982:45). The control of expressive activities then, remains in the hands of pupils. Even in this instance, Hoy & Miskel maintain that the principal and teaching staff must gain pupil respect to ensure high effort.

Alternatively, Hoy & Miskel (1982:46) maintain that if the major goal of the school involves both the cognitive and the social-emotional development of pupils, then the principal and his teaching staff should control both the instrumental and the expressive activities. Even here, the control of expressive activities by school authorities becomes increasingly difficult as pupils move from primary school to junior secondary and senior secondary schools. This necessitates the creation of pupil-leadership opportunities to control expressive activities.

5.3.5.4 Leadership of the Instrumental and Expressive Activities in the Secondary Schools in South Africa With Special Reference to the Department of Education and Training (DET)

The secondary schools in South Africa have both instrumental and expressive activities. The credits that may be obtained in the expressive activities are generally regarded as extracurricular. They are normally not considered for purposes of promoting a pupil to the next higher standard. A pupil will normally reach the next higher standard upon scoring a certain aggregate in his cognitive subjects (which is part of the school's instrumental activities).

Cognitive mastery (accumulation of facts) seem therefore to be the major objective of the secondary schools in South Africa. If this is indeed so, then the control of expressive activities should, according to Hoy & Miskel (1982:46), remain in the hands of pupil-leaders. This, however, does not mean absolute control by pupils, for pupil-leaders should be subordinate to the principal and his teaching staff. Moreover, there should be co-operation between the teachers and pupil-leaders.

In the DET, the SRCs have been instituted to control expressive activities in secondary schools. But because of the political nature of education in South Africa, the government keeps a watchful eye on these activities.

I. Leadership of the Instrumental and Expressive Activities in Secondary Schools of Gazankulu

The leadership of the instrumental and expressive activities in Gazankulu is basically the same as that in the DET

Educational authorities who want to have an influence on expressive activities should co-operate with pupil-leaders. A unilateral undertaking by educational authorities on expressive activities is most likely to result in a conflict. The following may serve as an example.

During early 1986 the Department of Education in Gazankulu issued a circular to all schools which temporarily suspended all competitive extracurricular activities between schools (Mhlahhala 9 April 1986). This move which is an interference on expressive activities resulted in a conflict between the education authorities and pupils. The pupils demanded that an amount of six rand (R6-00) which was contributed by each pupil towards the sporting activities be refunded.

The move to suspend sporting competitions might have been a sincere attempt from the authorities to safeguard the pupils and buildings during the volatile political situation in South Africa. But then it should be remembered that the areas such as sporting activities are expressive activities which are so much within the pupils' zone of concern that any unilateral decision on them is likely to result in a conflict.

Mohane (1983:314) states that the culturally embedded attitude among Black people that youngsters must be seen, not heard must be done away with. This is contrary to the nature of adolescents and it destroys their creative impulse and blunt their desire to help in the upliftment of their communities.

5.4 THE ORGANIZATIONAL CLIMATE OF THE SCHOOL

5.4.1 Clarification of the Concept "Organizational Climate"

Various studies (vide., Hoy & Miskel 1982:185; Musaazi 1982:69; and Sergiovanni & Starrat 1983:56) have described the organizational climate of the school as follows: It is a set of internal characteristics that distinguish one school from another and influence the behaviour of people in it. It is the personality, setting, milieu, culture, atmosphere, feel, tone or climate of a school. For the purposes of this study, this set of internal characteristics of the school may be termed leadership climate.

5.4.2 Classification of the Leadership Climates of Schools

There are various ways in which the leadership climates of schools can be classified (vide., table 5.1). On the first column there is a group of climates that are conducive to pupil-leadership opportunities. On the middle column there is a group of climates that are not conducive to pupil-leadership opportunities.

From the study of the various climates, it is apparent that the custodial and humanistic school climates are more relevant in this study. The climates here are known as pupil-control orientation (Hoy & Miskel 1982:199-200). This orientation refers to the dominant patterns that teachers and pupils use to control pupils. Thus Pupil-Control Ideology (PCI) is how school officials view the pupils. The concept of PCI has proved to be a powerful predictor of the tone or feeling of the school.

Table 5.1

LEADERSHIP CLIMATES OF THE SCHOOLS

CLIMATE CONDUCTIVE TO PUPIL-LEADERSHIP OPPORTUNITIES	CLIMATE NOT CONDUCTIVE TO PUPIL-LEADERSHIP OPPORTUNITIES	AUTHORS
Open climate	Closed climate	Halpin & Croft 1962
Participative climate	Exploitive-Authoritative climate	Likert 1961
Humanistic climate	Custodial climate	Willower, Eidell & Hay 1967
Organistic climate	Mechanistic climate	Burns & Stalker
Developmental press	Control press	Stern & Steinhoff
Theory Y climate	Theory X climate	McGregor 1960
Emerging Pluralistic Collegial climate	Traditional, Monocratic, bureaucratic climate	Morphet et al 1974

Summarized from the following sources: Fiedler & Chemers 1974:57; Hoy & Miskel 1982:189-190; 199-200; 208-209; Morphet et al 1974:102 & 109; Musaazi 1982:69-71.

5.4.2.1 The Custodial School Climate and Its Implications to Pupil-leadership Opportunities

The custodial school climate provides a rigid and highly controlled setting in which maintenance of order is primary (Hoy & Miskel 1982:200). Pupils are stereotyped in terms of their appearance, behaviour and parents' social status. Teachers conceive the school as an autocratic organization with a rigid pupil-teacher status hierarchy. The flow of power and communication is unilateral and downwards, pupils must accept the decisions of their teachers without question.

Teachers do not try to understand pupil behaviour, instead they view misbehaviour as a personal affront. Pupils are perceived as irresponsible and undisciplined, as such they must be controlled through punitive sanctions. Impersonality, cynicism and mistrust pervade the atmosphere of the custodial school (Hoy & Miskel 1982:200). The custodial climate is consistent with McGregor's theory X (vide., Appendix C). This type of climate is not conducive to pupil-leadership opportunities.

5.4.2.2 The Humanistic Leadership Climate and its Implications to Pupil-leadership Opportunities

The humanistic leadership climate conceives the school as an educational community in which pupils learn through co-operative interaction and experience (Hoy & Miskel 1982:200). Self-discipline is substituted for strict teacher control. This is a democratic atmosphere with open channels of two-way communication between pupils and teachers and increased self-determination. The humanistic leadership climate is consistent with McGregor's theory Y.

This type of climate favours pupil-leadership opportunities.

5.4.3 Some Influences Concerning the Organization of the School Which May Promote a Favourable Climate for Pupil-leadership

Five influences are discussed, namely; the state, School principals, teachers, the community and pupils.

5.4.3.1 The State and Its Influence on Pupil-leadership Opportunities

The state alone has the power of the sword. The state has power and authority within its own geographical area, including all the institutions therein. As far as educational institutions are concerned, the state has a juridical obligation of formulating a draft education Act (Van Schalkwyk 1987:113). In such an education Act legal provision can be made for constitutional matters, administrative law matters, etc.

The state has to protect the rights of each party involved in education, this includes the rights of pupils to be democratically involved in the management of their own schools. It is through the juridical action of the state that pupil-leadership may come to be recognized as statutory structure of schools. This may be on condition that pupil-leadership is not detrimental to the state itself and to educative-teaching.

This has a positive influence on pupil-leadership opportunities.

There is a great danger, however, that the state may, through its monopoly of the power of the sword, suppresses its subjects that little remains of the true ontically given norms for being human (Van Schalkwyk 1982:92). This may result in the denial of pupils any formal leadership opportunity. Furthermore, the management of schools may be so rigidly controlled by the state to such an extent that pupil-leadership may be seen as an affront.

Alternatively, the state may abuse its powers and encourage politicized pupil-leadership systems that promote its particular ideals (Van Schalkwyk 1987:105). In this way pupil-leadership may come to be regarded as more than an aspect of effective school management. It may be seen as an extension of state politics, and this state of affairs produce negative consequences in educative-teaching.

I. The Type of State

It is a historic fact that the type of state, autocratic or democratic, inevitably influences the education of a country. This has a significant impact on pupil-leadership opportunities.

(a) An Autocratic State

An autocratic state is a state where the power is concentrated in one person or one group of persons. This person or a group has unlimited power over the country including education. In formulating policies in education, an autocratic state is often not guided by pedagogic-didactic considerations.

In an autocratic state pupil-leadership is often suppressed. The principals and teachers become authoritarian, emphasizing obedience to rules and regulations.

(b) A Democratic State

A democratic state is a government of the people, by the people, and for the people (Longman Dictionary...1982). In a democratic state all actions by the educational administration at all government levels takes place with due allowance for the foundations characteristic of a democratic state (Van Schalkwyk 1982:147). This implies for example; that if the state is democratically controlled, the school will be democratically controlled as well.

In a democracy the school is clearly recognized as an autonomous institution, sovereign in its own sphere (Gunter 1980:210). As such it is governed above all by pedagogical demands. The teachers in democratic countries will allow freedom as opportunity to their pupils both inside and outside the classroom.

The pupils will work independently both as individuals and in groups. They will plan, undertake and organize things themselves. They will develop the ability to utilize their talents and knowledge in a responsible manner. Each pupil receives in proportion to his stage of development, as much freedom as he is able and prepared to use in a responsible manner.

Gunter (1980:210) further indicates that when the pupils are relatively immature, they are not left to themselves, but under the guidance of their teachers. A school which seeks to educate true democracy to its pupils, is especially

concerned in cultivating leaders (Gunter 1980:212).

The school in a democratic country shall, in addition to subject teaching, discipline, human relations and teaching methods, be such that its pupils enjoy sufficient opportunity for self activity in various forms (Gunter 1980:212). This includes a form of strictly limited pupil self-government.

In a democratic state, the learner has a right and responsibility regarding the management of his school (Van Schalkwyk 1986:245). This right exists at the local institution to which he is attached.

Whether the state is autocratic or democratic Van Schalkwyk (1986:245) is emphatic that learners should have a rightful share in the management of the school to which they belong. Pupils must enter the organizational structure of the school, and by their management, have a say in matters affecting them directly.

From the notion "As the state is, so is its education" one may get a false impression that the state has an unlimited control over education. The researcher believes that the state's involvement in education should be democratic. The state should recognize the democratic involvement of the church, parents, industry, universities and colleges.

The researcher agrees with Van Schalkwyk (1986:245) that pupil-leadership opportunities should be created by the school irrespective of the type of state. The school should retain its freedom to be autonomous. The school and the state are two different institutions with different functions.

**II. The State and Pupil-leadership in South Africa With
Special Reference to the Department of Education and
Training (DET)**

(a) Is South Africa a Democratic or Autocratic State?

If one adheres to the description of a democratic state as outlined in section 5.4.3.1.I (b), it goes without saying that South Africa is a highly undemocratic state. This is because firstly, the Black people who form the majority of the population have been systematically excluded from the parliament (Democracy and Education in South Africa 1988:1).

Secondly, the distribution of wealth and power is among the most unequal in the world. Thirdly, society and its institutions are marked by rigid and entrenched hierarchies. For purpose of this study, the school in particular, has lost its ontic freedom to be sovereign in its own sphere (Gunter 1980:210).

**(b) The Influence of the South African Government on
Pupil-leadership Opportunities**

As far as education is concerned, the South African government is undemocratic because it has transgressed the Principle of Differentiation (Van Schalkwyk 1986:245). According to this principle, educational institutions shall:

- (i) not be subordinate to the state and political interests at the cost of educational interests.
- (ii) retain their internal authority structure as determined by the nature and needs of the educational institution.
- (iii) not derive their internal authority and competence from the state (Stone 1981:126).

Some people may argue that the state authority over education is decentralized into provincial and local governments. The fact that the decentralization of authority is within one societal structure, the state, this is undemocratic (mono-integration, to borrow Archers' phrase 1979:60). The state still has ultimate authority over education.

As for pupil-leadership, Van Schalkwyk et al (1986:92) indicate that South Africa has not yet advanced so far as to grant students or even pupils, a say in the management of educational institutions.

In the Department of Education and Training (DET), pupils have been vociferous about their demand for more pupil-leadership opportunities. The researcher believes that pupil activism in South Africa, particularly within the DET is brought about by the state controlled education. Pupil activists who want to have a say in the way in which schools are run find themselves at loggerheads with the state. This seems to be inevitable, as long as the state has ultimate authority on schools. The current popularization of pupil-leadership in the DET is, like in the West, politically motivated.

As indicated earlier in this study, the DET has ultimately granted that SRCs and school liaison committees may operate as statutory structures of secondary schools. The authentic leadership opportunity, that is, the functional aspect of these leadership structures is a matter that must be tested with time.

The conflict between pupil activists and the state in South Africa is complex indeed. Pupil activists, particularly in

the DET, criticize the state for providing education along racial lines. The pupils often boycott classes, saying it is 'gutter' education. The state, on the other hand, criticizes pupil activists for their political activities in schools. This is a vicious circle.

The researcher is of the opinion that a situation of harmony between the South African government and all its citizens may end the scenario.

The removal of the arbitrary powers of the state in the control of schools seems to be a long term solution to the problem of pupil-leadership in South Africa.

If schools were autonomous, there would not arise a situation where pupil-leadership is politicized. Hence there would not be negative consequences such as detentions and other police actions to contain school unrests.

The influence of Gazankulu national state on pupil-leadership opportunities is discussed in section 4.2.4.

5.4.3.2 The Influence of the School Principal in Promoting a Favourable Climate for Pupil-leadership

School principals in different schools perform their duties differently. Their performance is determined largely by the kind of people they are and by the way the schools are organized and administered (Musaazi 1982:68).

I. The Personality Characteristics of School Principals and Their Influence on Pupil-leadership Opportunities

The personality characteristics (traits) of leaders in general have been discussed in section 2.4., see also table 2.1. The personality of the school principal is the key factor in the total operation of the school. The school principal is the generator and the power source from which the school activities flow (Musaazi 1982:68).

McGregor (1960:33-34, 47-48) states that the school principal's administrative behaviour is influenced mainly by two basic principles of administration. They are Theory X and Theory Y (*vide.*, Appendix C).

Principals who espouse theory X will create a custodial school climate in which pupil-leadership is suppressed. The exponents of theory Y will create a humanistic or democratic school climate in which pupil-leadership is encouraged.

In teaching, people lower down the hierarchy tend to take their attitudes from the man at the top (Paisy 1981:100). Firmani (1977:44) states that it is the secondary school principal more than anyone else who determines the nature and extent of a school's services. According to Field (1985:311), the creation of an appropriate climate and the development of good relationships in the school stems from the principal.

The principal with a democratic attitude is best equipped to bring latent talents, abilities and diligence in individuals within a group to the fore (Prinsloo. anon.: 55). The way in which the school is managed by the principal is carried by the teachers into the classroom.

The principal may be autocratic, democratic or permissive in his leadership style. The effect of each of these leadership styles is indicated in table 5.2. From the table it is clear that the democratic leadership style favours pupil-leadership opportunities.

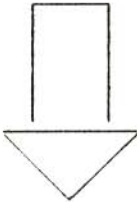
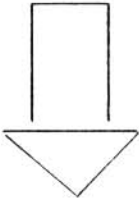
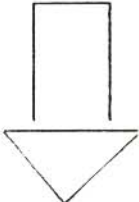
Prinsloo (anon.: 60-61) maintains that the principal should create a climate of responsibility wherein pupil-leaders can be active. He should not resort to coercion to cause his pupils to comply with his directives. But should rather create a climate wherein pupils willingly comply with directives, or where they will show initiatives.

Musaazi (1982:175) lists several attributes which an effective principal should possess. Those attributes that are favourable to pupil-leadership opportunities are summarized below:

- (i) A school principal is human, dependable, open to suggestions and believes in team work.
- (ii) A school principal avoids too many rules and regulations.
- (iii) A school principal encourages pupil-participation in matters relating to their affairs, is accessible to pupils and shows interest in their welfare.
- (iv) A school principal keeps regular office hours that are known to pupils and staff. But in cases of emergency or special need he can be seen any time by both pupils and staff.
- (v) A school principal deals impartially and equitably with all individuals and groups.
- (vi) A school principal accepts constructive criticisms gracefully and takes all responsibility for achieving the educational goals of the school.

Table 5.2

THE EFFECT OF THE VARIOUS LEADERSHIP STYLES OF THE PRINCIPAL
TO PUPIL-LEADERSHIP CLIMATE

Autocratic Style	Democratic Style	Permissive Style
<p data-bbox="228 737 550 894">.The principal plans alone. .The principal is directive and controlling</p> <div data-bbox="282 1098 418 1297" style="text-align: center;">  </div> <p data-bbox="228 1308 516 1430">Pupils are more dependent. Pupils are more egocentric.</p>	<p data-bbox="570 737 898 1052">.The principal, staff and pupils plan together. .The principal insists on group decision-making. .He delegates authority and support initiative.</p> <div data-bbox="662 1098 799 1297" style="text-align: center;">  </div> <p data-bbox="570 1308 906 1556">Pupils have more initiative and responsibility. There is a friendly inter-personal relationship. The work is of a better quality.</p>	<p data-bbox="932 737 1292 800">.The principal does not intervene.</p> <div data-bbox="1040 1098 1177 1297" style="text-align: center;">  </div> <p data-bbox="932 1308 1328 1430">Pupils learn on their own. Pupils have limitations.</p>

Adopted from Prinsloo (anon.: 57).

II. The Influence of Situational Contingencies on the Behaviour of School Principals

No leadership phenomenon can be explained by simply looking at the personality characteristics of leaders alone. In discussing the influence of the personality characteristics on the organizational climate of the school, the situational contingencies should also be investigated.

Musaazi (1982:68) maintain that the behaviour of a school principal is also determined by the way the schools are organized and administered. According to Dewitt & Van Wyk (1982:81), the nature and degree of organizational autonomy granted to the school principal by the educational authority also determines the organizational climate of the school. The more autonomy in decision-making a principal is permitted by his superiors, the more he tends to consult and involves his colleagues in school organizational decision-making. This creates a favourable climate for pupil-leadership.

As indicated earlier, a principal who espouses theory Y is most likely to create a climate that favours pupil-leadership opportunities. But if the school is not autonomous, the influence of the principal on pupil-leadership opportunities is most likely to be inhibited. The situational contingencies are assumptions that go beyond theory Y (Morse & Lorsch 1973:399).

III. The School Principal and Pupil-leadership in South Africa With Special Reference to Secondary Schools in the Department of Education and Training (DET)

In South Africa, unlike in Britain, there is largely a central type of control (Van Schalkwyk et al 1982:77). The school principal does not have much freedom in the management of a school.

The principals of secondary schools in South Africa are particularly in a problematic position. In this type of centralized education the school principal is most often acting as the tool of the state, who has to implement government policy.

In the department of Coloured Affairs and that of Education and Training, the principals were hard hit by school unrests and class boycotts. Principals are specifically in the first line of attack by pupils, parents and the public in general (Alexander 1988:22). Pupils often become so vociferous that principals sometimes have no alternative but to yield to pupil demands (Molteno 1987:68). Since the pupils could put certain demands to the department, some school principals feel very insignificant.

Principals are responsible for the stability of their schools, they are not expected to side with pupils against the department of education. Furthermore, they are usually labeled as 'sell-outs' when they side with the department.

Another issue to illustrate the powerlessness of secondary school principals seems in order. When pupils demanded SRC they were referred to higher authorities within the DET.

No principal could use his discretion on the matter.

(a) The School Principals and Pupil-leadership in Gazankulu Secondary Schools

The organizational climate of secondary schools in Gazankulu is largely influenced by the DET. The principals in Gazankulu secondary schools are as powerless as those in the DET. They could also not use their discretion when pupils demanded the phasing out of the prefect system and the introduction of SRC. In certain instances the Gazankulu cabinet visited some few schools to listen to pupil grievances and explained problems away.

Van Schalkwyk et al (1982:87) urge that more authority be gradually given to the school principals in South Africa so that they may determine their school policies to a greater extent. In this way some principals could be in a position to create an organizational climate that favours positive leadership from the pupils. Such organizational climates could spill into some secondary schools in Gazankulu.

5.4.3.3 The Influence of Teachers on Pupil-leadership Opportunities

The teacher is an important person in the life of the pupil. In the school situation, pupils are entrusted in the care of the teacher so much that a teacher occupies a unique position of *in loco parentis*.

Conradie (1984:167) indicates that a teacher should create a favourable climate within which pupils may develop their leadership potential. The teacher can be a powerful intervening force who can influence the development of

positive forms of leadership in pupils (Conradie 1984:275). A teacher who is bent on creating a favourable climate for pupil-leadership does not use coercion. He plays the role of a facilitator, he induces leadership from the pupils and allow them even to make their own mistakes.

De Witt (1981:78) maintains that a teacher-leader should often step back in order to give his pupils the opportunity to take on leadership themselves. Basson (1971:233) states that the accentuation of pupil-leadership in a democratic school should come about as a result of the leadership of the teacher.

The teacher is the creator of opportunities for pupils who wish to participate in group activities (Calitz 1987:63).

He also encourages pupils to express their feelings and views. The creation of the right climate for pupil-leadership does not imply an anarchic situation, where the teacher has abdicated his leadership role.

Conradie (1984:295-296) states that pupils should not be over-protected, rather, they should be trained to take responsibility and accountability for their actions. The teacher is an important assert in this regard.

I. Teachers and Pupil-leadership in South Africa With Special Reference to the Department of Education and Training (DET)

The education system in South Africa is centralized, hence teachers, like principals have relatively less freedom in the management of their schools. In general the teachers in South Africa are authoritarian. This is so because they are

employees of the state, and must implement state policies.

An authoritarian climate does not promote pupil-leadership. The only way to foster peace between teachers and pupils is for the teachers to stop being authoritarian (True Love June 1988:19). They should listen to the grievances of the pupils with a positive attitude.

In the DET, the inability of some teachers to influence pupil-leadership is aggravated by the fact that pupil activities have become more political. In the school situation no teacher is expected to make political statements, or openly support a political party or ideology. This is a source of polarization between the teachers and the pupils. Molteno (1987:67) reports of those apathetic teachers who withdraw from any contact with pupils except in a classroom when they deliver lessons.

During the past few years, some teachers have also become politicized. This seems to be coupled with the politicization of the African Teacher's Association of South Africa (ATASA). The emergence of organizations such as the National Education Crisis Committee (NECC) and National Education Union of South Africa (NEUSA) seems to have also contributed to the politicization of some teachers.

The politicized teachers create a favourable climate for pupil-leadership. This helps to improve relationship between teachers and pupils, and hence create a climate wherein pupils may undertake leadership activities confidently. The researcher believes, however, that this seems to be a short term solution to the problem of teacher-influence on pupil-leadership. This may be so if the ideology of pupils and teachers is the same as that of

the state.

Unfortunately, in South Africa, Black pupils seem to be pulling to the Left, whereas the government is pulling to the Right. A teacher as an employee of the government is caught in between. He should reconcile his leadership role to his pupils with his followership (subordinate) role to the government. As Prinsloo & Van Rooyen (1986:322) maintain, this is not so easy, the teacher is most likely to experience a divided loyalty. This explains why the traditional teachers, like their principals, are labelled 'sell-outs' by pupils, the politicized ones are constantly threatened by government authorities (The New Nation July 28-August 3 & August 11-17 1988). See also Molteno (1987:67).

The researcher believes that the *raison d'etre* of the school is nothing other than educative-teaching. Pupil-leadership opportunities should serve precisely this aim and no ulterior motives.—For this reason, the best long term solution to this problem is to remove politics (whether of the Left or Right) from schools.

(a) Teachers and Pupil-leadership in Gazankulu Secondary Schools

The position of teachers and pupil-leadership in Gazankulu secondary schools is expected to be similar to that in the DET. Since Gazankulu is outside the large urban centres of South Africa, the politicization of teachers and pupils is experienced to a lesser extent. The teachers themselves have been subjected to a custodial school climate during their school days. This induces them to want to retain the same climate for their pupils.

5.4.3.4 The Influence of the Community on Pupil-leadership Opportunities

Longman Dictionary of Contemporary English (1981) defines a community as a group of people living together and/or united by shared interests, religion, nationality, etc. Every school operates in a local community.

The community has a right to exercise its power over the school. It has the right to establish policies of the school (Gorton 1983:433). For the purpose of this study, the community may be subdivided into parents and pressure groups.

I. Parents

Thomas (1980:1) says that without parents' participation and support, schools cannot succeed. Parents possess ideas, expertise or skills which may be helpful to the school. For the purpose of this study, the ideas and expertise of parents on pupil-leadership opportunities may be helpful to the school. Parent contributions to this regard may be individual or in organized groupings.

II. Pressure Groups

Longman Dictionary of Contemporary English (1981) defines a pressure group as a group of people that actively tries to influence public opinion and government action for its own advantage.

The community may have pressure groups who have a special interest in education and in the school. They may hold meetings from time to time where they discuss educational

matters (Gorton 1983:436). They may even have a subcommittee constituted for this purpose.

Gorton (1983:436) urges the school principals to meet leaders of the pressure groups in the community. He should learn their points of view about education and about the school. For the purpose of this study, the principal should ascertain their views regarding pupil-leadership in secondary schools.

III. The Community and Pupil-leadership in South Africa With Special Reference to the Department of Education and Training (DET)

(a) Parents' Organizations

(i) Management Councils and Governing Councils

The Management Councils and the Governing Councils in the DET are officially promulgated in terms of Government Notices R2364 and R2365 of 25 November 1988 (Focus on Education: Jan. 1990:6). They have already been implemented *in toto*.

In terms of the new regulations, the nine members of the Management Councils in each public school, with a few exceptions, are elected by parents. The parents may authorize the nine members to co-opt two additional persons who have such skills and expertise as may benefit the school.

The powers and duties of a Management Council have been extended, and the following are, *inter alia*, cited because of their possible link with pupil-leadership opportunities:

- Participation in drawing up a school policy
- Organizing extramural activities and
- Approving school magazines and newsletters (Focus on Education Jan. 1990:6).

The Governing Councils are vested with the same powers and duties as Management Councils.

(ii) Parent-Teacher Associations (PTA)

Parent-Teacher Associations (PTA) are organizations aimed at assisting the school and the governing body in matters such as fund-raising and school functions (Focus on Education Jan. 1990:6).

(iii) School Liaison Committees (see section 4.2.3.4. III (b)).

(b) Pressure Groups

In the DET, pressure groups have increasingly played a significant role in influencing pupil-leadership opportunities (see Appendix B. Extraparliamentary Groups). In certain instances they demanded the resignation of the school committees (Molteno 1987:48). Parents organized themselves into Parents' Action Committees (PACs) which actively supported pupil-leadership opportunities.

Parental support for pupil-leadership opportunities continues to be expressed in various communities. The media, especially the letter columns of newspapers bear support from many parents (Molteno 1987:61). In certain instances, the various communities organized themselves into Parent-Teacher-Student Associations (PTSA) which further

strengthened the support.

Presently the different parental pressure groups have developed into the National Education Crisis Committee (NECC). The influence of the NECC on pupil-leadership opportunities is extensive.

As indicated in section 4.2.3.3, some other parents are a bit pessimistic about pupil-leadership. They go to an extent of forbidding their own children from participating as leaders.

In spite of the pressure and criticism which so many pupils experience from their parents, Moltano (1987:64) states that pupils tend to be relatively determined to carry on.

IV. The Community and Pupil-leadership in Gazankulu

The official involvement of parents in Gazankulu secondary schools is through the School Committees and Governing Councils. The Management Councils and Governing Councils which have extended powers in the DET do not apply to secondary schools in Gazankulu. School Committees and Governing Councils have no significant influence on pupil-leadership opportunities.

Most chiefs in Gazankulu appear to hold a traditional view of pupils - that children should be seen, and not heard. Some chiefs even threatened to expel the parents whose children were involved in the SRC formation at school (Saspu-National April/May 1986:3).

There are ephemeral community organizations in various areas of Gazankulu. Examples are the Giyani Youth Congress (GYCO), Tzaneen Education Crisis Committee (TECC), Nkowankowa Youth Congress (NYCO), Muhlava Youth Congress

(MUYO). All of them occasionally give their support to pupil-leadership in Gazankulu.

5.4.3.5 The Influence of Pupils on Pupil-leadership Opportunities

The characteristics of pupils themselves have a significant influence upon their own leadership opportunities. The desire to lead must be felt by the pupils themselves (Douglass 1954:318). It should not be superimposed by the school authorities or any other group outside of the pupils. Teachers, the community and the state can only help in creating a favourable climate within which pupil-leadership can originate and flourish.

Pupils may either have an internal or an external locus of control (see also section 3.2.2.1.I). The locus of control can have a significant influence upon pupil-leadership opportunities. Pupils with an external locus of control cannot normally strive for leadership opportunities.

Furthermore, pupils will normally strive for leadership opportunities in those issues that fall outside their zone of acceptance (see also section 3.2.2.1.II).

The maturity or developmental level of pupils determines the pupils' involvement in the leadership activities (see also section 3.2.5.1 and 3.2.5.2). The higher the maturity level relative to the task demands, the more the pupils will seek leadership opportunities.

A pupil-leader should reconcile his leadership role on his fellow pupils to his followership role on the teaching staff. He should not exhibit a divided loyalty.

I. The Influence of Pupils on Pupil-leadership Opportunities in South Africa With Special Reference to the Department of Education and Training (DET)

In the Department of Education and Training (DET) the need for more pupil-leadership opportunities was felt by the pupils themselves. They influenced the DET to grant them more pupil-leadership opportunities in the form of SRCs and school liaison committees.

(a) The Influence of Pupils on Pupil-leadership Opportunities in Gazankulu

Pupils in Gazankulu have also been vociferous about their need for more leadership opportunities in secondary schools. The SRCs are currently being considered for introduction in secondary schools.

5.5 SUMMARY

One way to understand pupil-leadership is to determine the type of organization to which the schools belong. Schools are formal organizations.

Schools display many of the characteristics of bureaucracy, hence educational managers should learn to maximize the advantages and minimize the disadvantages of bureaucracy. Bureaucracy in schools is not conducive to effective pupil-leadership opportunities.

Secondary schools in South Africa exhibit a strong bias for bureaucracy. The inclusion of pupil-leadership systems in the management of the school would alleviate the negative

consequences of bureaucracy. Secondary schools in Gazankulu also show a tendency to bureaucracy.

If the school is classified as a normative organization, there must be pupil-leaders to control the expressive activities. In the DET, the SRCs have been instituted for this purpose. There are no SRCs in Gazankulu secondary schools.

The school can be considered as either custodial or humanistic in its leadership climate. The latter climate is favourable to pupil-leadership opportunities.

The state, school principals, teachers, the community and the pupils have a significant influence on pupil-leadership opportunities. In South Africa, the state has transgressed the principle of differentiation to the extent that pupil-leadership has become politicized. This is the case in Gazankulu as well.

If the schools were autonomous, the researcher believes that pupil-leadership would be less politicized.

Chapter 6

6. THE DESIRABILITY, AUTHORITY AND SCOPE OF

PUPIL-LEADERSHIP IN THE MANAGEMENT

OF SECONDARY SCHOOLS

6.1 ORIENTATION

The management of any school is a matter that is legally entrusted upon the principal and his staff. One may be tempted to question the desirability of enlisting pupil-leaders in the management of secondary schools.

It is the purpose of the first section in this chapter to explore the question fully. In the second section, an attempt is made to define the amount of authority that may be granted to pupil-leaders in the secondary schools. Should pupils have authority only to enforce rules and regulations, or should they have authority to make recommendations or decision-making authority?

The last section of this chapter investigates the scope or area of jurisdiction that may be covered in pupil-leadership. Should pupils only participate in the leadership of extracurricular activities? Should they not participate in the leadership of curricular activities as well?

Each of the three sections further investigates, respectively, the desirability, authority and scope of pupil-leadership in secondary schools in South Africa and Gazankulu in particular.

6.2 THE DESIRABILITY OF PUPIL-LEADERSHIP IN THE MANAGEMENT OF SECONDARY SCHOOLS

In the last paragraph of section 2.2.1.1 it has been concluded that pupil-leadership is an aspect of school management. The question that is now raised is whether pupil-leadership is a **desirable** aspect of secondary school management.

A study of various literature on school management does support the fact that pupil-leadership is a desirable aspect of school management. However when the pupils are relatively immature, it may not be desirable to enlist them in school management. Entwistle (1971:36 & 39) believes that it is inviting disaster to enlist the immature and dependent pupils in the management of secondary schools.

Scrimshaw (1975:62) puts it as a principle that educational policies should be decided upon by those most competent to do so. Obviously, the teachers know best, because they possess specialized knowledge of governing the schools. Since a patient is not qualified to judge whether or not it would be best for his health to undergo an operation, Blau & Scott (1963:51) argue, similarly, that a pupil does not know what will best serve his own interests. Even the clay vessel cannot instruct its maker on how it (vessel) is to be designed.

Scrimshaw (1975:76) states that the teacher has to extract information about a child's interests and make appropriate decisions. Teachers have a right to expect young people a degree of conformity and a measure of acceptance of whatever

social arrangement already exists (Paisy 1981:45).

6.2.1 People Should Have a Say in Educational Decisions That Directly Affect Their Lives

The above subtopic is stated by Scrimshaw (1976:76) as a principle. When pupils are relatively mature, it is desirable that they should be enlisted in the leadership of secondary schools. Effective leadership means that all persons who are to be affected by changes should have a part in determining what the changes are to be (Association for Supervision...1951:35).

If a person sees the principle of participation as of major importance, he would automatically support the participation of pupils in the management of schools. Musaazi (1982:164) maintains that good school management demands that both staff and pupils have a part to play. They should co-operate in determining the school rules, regulations and programs. Management through staff meetings, pupil representatives, clubs, committees and organizations should involve everybody in the running of the school.

Bridges (1975:63) asserts that the right to share in decision-making should not be substituted by consultation, because this would mean that such pupils are not capable of making their own decisions. According to the principle "Leadership is developmental", the principal should seek opportunities for learners to become leaders in any situation (Association ...1951:35). The principal should not care who has the idea for the purpose, plan or procedure, so long as it is valuable idea for the situation, and comes from the group with which he is working.

Pupils are potential human resources in the school situation, and it is desirable that they should contribute in ways and scope best suited to their interests, experience and abilities.

6.2.2 The School as a Society

Ottaway (1966:168) gives a summary of the report entitled "The school as a society" as follows:

- (i) Pupils themselves should take some share in making school rules.
- (ii) A great number of pupils, not only prefects, should take a share in responsibility.
- (iii) It is wrong for the staff to control too much, especially societies and clubs outside the classroom.
- (iv) More minor organization should be left to the pupils, even if done more easily by the staff.

Van-Schalkwyk (1986:245) states that the learner is not a mere pawn which can be moved along and treated like any object. He has a living share, direct and indirect, in the teaching and learning occurrence. Children in a school need time that they can devote entirely to their own ends, and which allows them maximum self-activity not under the direct suggestion of an adult (Ottaway 1966:175).

As Strang (1958:231) states, the participation of pupils as leaders in the management of secondary schools makes them feel that they are part of the school. This also increases their co-operation, productivity and interest in their school. Strang (1958:232) cites a French psychologist Piaget, who found that children begin to understand before they reach high school age, and that law is not necessarily something imposed from without, but rather, it may be

something that they help to create and enforce.

6.2.3 Pupil-leadership as a Means to an End

Pupil-leadership is not an end in itself. Pupils do not engage in leadership for its own sake. Pupil-leadership is a means or instrument to an end. One may distinguish between two types of ends. Entwistle (1971:50) refers to them as the educational and the political ends for involving pupils.

6.2.3.1 Pupil-leadership is a Means of Educative-Teaching

Educationally, pupil-leadership helps the pupils to learn the skills required in the management of human institutions. It is an instrument of citizenship training. As Reed & Avis (1978:28) indicate, schools are the arena for the expression of not only educational problems, but also societal problems. The resolution of school conflict has implications that extend beyond the school context.

Douglass (1954:170) believes that any type of object, situation or impression that stimulates in an individual mental or physical activity which results in modification or control of future behaviour is educational. This may include pupil-leadership opportunities. As Zanella (1979:92) puts it, the school should adequately prepare pupils to enter society.

Basson (1971:219) states that pupil-leadership produces experiences which are not only meaningful in terms of the learning that takes place, but also in the development of habits of co-operative, democratic citizenship.

Pupil-leadership is a means through which the principal and the teaching staff may educate pupils on civic responsibility (Douglass 1954:302). It helps the pupils to develop the ideals of right conduct, self-control, co-operative efficiency and fairness.

Other desirable outcomes of pupil-leadership as stated by Douglass (1954:170 & 173) are as follows:

- (i) It offers opportunities in exploration and guidance.
- (ii) It contributes to school loyalty and happiness.
- (iii) It develops personality.
- (iv) It is a means of democratic living.
- (v) It develops intelligent leadership and followership.
- (vi) It helps pupils in self-direction.
- (vii) It is a means of practicing responsibility and co-operation.
- (viii) It is a means of practicing order and authority.

If one wishes to implement pupil-leadership from the educational motive, Entwistle (1971:50 & 51) advises that one should have a knowledge of body politics outside the school. This is because the pupils are most likely to participate in such community politics when they become adults.

6.2.3.2 Pupil-leadership is a Means of Managing the School Effectively

From an intrinsically political point of view, Entwistle (1971:51) maintains that pupil-leadership is an aspect of effective school management. It is a means of running the school smoothly, efficiently and as fairly as possible. Skidelsky (as cited in Entwistle 1971:38) concluded that one merit of pupil-leadership is a wholesome check on adult

omposity and abuse of powers. This can be understood if it is accepted that no teacher is infallible.

A study by Taylor as cited in Gorton (1983:79-80) asked pupils the kinds of changes they would make in the school if they were principals. The primary school pupils who participated in the study showed most concern on areas of human relations and cleanliness in the school. The junior secondary school pupils wanted more influence by pupils in managing the school. The senior secondary school pupils wanted improvements in textbook review, scheduling and teacher evaluation. Gorton (1983:80) sees Taylor's study as suggesting that as pupils grow older, they become more and more interested in how a school is managed.

Another study undertaken by Lewin and his associates (*vide.*, Entwistle 1971:60-61) subjected a group of boys to the following patterns of social control: Authoritarian, democratic and *laissez-faire*. The democratic control proved popular with the boys. From this result, it is advised that teachers should not abdicate their responsibility for providing pupil-leadership opportunities. Zanella (1979:92) adds that pupil-leadership is an essential part of secondary school management.

I. Pupil-leadership Opportunities Provide a Modest Strategy for Reducing School Conflict

One of the long-range strategies for reducing or even preventing school conflict is the involvement of pupil-leaders in the management of schools. As Reed & Avis (1978:29) put it, a preventive model, based on pupil involvement can provide an effective alternative to existing approaches derived from a crisis intervention model. It

must be stressed that pupils can be trained to function as 'advocates' in the management and prevention of school conflict. Pupils may work with fellow pupils, teachers and parents.

If pupils have no experience of resolving differences democratically, Ryan (1976:100) states that a great majority of them are being educated either for conformity or for violence. Any school that stifles pupil-leadership promotes violence rather than its control because the pupils are rendered powerless. Ryan (1976:104) maintains that the best way to prevent confrontation is to get pupils involved in the solution of school problems.

Pupils could be taught communication skills, problem-solving strategies, and methods for negotiating bureaucracies (Reed & Avis 1978:32). With this knowledge pupils would be better equipped to work for change in their schools. Pupils can intervene in potentially volatile situations and have a positive impact on their schools and on each other.

Pupils know their own needs and difficulties more intimately than do the teaching staff. As Strang (1958:231) puts it, pupils often know better than adults how their fellow pupils think and feel. School educators are encouraged to make natural leaders their allies and to utilize pupil-leadership resources.

One strategy for reducing school conflict as discussed by Reed & Avis (1978:29-32) is termed "Conflict Management Student Leadership Program" (CMSLP).

(a) Conflict Management Student Leadership Program

The assumption underlying the CMSLP is that it is possible to create a community among a group of diverse pupils. The major objectives of CMSLP are:-

- (i) to assist pupils in identifying conflicts and tensions in schools and to develop skills in their resolution.
- (ii) to facilitate pupils' personal growth and development.
- (iii) to assist pupils in developing more effective interpersonal relationships with pupils, school staff, community and parents.
- (iv) to assist pupils in understanding school policy, governance, and the dimensions of pupil rights.

(b) Steps to Help Foster the Growth of Pupil-leadership Opportunities

There are a number of positive steps that may be introduced in school management that may help to foster the growth of pupil-leadership opportunities. According to Zanella (1979:93-94), school officials should:

- (i) Stress the importance and necessity of pupil-leadership in all aspects of education.
- (ii) Permit pupils to take an active role in important school matters such as planning school policy.
- (iii) Listen to pupil suggestions with an open mind and work with them to implement positive programs which they have initiated.

- (iv) Establish a program whereby pupils can learn to make decisions based on sound judgment and logical-thinking.
- (v) Explain thoroughly to the pupils how and why vital management decisions are made.
- (vi) Urge the teaching staff to seek and nurture pupil-leadership in the classroom.
- (vii) Help coordinate staff/pupil projects ensuring that the pupils' roles are of primary importance.
- (viii) Demand more from the pupils in a variety of areas to force them to make decisions and assume leadership roles.
- (ix) — Inform the public, especially parents, of pupil-leadership which has benefited the school and/or community, and continue public relations work to keep pupils in the news for their positive achievements.
- (x) Be flexible and tolerant, realizing that pupil-leaders will make mistakes and can disrupt the school program at times.

It is obvious that the suggestions listed above will involve school officials in more work and will require valuable time. But the researcher believes that it is the most effective means of managing the school.

6.2.4 The Desirability of Pupil-leadership in the Management of Secondary Schools in South Africa With Special Reference to the Department of Education and Training (DET)

Although South Africa has not yet advanced so far as to grant pupils say in the management of schools, Van Schalkwyk (1982:92) advises that such a step is desirable.

A Cape teacher when interviewed indicated that: "Unless students (pupils as well) can participate equally in the learning process, determining what they are being taught, running seminars and especially working with relevant educational material, we would be unable to provide them with the necessary experience and preparation for a democratic society" (Morrow 1985:5).

In South Africa, particularly in the DET the researcher sees, at least technically, the age of pupils as a hindrance to pupil-leadership opportunities. Any person below the age of twenty one years is regarded as a minor, and hence not legally responsible for his own actions. In the school situation all such minors are taken care off through the concept of *in loco parentis*.

A pupil is expected to complete the secondary education at the age of about eighteen years, that is before he is legally responsible for his own actions! By implication, pupils are not capable of undertaking genuine leadership activities.

Paradoxically, the researcher notes, albeit cynically, that these minors are allowed to undertake a binding legal

contract such as marriage. It is difficult to see how they can be regarded as having the powers of rational deliberations on family management and lacking them on school management.

The researcher believes that pupil-leadership is a desirable aspect of secondary school management in South Africa. It should, however, be introduced gradually as the pupils develop to maturity (Douglass 1954:305). According to Strike (1982:51), pupils have a *prima facie* right to be voluntary participants in the pedagogical relationship. They should experience more freedom and responsibility as they grow up. They cannot achieve this in the first hour when they turn twenty one.

In South Africa, especially in the DET, the media is full of incidents wherein pupils show their earnest interest to participate in the management of their schools. To ignore such a desire would be naive of educational authorities indeed!

Even in Gazankulu, pupil-leadership is desirable, this was echoed by Ripinga on 15 June 1989 at Tivumbeni College of Education on the occasion of awarding diplomas. He stressed that pupils as future leaders should be allowed to learn through their own mistakes.

6.3 THE AUTHORITY OF PUPIL-LEADERS IN THE MANAGEMENT OF SECONDARY SCHOOLS

The standard definition of authority according to Koontz & Odonnell (1964:49), is legal or rightful power, a right to

command or to act. Authority, according to Morphet et al (1974:146), is institutionalized power.

The authority of pupil-leaders is a subject of much debate among educators. Some believe that pupils should have authority only to maintain the **status quo**, others believe in authority to make recommendations, still others believe in a decision-making authority.

6.3.1 Authority to Maintain the Status Quo

Some educators select a band of pupils who are charged with the enforcement of rules and regulations (Wringe 1984:78).

The selected pupils are most often viewed by their fellow pupils as the staff's 'watchdogs' or 'policemen'. They are expected to report pupil offences to teachers and any pupil who has broken school rules is punished accordingly.

It is clear that this type of pupil activity is not leadership. The educators inculcate docility among their pupils. This is inconsistent with the nature of pupils.

6.3.2 Authority to Make Recommendations

The question as to whether pupils should be given authority only to make recommendations, or authority that includes decision-making has troubled many schools in the Western countries. This question had become a fundamental issue with the advent of pupil activism during the late sixties (Gorton 1983:422).

Gorton (1983:422) believes that the principal is legally responsible for managing the school. As a result, pupils

can legitimately be given only the authority to offer recommendations in regard to how the school should run. However, it should be added that the principal can delegate certain leadership responsibilities to pupils. But the final decision-making authority cannot be delegated to pupils.

Invariably, pupil-leadership may be used as a means of voicing discontent among the pupils (King 1973:153), or as a "safety valve" (to borrow Entwistle's phrase 1971:59). In this type of pupil involvement, the principal and teachers listen to pupil grumbles and explain problems away.

6.3.3 Authority to Make Decisions

Pupil-leadership should not be allowed to degenerate into a grievances committee. As King (1973:153) indicates, the discussion of grievances must be linked to the power to decide what to do about them. "Discussion without decision is as likely to be exacerbating as either ameliorative or cathartic".

Pupil-leadership should be run in a way which provides genuine feedback on legitimate pupil grievances (The Guardian 26 Feb. 1968). The school has a responsibility of developing good followers, not followers who accept everything slavishly (De Witt 1981:128). Pupils should be trained to follow intelligently and thoughtfully. They should be trained to act independently and effectively when a situation demands it.

If there are any moral rights at all, Bridges & Scrimshaw (1975:63) argue that there is at least one fundamental human right. This is the equal right of all persons to be free.

This right is not based on a person's intelligence, knowledge or position in society. Rather, it is a natural right possessed by all men as such.

If one accept that such a right exists, then this is a justification for decision-making authority among pupils. Gunter (1980:92) states that a child is a cognitive, willing, choosing deciding, conative and active subject who has to take an active part in his moulding and education.

Decisions about school policies are likely to affect teachers, pupils and ancillary staff. Consequently, they have a right to take part in making such decisions. Musaazi (1982:164) maintains that good school administration demands that both staff and pupils have a large part to play. They should co-operate in determining the school rules, regulations and programmes.

Bridges & Scrimshaw (1975:64) assert that the right to share in decision-making should not be substituted by consultation. Consultation would mean that such persons are not capable of making their own decisions.

The researcher, in this study believes that the denial of decision-making authority to pupils is actually a denial of leadership opportunities. The researcher, however is not suggesting that pupils be given decision-making authority in all spheres of school management. Decision-making authority should depend upon the developmental level of the pupils and their zone of concern on the issue at hand. The school officials should clearly define the authority that is granted to pupils. This authority should gradually be increased as the developmental level and the zone of concern of the pupils increase.

6.3.4 The Authority of Pupil-leaders in the Management of Secondary Schools in South Africa With Special Reference to the Department of Education and Training (DET)

The secondary schools in South Africa have for a long time been characterized by a prefect system. Prefects are most often appointed by the teaching staff, they derive their authority from the staff. As Stone (1981:99) puts it, the school principal in South Africa is nothing more than an executive officer of the state. As a result he simply does not have enough authority to delegate to pupils.

Bandey (1971:53) states that the prefects simply have to ensure that a set or predecided policy is carried out by the other pupils. The prefect takes the form of a policeman in that he insists that the pupils conform to the policy prescribed. The authority as delegated to prefects is to maintain the *status quo*, this is not leadership opportunity.

In the secondary schools of the DET, pupils challenged the authority to maintain the *status quo*. The pupils advocated for the SRC which would derive its authority from the pupils themselves. The president of Soweto Student Congress (SOSCO) when interviewed by Saspu-National April/May (1986:16) indicated that "A democratic SRC is a structure of students, by students and for students". The SRC is accountable to the pupils who voted for it.

Molteno (1987:162) claims that the demand for SRCs is linked to pupils' demand for more authority to control their own education. The demand for more authority is appreciated. However, pupils seem to be asking too much when they insist on independent or autonomous SRCs outside the control of

educational authorities at every school. The researcher believes that the SRCs cannot serve the aim of educative-teaching when it is autonomous. The SRC should form part of the overall school management. As such it has to co-operate with those who are legally entrusted with the management of schools.

As Prinsloo and Van Rooyen (1986:317) state, pupils should have the authority to make decisions, give instructions and expect a specific reaction from the fellow pupils. Pupils should have the right to participate in the leadership of those aspects that affect them.

Since the principal is the one who is legally entrusted with the management of the school, he should have the authority to veto any decision that may come from pupils. Therefore the authority of pupils to make decisions is not absolute.

The whole question of the rejection of the prefect system, the Pupils Representative Council and the DETs' constitution of the SRC seems to revolve around the amount of authority that may be granted to pupils.

The authority of pupils should gradually increase and widen with an increase in maturity level and zone of concern.

6.3.4.1 The Authority of Pupil-leaders in the Management of Secondary Schools in Gazankulu

Most secondary schools in Gazankulu are characterized by a prefect system. The most important function of the prefects is to enforce rules and regulations. There is no emphasis on the conducting of meetings. The prefects have a duty of

listing those who make noise during a teacher's absence from class, as well as those who are tardy or playing truancy. The authority of the pupils is basically the same as that in the DET, except that they have no authority to elect the SRC.

Pupils in Gazankulu secondary schools should gradually be given more authority to make decisions in matters that fall within their zone of concern. This should depend upon their developmental levels.

6.4 THE SCOPE OF PUPIL-LEADERSHIP IN THE MANAGEMENT OF SECONDARY SCHOOLS

In order for educative-teaching to succeed, it is *inter alia*, necessary that a school should be managed effectively. School management entails a very wide field which Gorton (1983:150-166) categorizes into pupil management, personnel management, finance, school business management and school building management.

It is beyond doubt that pupil-leaders may not be expected to participate in all management fields of the school. In a study undertaken by Douglass (1954:308) in the United States of America, it has been revealed that pupil-leaders should have a definite scope or area of jurisdiction within which to contribute to school management. But the exact field or scope of management is subject to different opinions.

6.4.1 The Scope of Pupil-leadership on Pupil-Management

According to Prinsloo and Van Rooyen (1986:306), pupil

management involves the management of pupil activities. This field of management is part of the overall school management. A greater part of pupil management is comprized of activities that are within the pupils' zone of concern, as such the pupils have to participate in the leadership. In order to ensure pupil participation in pupil management, Calitz (1987:59-60) advices the following:

- (i) Purposeful and thorough planning must take place in order to involve pupils in decision-making and adherence to procedures and rules.
- (ii) The concept of participative management must provide for pupils to have a say in pupil management.
- (iii) Organizational structures must be created to ensure the quality of participation in all pupil activities.
- (iv) Leadership potential among pupils must be identified and developed.
- (v) A management training programme which involves the staff and pupil-leaders must be drawn up.

The management of pupils has two main components, namely the extracurricular and the curricular components.

6.4.1.1 Pupil-leaders on the Management of Extracurricular Activities

Lipham and Hoeh (1974:295) stress that the school should create more opportunities for pupil-leaders in extracurricular activities. The organization of school games, and the various out of school societies and clubs can

be left almost entirely to the pupils (Ottaway 1966:170). Pupil-leaders should also take initiative in the chartering of clubs. Members of the staff can be closely associated with these activities, but not in a position of control.

Entwistle (1971:41), in advocating for pupil-participation in the management of extracurricular activities, argues that membership is voluntary. Membership is rarely concerned with the statutory obligations of the school. In extracurricular activities, pupil-leadership becomes natural, because pupils are engaged in activities that interest them.

Leadership in extracurricular activities is commensurate with the developmental level and skills of pupils (Entwistle 1971:65-66). Participation of pupils as leaders in voluntary groups enables them to see the consequences of decisions which they themselves have taken.

In a matter like the management of a school soccer team, pupils should be given the responsibility of leading the team. Even if such a project of pupil-leadership were to collapse through inadequate management, it is argued that no irreparable damage would be inflicted upon the pupils or the school.

6.4.1.2 The Scope of Pupil-leadership on the Management of Curricular Activities

Some other educationists believe that pupil-leadership should not be restricted to extracurricular activities alone. Powell (as cited by Entwistle 1971:67), dismisses pupil-leadership in extracurricular activities as a "boy scout type" activities. He claims that leadership in

extracurricular activities has little relevance to an understanding of the political structure of the school. Seemingly, he is advocating for a much greater involvement of pupil-leaders in the management of curricular activities.

Gorton (1983:423) is optimistic about the greater involvement of pupil-leaders in matters which are central to the purpose of the school. He urges school principals to develop a more far-reaching program that has as its main purpose, the improvement of the educational and social environment of the school. Such a comprehensive program should include recommendation of new subjects for the schools' curriculum, evaluation of class instruction, organizing of seminars and exploration of school's problems.

Gorton (1983:271) stresses that pupils, teachers and the parents are all associated with the school, as such they are an excellent source of assistance for identifying instructional program, needs and problems.

Entwistle (1971:60) believes that the classroom is an important area for pupil participation in the design of the curriculum. He, however, claims that there are other educationists who believe that sharing the curriculum development with pupils is not educationally efficacious. Strang (1958:244) maintains that as far as the curriculum, instruction or management is concerned, the pupils should act in an advisory capacity. Although one may agree that pupils may participate in the design of the curriculum, Entwistle (1971:41) maintains that pupil-leadership does not necessarily require that pupils be involved in discussion about curriculum content.

I. Pupil-leaders on Pupil Discipline

The pupils themselves should participate in formulating rules and regulations governing their behaviour at school. Pupils understand the behaviour of their fellow pupils better than the adults, as a result they are in a better position to contribute in pupil discipline.

One area of pupil discipline has become a controversial issue, namely; the pupils' court or judiciary committee. The function of pupils' court is to deal with pupils who have broken school rules.

Some educators feel that this is not the legitimate part of pupil responsibility (Strang 1958:40). The principal arguments for pupils' courts are as follows:

- (i) Judgement by one's peers is a real life situation.
 - (ii) Pupils are more aware of what actually goes on than are teachers. Pupils understand each other's viewpoints better than teachers.
 - (iii) Pupils need the experience of dealing with these problems; giving them these responsibility builds their morale.
- Other educationists feel that disciplinary matters should not be handled by pupils (Strang 1958:40). Their points are that:
- (iv) The psychological effect of having to face a court of one's peers, and the consequent feeling of disgrace is frequently harmful.
 - (v) Assuming the position of judge of one's fellows may produce unwholesome attitudes in the pupil who serve on the court.
 - (vi) It is extremely difficult to maintain a personal point of view with a court system. For many persons a court implies judgement rather than understanding.

According to French et al (1960:384-385), pupils resent disciplinary action imposed by their peers much more than when imposed by staff members. Pupils are likely to be severe in their judgements and ruthless in carrying them out. Pupils may tend to settle cases on a personal basis. Kilzer et al (1956:164) are pessimistic about the term "court" because it carries an application of retribution.

According to Fiedlers' contingency model of leadership, a leader should have position power that enables him to reward and punish members. The researcher is of the opinion that the power to punish should not necessarily come from the "court", but a disciplinary committee may be instituted. The punishment should not be corporal, but a pupil may be punished by excluding him from participating in sporting or other extracurricular events.

II. Pupil-leaders on Pupil-Activity Funds

French et al (1960:470) maintain that the handling and management of pupil activity funds is a valuable educational experience for pupils. Gorton (1983:143) urges that pupils be involved in determining the establishment and size of pupil activity fees. Pupils may be requested to identify and define their financial needs relative to the replacement and/or addition of products and services (Gorton 1983:130). In this way pupils do contribute in developing a budget for the school.

Pupil-leadership opportunity also implies that pupils should be authorized to incur indebtedness (Douglass 1954:410). However, the spending of money should be for purposes that are connected with educative-teaching of the pupil. This should be approved by the principal.

6.4.2 Pupil-leaders on Personnel Management

Gorton (1983:166) claims that pupils may be enlisted in the staff selection team. Pupils could make a valuable contribution to defining the selection criteria, interviewing candidates, and even making staff selection recommendations. On the contrary, Douglass (1954:308) contends that pupils should have no choice in the area of staff management.

The researcher, in this study, believes that personnel management should not be left to the arbitrary whim of pupils. It is inviting disaster if pupils are given a joint say in school personnel management.

6.4.3 Pupil-leaders on School Business Management

Calitz (1987:67) states that pupils should participate in school and class policy making, especially where this involves rules and procedures that regulate pupil activities. Pupils should be regarded as partners rather than as subjects that are there to be managed. As Calitz (1987:68) stresses, a school management team can involve pupil-leaders in drawing up an annual programme of school activities.

Strang (1958:232) states that pupils are more likely to understand and obey rules that they help to create than rules imposed on them. Pupils will be interested in rule-keeping rather than rule-breaking.

According to Gorton (1983:150), pupil-leaders should participate in the planning, maintenance and cleaning of school buildings and surroundings.

Furthermore, Kilzer et al (1956:129) assert that pupils should be given considerable responsibility in the planning and organization of assemblies. This, according to Douglass (1954:217), serves as an inspiration towards responsibility and leadership to other pupils. Pupil-leadership, depends upon reducing to minimum close or arbitrary supervision by staff members.

6.4.4 The Scope of Pupil-leadership Should be Clearly Defined

Pupil-leadership should not be seen as a form of unbridled freedom with no sense of limitations to the pupils. Elliot (as cited in Basson 1971:229) states that "No one assumes that democratic procedures can be set up on a dead level so that everybody decides about everything..." Participation must be in proportion to maturity and ability. Pupils also have areas in which they are competent to participate.

It appears a little bit doubtful whether one may be able to define clearly the scope of pupil-leadership in all secondary schools. This dilemma seems to be aggravated by the fact that educationists show divergent perceptions regarding the scope of pupil-leadership. Such apparent differences of opinions may, according to Entwistle (1971:38) stem from the following:

- (i) Different value assumptions; for instance, some educationists may cherish theory X, whereas others may espouse theory Y (vide. Appendix C).
- (ii) Conceptual confusion about school democracy and pupil-leadership.

The researcher believes that it is the school principal who may be in a position to define clearly the scope of pupil-leadership in his school. As Douglass (1954:308) states it, there should be some areas where pupils have no choice whatsoever, and areas where pupil-leadership is advisory. In this second area, pupils may recommend certain aspects into the school management. Thirdly, there should be some areas where pupil-leaders have complete control. Invariably, these are the areas where pupils share leadership with the staff members. In this last area, the staff members lean back-wards and allow pupils to make their own mistakes and experience the consequences of their own decisions.

Each school should take pains in defining the pupils' area of jurisdiction, and such areas should be communicated to pupils. Having adopted the contingency paradigm of leadership in this study, it seems that one is placed in a better position to can determine the extent of authority and scope of pupil-leadership. Using this paradigm, the extent of authority and scope of pupil-leadership is contingent upon the characteristics of pupils and situational contingencies.

6.4.4.1 Characteristics of Pupils

- (i) Pupils' position power, i.e. whether a pupil-leader can reward or punish members, whether the members can depose the leader or whether the pupil-leader enjoys special status.
- (ii) Locus of control of pupils, i.e. the degree to which the pupils see the environment as responsive to their behaviour.
- (iii) Developmental (Maturity) level of pupils, i.e.

whether the pupils can perform a given job well without much supervision.

- (iv) Pupils' zone of acceptance, i.e. the range of behaviour within which pupils are ready to accept decisions made by their teaching staff. Alternatively, the pupils' zone of concern, which imply areas that interest pupils to the extent that they are bound to participate.

6.4.4.2 Situational Contingencies

- (i) Task structure, i.e. the degree of complexity of the job to be done.
- (ii) Leader-member relations, i.e. the extent to which the leader is accepted by group members.

6.4.5 The Scope of Pupil-leadership Should be Increased Gradually

The researcher in this study, states it as a principle that pupil-leadership should be introduced and developed gradually. Mukerji (1959:215) advises that pupil-leadership may be started as classroom projects, and gradually expanded into school activities in the light of the experiences gathered. Coetzee (1964:101) is of the opinion that pupil-leadership should begin with less complicated matters such as extracurricular activities. This leadership should gradually be increased to cover more serious matters such as discipline in extracurricular activities, and later in curricular activities.

Ottaway (1966:174), in advocating for a gradual expansion in the scope of pupil-leadership, adds that the pupils' feeling of responsibility grows with the feeling of significance.

The responsibility for people is the highest of all. Entwistle (1971:50) asserts that all worthwhile skills have to be patiently taught and painstakingly learned. Pupil-leadership therefore, cannot be introduced and developed overnight.

The imposition of an authoritarian regime is a much quicker and broad highway to orderly school. However, the slower, rocky, narrow route to school democracy is a route beset with snares and disappointments. But ultimately, democratic values are a happier, civilized and potentially more productive state of order.

6.4.6 The Scope of Pupil-leadership in the Management of Secondary Schools in South Africa With Special Reference to the Department of Education and Training (DET)

In a research undertaken by Bandey (1971:164) in the Cape Province it has been revealed that prefects had a relatively narrow spectrum in the management of the school. In the English medium schools, pupil-leadership seemed to be less confined than in Afrikaans medium schools. In the latter schools, there was always a teacher hovering around to ensure that the pupil does not exceed the limits within which he may show leadership.

The researcher in this study, has a feeling that the above findings represented the state of affairs in the rest of South Africa, including the Coloured and Black education.

6.4.6.1 Management of Extracurricular Activities

In South Africa pupil participation is restricted mainly to

extracurricular activities such as clubs and societies. Even here, Bandey (1971:166) asserts that the emphasis of pupil participation was on responsibility rather than leadership. A prefect was trained to ensure that other pupils obeyed. They had no part in the making of rules and regulations.

Just recently, there started Students' Representative Councils (SRCs) at some schools. The SRCs seem to have the power to contribute in the leadership of extracurricular activities. Piek (1986:84-85) claims that leadership is one of the values gained in the extracurricular activities of the Department of Education and Training (DET). It is the policy of the DET that pupils be involved to a greater extent in sport budget, sport policy and sport programme for the school.

6.4.6.2 Personnel Management

In South Africa there does not appear to be any forum through which pupils may contribute their ideas on personnel management. The pupils themselves do aspire to participate in the overall management of the school. Pupils' aspirations are revealed in the following interview: SASPU-National (April/May 1986:16) interviewed the president of the Soweto Student Congress (SOSCO) as follows: "Should the SRC participate in decision-making and running of the school as a whole"?

The SOSCO president replied as follows: "At the moment the problem is that decisions are taken first by the DET and then handed down to principals who want to implement them immediately."

The SOSCO president continued and indicated that "The SRC together with parents and school staff must sit down and decide how the school should run because they know the schools' problems better than the DET.

The SRC should at least be informed about whatever decision the administration takes, especially if that decision affects students."

From this reply one can deduce that while the pupils aspire to participate in the overall management of the school, they stress those areas that fall within their zone of concern.

In the area of personnel management, the SOSCO president asserts that: "Decisions about teachers can be worked out in a good spirit with them. It won't be 'a decision about teachers' - it can become a simple interchange of ideas. ~~Much as students won't allow themselves to be governed undemocratically - I hope teachers also won't allow it to happen to them."~~

From what the president said, one can conclude that pupils do aspire to participate in personnel management. But they seem to respect the teachers' central position in this regard. As for the actual situation in secondary schools, the SOSCO president indicated that pupils are restricted from making a comprehensive contribution in the management of their schools.

An analysis of the pupil grievances that emerged in the secondary schools of the DET during the past few years reveals further, the pupils' involvement in the wider issues of school management. As for personnel management, pupils demanded official action on the following; the acute

shortage of teachers and underqualification of many teachers (Molteno 1987:157). They also demanded action against teachers and principals who are "unreliable" or "inept", who abused corporal punishment.

Pupils criticized those staff members who were not duty conscious. At some schools, pupils demanded, for example, the dismissal of some teachers or the appointment of other teachers to teach specific subjects.

The researcher, in this study does not support the pupils' aspirations to participate in personnel management. The pupils in the DET or any other education department, for that matter should know their place. The researcher, however, acknowledges the pupils' right to voice their dissatisfaction and preferences about the teaching staff. Once the pupils' grievances are known, it is for the education authorities higher up to take action.

6.4.6.3 The Management of Curricular Activities

In South Africa there does not appear to be any channel through which secondary school pupils may contribute in the school curriculum. However, during the past few years the secondary school pupils in the DET concerned themselves in matters that pertain to the curriculum. Pupils expressed their dissatisfaction on Afrikaans as a medium of instruction (Survey of Race Relations...1977:56-58). Some schools in Natal protested against the introduction of inkatha lessons in their schools (SASPU-National April/May 1986:3).

Coloured pupils in Johannesburg demanded "higher standards" and "better books" (Molteno 1987:157). The secondary

school pupils in the DET protested against unequal educational standards in South Africa. They saw Bantu education as inferior, and demanded an improvement on it (South African Digest. Oct. 4. 1985:917). Other grievances pertaining to the curriculum were a demand for a free, democratic and non-racial system of education; shortage of adequate textbooks and stationary; compulsory wearing of uniform, abuse of corporal punishment and forced school fees (Molteno 1987:37,45 & 61).

Molteno (1987:121) states that at one school, pupils attempted to mount alternative courses on, for example, politics, economics, women in society, Xhosa, gardening and cooking.

Almost all the grievances were expressed through informal pupil groups, *ad hoc* committees or working committees. Anyone who has the opportunity to look at the grievances will undoubtedly agree that they are constructive. Majority of them are genuine grievances.

The researcher notes that the pupils have the ability to contribute into the school curriculum. Such an ability would be developed further by providing an official channel (opportunity) through which pupils could have an input into the curriculum.

The researcher, however, stresses that pupils' participation in the curriculum should be advisory, it should in no way be absolute.

Again, the scope of pupil-leadership on the curriculum is contingent upon the characteristics of the pupils and situational contingencies (*vide.*, sections 6.4.4.1 and

6.4.4.2 respectively).

I. Pupil-Discipline

In South Africa, the pupils contribute to the discipline of their fellow pupils by simply reporting offences to the school authorities. Bandey (1971:136) is concerned about the fact that pupils are not given the opportunity to judge anything. In the secondary schools of the DET, pupils have demonstrated their desire to participate in the discipline of their fellow pupils. This desire has most often been revealed through the emergence of ephemeral 'pupils' courts' in secondary schools.

In order for a pupil-leader to retain his opportunity to lead, he must have the power to discipline his fellow pupils. The researcher is of the opinion that the pupil-leader could participate in the formulation of disciplinary policies, he should also help to make rules and regulations governing pupil behaviour.

In the secondary schools of the DET, 'pupils' courts' seem to be the replica of 'peoples courts' or street committees (Sowetan 11 Sept. 1986). As such they are closely associated with civil disobedience or making the country ungovernable. In the school situation, 'pupils' courts' would make the school ungovernable by channeling all pupils' offences to the 'court', even those that need to be tackled by the staff.

Sometimes the court would plan an action to 'discipline' teachers who are regarded as not duty conscious. 'Pupils' courts' seem to be working independently from the school's managerial staff, and because of this it is not recommended

in secondary schools. The formulation of disciplinary policies and rules and regulations should rather be done by a disciplinary committee which is constituted by staff and pupils.

II. Pupil Activity Funds

In South Africa, all moneys in the secondary schools are handled by the principal or a teacher appointed by the principal. In some other schools there is clerical staff appointed for this purpose.

The pupils themselves could play a valuable role in collecting money for trips and excursions. In the past, most financial irregularities which caused dissatisfaction among pupils occurred in the money collected for trips and excursions. It is of particular importance that the pupils themselves should be thoroughly trained to handle their own moneys. All moneys collected by pupils may be deposited in a school's account.

The principal should not escape responsibility of all moneys collected and disbursed. He should work closely with pupils. Pupils should also be involved in the drawing of a budget for the sports and other extracurricular activities.

6.4.6.4 School Business Management

There appears to be relatively no school that allows pupil participation in the formulation of school and class policies in South Africa. Van Schalkwyk et al (1982:77) indicate that this is caused by the highly centralized school system in which even the principal has no complete authority over his school. Van Schalkwyk et al (1982:85)

warn that South Africa may reach a period such as experienced in Western countries where university students and pupils suddenly rebelled and demanded a say in policy-making. Van Schalkwyk et al (1982:92) assert that the wisdom of consulting pupils, especially at secondary school level; about certain facets of school policy cannot be denied.

"This does not mean that pupils must be given joint say in school management, for there are many matters about which they do not possess the necessary experience, maturity or insight to pass judgement" (Van Schalkwyk et al 1982:92). There are certain practical areas such as exercising control over pupils before school and during breaks where pupils' views could be valuable.

In the DET and the Department of Coloured Relations (DCR), secondary school pupils concerned themselves with the management of buildings and surroundings. They were vociferous about the poor state of school buildings and the lack of library and laboratory facilities (Molteno 1987:157 & 160). For physical development, the pupils demanded suitable playing grounds and sufficient sporting equipment.

6.4.6.5 The Scope of Pupil-leadership in the Management of Secondary Schools in Gazankulu

Pupil-leadership in Gazankulu secondary schools has a relatively narrow spectrum. Like the rest of South Africa, it is restricted mainly to extracurricular activities, even here the emphasis is on maintaining order rather than leadership. Pupils are not expected to participate in the management of pupil activity funds. Apparently, the pupils themselves are eager to participate in the management of

their moneys.

Such eagerness was revealed in 1986 when the Department of Education suspended all competitive extracurricular activities between schools (Mhthalmhala 9 April 1986). In reaction to this, pupils in some secondary schools demanded a refund of their sports fee (to which each contributed R6-00). Some pupils even suggested that the money be used for other purposes that are of immediate benefit to the pupils.

In one school, pupils formed a "commission of inquiry" to investigate the way in which the principal spends money for sports fees, trips, excursions and school functions.

It is recommended that pupils in Gazankulu secondary schools be given more and more opportunity to contribute in the management of pupil-activity funds.

Almost all the grievances which were listed in the DET, were also repeated in some secondary schools in Gazankulu. So one can conclude that the circumstances facing pupils in Gazankulu are closely related or similar to those in the DET. Pupil-leaders should be given a wider scope for contributing to school management.

6.5 SUMMARY

A study of literature support the fact that pupil-leadership is a desirable aspect of school management.

Pupil-leadership has been found to have two purposes; namely the educational and political purposes. Educationally,

pupil-leadership, *de facto*, helps the pupils to learn the skills required in the management of human institutions. From an intrinsically political perspective, pupil-leadership is, *de jure*, an aspect of effective secondary school management.

In South Africa, pupil-leadership is a desirable aspect of effective secondary school management. Secondary schools in Gazankulu also seem to require pupil-leadership to a much greater extent than provided for.

On the question of authority, educationists and educators do not agree on the amount of authority to be granted to pupils. Events in South Africa and in the West have proved beyond reasonable doubt that pupils aspire a meaningful authority to make decisions. Depending on the pupils' zone of concern and their stage of development, the researcher assert that pupils in Gazankulu and the rest of South Africa should be granted more and more authority to make their own decisions.

The scope of leadership is another subject that is subject to different opinions. Most educationists agree that pupil-leadership is mainly concerned with extracurricular activities. In South Africa, Gazankulu in particular, pupil-leadership has been found to be monopolized by the teaching staff. Pupils are concerned with keeping order rather than authentic leadership.

The controversy surrounding the involvement of pupil-leaders in matters that are central to the purpose of the school may be resolved by considering the characteristics of pupils, and situational contingencies. If these two factors permit, pupil-leadership should gradually become involved in most

areas of school management in South Africa. But the areas such as personnel management should **par excellence**, be reserved for the school personnel.

Chapter 7

**7. PUPIL-LEADERSHIP STRUCTURES IN THE MANAGEMENT
OF SECONDARY SCHOOLS**

7.1 ORIENTATION

There are a variety of pupil-leadership structures in secondary schools throughout the world. These structures are known by a variety of titles. In this chapter, the researcher discusses the most common ones such as the Pupils' Council (PC) and the Prefect System (PS).

The chapter explores the concept, objectives and conditions of success of the PC. An appraisal of the PS as a pupil-leadership structure is also made.

Other pupil-leadership structures as discussed in this chapter are those in sports, clubs, societies, school publications, class, lesson, subject and hostels.

The researcher further discusses the position of pupil-leadership in South Africa with special reference to the Department of Education and Training (DET) and Gazankulu.

7.2 THE PUPILS' COUNCIL (PC) AS A STRUCTURE FOR SCHOOL MANAGEMENT IN GENERAL

The organizational structure of a typical secondary school consists of the principal, one or more deputy principals, departmental heads, subject heads and subject teachers. The pupils are lower down the hierarchy.

In order for the school to counteract the negative consequences of bureaucracy, the researcher has suggested a pupil-feedback mechanism in the bureaucratic structure of secondary schools (see last paragraph of section 5.3.3.2.I).

The pupil-feedback mechanism most often takes the form of a pupil-leadership system or structure. A number of democratic pupil-leadership structures have developed throughout the world and have had a variety of titles. The following are but examples: Pupils'/Students' Council, Pupils'/Students' Representative Council, Pupil/Student government, Pupil/Student parliament, Scholar Council, School Council etc. However, the term Pupils' Council (PC) is adhered to in this study.

7.2.1 Clarification of the Concept "Pupils' Council"

Mukerji (1959:213) sees the Pupils' Council (PC) as an organization of pupils elected by pupils to represent them and to speak for them in many activities of the school. It contains representatives from all pupil organizations. It knows and makes known the wishes of pupil body to the administration. Pupils negotiate for their rights or interests and undertake specific responsibilities and tasks. The PC provides opportunities to pupils to gain experience

in planning organizations and carrying out some of their activities on democratic lines.

According to Mukerji (1959:213) the term has two meanings namely; the civic and ethical meanings. As a civic conception, the PC refers to the practice of pupils in shaping the conduct of the school with which they are associated. This practice includes the making of laws, their interpretation and execution.

As an ethical conception, the PC refers to the powers of pupils to shape their conduct in accordance with preconceived moral standards (Mukerji 1959:213). This power includes self-control and self-direction, the ability to inhibit wrong impulses and to initiate proper acts.

As such, the PC provides opportunities for pupil-leadership, and hence it is an aspect of effective school management. A variation of a PC is a School Council. A School Council is a joint committee of pupils and staff, in some instances also parents, whereas a PC is an organization for pupils only, which is separate from staff committee. However, a staff member is often appointed to serve as a guardian on a PC.

When a single pupil-staff committee (School Council) is used, Douglass (1954:35) indicates that pupils are not so likely to be natural and express themselves fully. Teachers tend to out-talk them. But when separate committees co-operate, differences in point of view tend more to become matters of clannishness and competition.

The researcher agrees with Douglass (1954:35) in recommending for a PC much more than the School Council. The PC offers real opportunities in which pupils meet and

influence one another as peers.

7.2.2 Objectives of the Pupils' Council (PC)

A study (vide; Gorton 1983:422, Kilzer et al 1956:141 & Strang 1958:239) reveals that the specific objectives of the PC may not be the same in all schools. However, the following objectives appear to be general:

- (i) To promote the general welfare of the school.
- (ii) To promote desirable citizenship training through democratic living.
- (iii) To provide school experiences closely related to life experiences.
- (iv) To provide learning opportunities through the solution of problems which are of interest and concern to pupils.
- (v) To provide training and experience in pupil-leadership and followership.
- (vi) To promote a better school spirit and loyalty by moulding co-operation among pupils and staff.
- (vii) To provide a sounding board whereby the staff can ascertain the opinions and attitudes of a representative cross section of the pupils.
- (viii) To promote and regulate extracurricular activities.
- (ix) To assist in the internal management of the school.
- (x) Orientation of new pupils.

7.2.3 Conditions That are Conducive to the Success of the Pupils' Council

A study (vide., Douglass 1954:320 and Mukerji 1959:214) indicates that the success of any PC is dependent upon some fundamental principles. Briefly, some of the important

principles are discussed below:

- (i) There must be a desire for a PC from the majority of pupils. A democratic form of government cannot be thrust on a school. A PC can succeed, provided there is a definite demand for it and has the support of the pupils at a school.
- (ii) Pupil participation in the PC should be introduced gradually. Democracy develops very slowly. It is best for the councils to begin small and grow big rather than to start big and grow small. Many of the activities may be started as classroom projects, and may be gradually expanded into school activities in the light of the experiences gathered.
- (iii) The PC should have definite powers and responsibilities. As far as it is practical, considerable numbers of pupils must be given power and responsibilities of some importance. Under ideal conditions, these should be reflected in the form of a constitution. The principal should not arbitrarily decide matters which fall within the jurisdiction of the council. Clear distinction must be made between the activities in which the council participates as a policy body and its actual management responsibilities.
- (iv) The PC should represent the pupil-body as a whole, and not the interests of a particular clique. An average pupil should feel that his interests are represented in the council.
- (v) The work of the PC should be continuously evaluated

by teachers, pupils and parents. The efficiency of the council is to be judged from what it achieves.

- (vi) The principal and the majority of the teachers must be thoroughly in sympathy with the idea of a PC.
- (vii) The principal and those to be associated with the council must be well read in the theory and practice of pupil participation in the management of schools.
- (viii) Both pupils and staff must have a clear idea of the plan, scope and limitation of the PC.
- (ix) The guardian teachers must be carefully selected on the basis of their sympathy, understanding and training.
- (x) A carefully worked out constitution should be adopted. Its various drafts should be discussed by small groups of the pupils, and later by the entire pupil body.
- (xi) From the outset there should be cordial cooperation and constructive criticism from the staff.
- (xii) The council should have a suitable and adequate time and place of meeting.

7.2.4 The Pupils' Council as an Aspect of Secondary School Management in South Africa With Special Reference to the Department of Education and Training (DET)

The Guide for Principals of Schools (File BO/BE 281 Page 6) reports that during the then Department of Bantu Education, the PC existed alongside the prefect system. However, the PC seemed to appear in paper only and was rarely functional. It was the prefect system that dominated.

On 11 May 1984 the then Minister of Education and Training announced a new pupil-leadership structure known as the Democratic Pupils' Representative Council (DPRC) for every secondary school. See Appendix H₁ for the objectives of the DPRC.

The pupils have denounced the DPRCs as puppet bodies and continued their demand for SRCs. There was some confusion regarding the structure of the SRCs as envisaged by some pupils. According to some, SRCs should have direct access to the minister of the Department of Education and Training. They should assist the principal in running the school and have direct say in the appointment, transfer and dismissal of teachers (Bot 1985:9).

According to the Rand Daily Mail 21 July 1984, the majority of pupils want SRC structure that would not interfere in staff changes. The objectives of such an SRC as formulated by pupils themselves appear in Appendix H₂. On the 6 May 1984, about five hundred pupils in Atteridgeville formulated the following duties of the SRC:

- to represent pupils at school
- to articulate pupil grievances and aspirations

- to create a good working relationship among pupils, staff, parents and to help pupils understand and expand the knowledge of school affairs.

This latter structure of the SRC seems more reasonable than the former, which allows pupils to have a direct say in personnel management.

A comparison of the SRC objectives as drafted by pupils themselves (see above and Appendix H₂) with those drafted by the DET (Appendix H₁) reveals a certain similarity. However, some pupils envisage an SRC structure that allows them to affiliate to outside/extraparliamentary organizations (Bot 1985:13). Some other pupils envisage independent SRCs. The DET, on the other hand feels that the SRC should stick to strictly educational matters and do not allow them to affiliate to outside organizations.

In South Africa, politics and education are inextricably tied together to an extent that the management of school is to a large extent influenced by political considerations. The researcher is of the opinion that this ought not to be so. A situation where the management of schools is influenced by pedagogic considerations would be ideal. In such a situation, pupil-leadership would be dominated by educational considerations.

From a management's point of view, the researcher does not see how the SRCs can be independent. They are an organization that exists within a broader organization - the school, and cannot simply hang in the vacuum. Alternatively, it is also not recommended that the SRCs should be affiliated to extraparliamentary or other organizations. The consequences of this is that

pupil-leadership may be hijacked to serve certain ends which are foreign to the existence of the school.

7.2.4.1 The Pupils' Council as an Aspect of Secondary School Management in Gazankulu

There are no SRCs in Gazankulu secondary schools. A constitution for the Pupils' Council (PC) appears in the Guide for Principals of Schools (see Appendix A). The PC may be used in conjunction with or in the place of the prefect system. According to the information that has been received from the inspector of education, RITAVI Circuit, the PC appears in paper only and has not yet started functioning. A casual glance into the secondary schools shows that the PC is not in operation.

As far as pupil-leadership opportunities are concerned, the PC seems to be an improvement on the prefect system. This may be illustrated by citing some few aspects of the PC constitution (see Appendix A):

- The PC assists with the development of responsible future leaders.
- The executive committee of the PC convenes the meeting of the PC. The executive committee is also responsible for drafting a list of duties for all members of the PC.
- The PC is a representative of pupils and not teachers.
- The PC must instill in their fellow pupils a feeling of pride in their school, and promote leadership and sound study practices.
- The PC must support and propagate the school's spiritual, cultural and academic programmes, as well as sporting activities.
- The executive committee has the power to investigate complaints.

- Members of the PC are elected rather than appointed.
- The staff and the PC seem to be looking for leadership qualities in co-opting members into the PC.

What seems to be lacking in the constitution is the fact that there is no indication that the PC may participate in the formulation of rules and regulations. Much emphasis is placed on maintenance of the schools' traditions with regard to rules and discipline. This is not consistent with leadership. Pupils should be allowed to suggest deviations from the tried norms and moral codes that are a legacy for secondary schools. Gone is the period of theocracy or gerontocracy where pupils accepted everything slavishly without question.

The fact that in high schools, only pupils in standard nine may be nominated deprives many pupils of leadership opportunities. A system of weighted balancing representation is recommended. Thus, for example, the nomination may be as follows: six candidates from standard ten, four from standard nine, three from standard eight and one from each of standard six and seven. The PC as constituted in this way offers leadership opportunities to more pupils than only those in higher classes.

7.3 THE PREFECT SYSTEM (PS) AS AN ASPECT OF SECONDARY SCHOOL MANAGEMENT IN GENERAL

Longman Dictionary of Contemporary English (1981) defines a prefect as an older pupil who is given certain powers and duties with regard to keeping order over other pupils.

Traditionally, prefects are appointed by staff to act as general agents of social control in the school.

Everett (1967:215) states that the PS most often is responsible for inculcating characteristics of intellectual and personal honesty, individual courage and gentlemanly behaviour.

The PS is based on the idea of authority delegated from the principal or the staff to a selected band of pupils on account of their age and standard. The standard nine pupils are appointed prefects towards the end of the year so that they may be prefects the following year in standard ten (Van der Merwe 1976:12).

Bandey (1971:54) asserts that prefectship does not necessarily involve qualities of leadership. It emphasizes the responsibility rather than leadership. In some British schools, the PS was abolished either because it was considered undemocratic, or because it was considered unfair to give few pupils the privileges of being prefects. For this reason, Pedley (1956:216) denounces the PS in round terms as out of date. Instead of appointing pupils from higher standards, leadership opportunities should be made available for more pupils to be active members of the school community.

As Van der Merwe (1976:7) states it, the organization of the PS differs from school to school. In some schools it is organized along the lines of the Pupils' Council. In such instances, the prefects are permitted the authority to suggest amendments in some school policies. Still in some other schools, it works in close association with the PC (see Appendix D).

In some secondary schools, the prefects may be involved in the leadership of academic, religious, cultural and sporting activities (see figure 7.1). This may be known as the Prefects' Council (which is essentially similar to the Pupils' Council). The symbols A, B, C and D in figure 7.1 represents respectively; the chief prefects, vice prefects and the prefects e.g. class prefects. The broken lines inside the block representing prefects is an indication that the prefects may be organized into committees for academic, social, cultural and sporting activities.

Having said all the above, one may be tempted to conclude that prefectship does not provide a forum for pupil-leadership opportunities. Such a conclusion cannot be absolutely correct. In order for the PS to provide genuine leadership opportunities, it must be organized accordingly. The researcher believes that the PS such as appearing in Appendix D as well as in figure 7.1 does provide leadership opportunities.

7.3.1 The Prefect System (PS) as an Aspect of Secondary School Management in South Africa With Special Reference to the Department of Education and Training (DET)

Much has already been said about the history of the PS in South Africa (see section 4.2.3.2.II). Because of the wide use of this leadership structure, the researcher deems it necessary to augment some few notes.

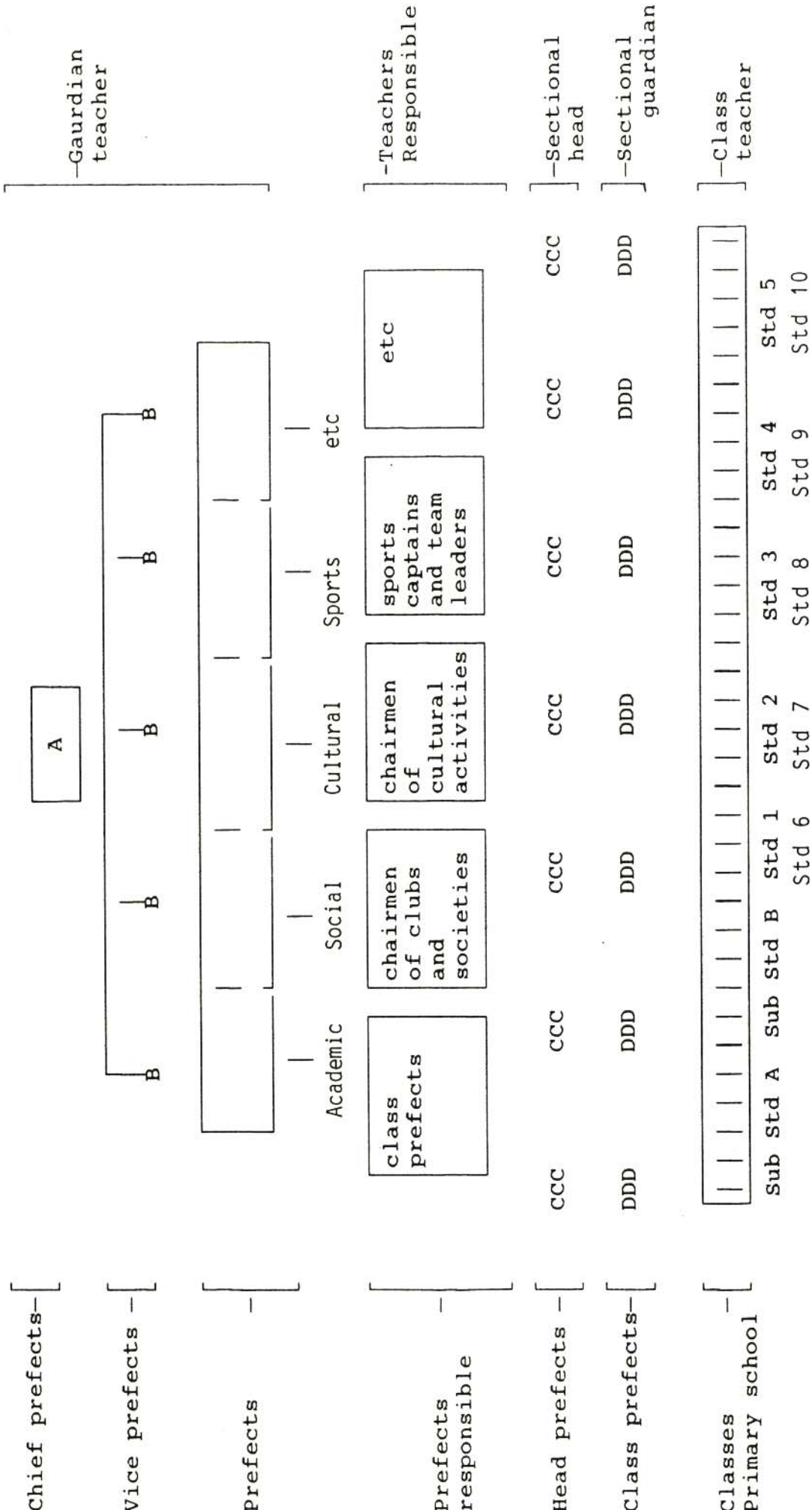
In some White secondary schools in South Africa there is a reluctance to accept prefectship by pupils (Bandey 1971:143). This reluctance apparently results from what is termed the "Modern drop-out philosophy", that is, the lack

FIGURE 7.1

ORGANIZATIONAL STRUCTURE OF THE PREFECT SYSTEM

STAFF

PUPILS



Adapted from Prinsloo and Van Rooyen (1987:313)

of desire to accept responsibility.

In some schools the principals have a PS simply because such a system has traditionally existed, but do not really believe in it. A number of pupils appear to be disenchanted with a PS because whatever they say or try to do, the system will not change (Bandey 1971:145).

As indicated earlier in this study, secondary school pupils in the DET have been vociferous against the PS. Their argument is that it is not based upon their will.

Although prefectship can provide valuable pupil-leadership opportunities if the principal so wishes, it may perhaps be difficult to regain the pupils' confidence on it. One argument against giving the prefects too much control in the making of school policy is that if the prefects were completely capable of running the schools, teachers would become superfluous (Strang 1958:26). Their personal example would be lost to pupils.

The researcher contends that the relationship between the teachers and pupils is unequal. This is due to the bureaucratic structure of schools. As a result the teachers are indispensable. No matter what system of pupil-leadership is introduced, there seems a greater likelihood that it will be reduced to the status of a PS by the bureaucratic structure of the school.

In secondary schools in South Africa, the PS has existed alongside with the Pupils' Council (Bandey 1971:134). The former copes with discipline of pupils while the latter organizes all cultural extramural activities. Class prefects do small administrative tasks for the teachers.

The PS has been completely obliterated in most urban secondary schools under the DET. The SRCs have been introduced instead.

7.3.1.1 The Prefect System (PS) as an Aspect of School Management in Gazankulu

The position of the PS in Gazankulu is similar to that in the rest of South Africa. In Gazankulu, however, there is no other official and functional pupil-leadership structure in the place of or alongside the PS. Although some secondary schools have protested against the PS it is still in use in the majority of these schools.

The PS does not provide genuine pupil-leadership opportunities. The researcher believes that it should not be discarded simply for this reason because it might not have been intended for it to be a leadership structure. Notwithstanding this, it is a forum through which pupils may assist the teaching staff in their management duties, albeit not leadership.

7.4 PUPIL-LEADERSHIP STRUCTURES ON A NATIONAL LEVEL

Some countries organize their pupil-leadership structures on a regional and national levels. For instance, in Scandinavia, the interests of pupils at national level are fostered by their Central association (Vaigo 1969:821). Pupils from different schools in a region/area can also organize themselves on a regional level.

Pupils from different schools in a region/area can also organize themselves on a regional level.

Van Schalkwyk (1986:226) states that the pupil-leadership structure on a national/regional level helps to provide pupils with leadership opportunities. It also promotes the pupils' interest in cultural and political affairs. Such a pupil-leadership structure is not an aspect of internal secondary school management.

7.4.1 The National Pupil-leadership Structures in South Africa

The only official leadership structures for learners are those in tertiary institutions. Examples are the Afrikaanse Studente Bond (ASB) and the National Union of South African Students (NUSAS).

In Black education there are several unofficial student leadership structures. One well-known example is the South African National Student Congress (SANSCO).

The Congress of South African Students (COSAS) has represented the secondary school pupils at a national level. It has been responsible for the organization of SRCs at secondary school level in both the DET and national states.

7.5 PUPIL-LEADERSHIP STRUCTURES IN SPORTS

Sporting activities are to a large extent within the pupils' zone of concern. For this reason a considerable amount of pupil-leadership opportunities should be provided in this area. A typical leadership structure for all types of sports in secondary schools may be referred to as the All-Sports Committee/Central Sports Committee (vide., figure 10.4).

The All-Sports Committee may be responsible for matters such as the sports budget, sports policy, sports programme and co-ordination of all sporting activities (Piek 1986:85). The school principal should establish a committee for each type of sport. Such committees should be headed by a captain with the guidance of a teacher. Each sport committee should draft a constitution.

The following leadership opportunities may be left exclusively to pupils; chairpersons, captains, secretary and treasurer. Pupils may be organized into committees responsible for cheering, programs, equipment, entertainment of visiting teams and publicity (Strang 1958:173). At least one pupil-leader should represent All-Sports Committee in the Prefects'/Pupils' Council.

7.5.1 Pupil-leadership Structures in the Secondary School Sports of the Department of Education and Training (DET)

In the secondary schools of the DET, there are pupils who are placed in leadership positions. It appears that in

majority of the secondary schools pupils are mere position leaders. It is the teaching staff that formulates the sports policy, draws up annual programmes and sports budget. Pupils are deprived of these leadership opportunities.

The researcher believes that even if the leadership duties are done more efficiently by the teaching staff, the pupils themselves should be trained to handle the sports leadership. They should be allowed to make their own mistakes. The sporting activities in which the pupils are so very much interested should become a forum through which pupils learn to manage their own activities. A teacher's job should be to guide the pupils, and not to try and undertake all the sports organizations himself.

Pupil-leadership structures in Gazankulu secondary school sports are similar to those for the DET.

7.6 SCHOOL CLUBS AND SOCIETIES

School clubs and societies are leadership structures designed to manage both the subject-related and cultural activities. These activities should mainly be managed by pupil-leaders under the constructive criticism of the guardian teacher (Strang 1958:160).

It should be noted that the subject-affiliated and cultural activities are *bona fide* activities of any school. As such, the management of these activities form part of the overall school management in which pupil-leadership is a necessity.

Conradie (1984:299-303) has a lot to say with regard to the value of clubs and societies as leadership structures. They provide for the unique opportunities for the unfolding of pupil-leadership ability. Being recreational and pleasurable, they provide spontaneous, voluntary and active membership from pupils.

Pupils may venture to experiment, communicate and improvise for independence. In this way leadership skills are developed. The leader of a group can discover the value of a supporting group and of healthy group behaviour.

7.6.1 Leadership Tasks in Clubs and Societies

Conradie (1984:300-301), in her analysis of club and societal activities, presents the following diversified pupil-leadership opportunities:

- Nomination and election of pupil-leaders
- drafting or revision of the constitution
- formulation of objectives
- planning the annual programme
- organization of activities
- holding of meetings
- organization of discussions and excursions
- application and utilization of specialized knowledge
- demonstration of exceptional talents
- representation of clubs and societies.

The school should attempt to involve almost all the pupils in the management of club and societal activities. For those pupils who are not so strong as leadership figures, Conradie (1984:301), suggests the following less complicated leadership tasks:

- Receiving and entertaining guests
- organizing advertisements
- invitation of guests
- interviewing participants
- arranging the halls
- compiling news and reports.

The following leadership tasks may also be undertaken by pupils on individual basis (Conradie 1984:301):

- Younger pupils can work with older ones on a task
- older members can orientate new members to a society
- all members have a right to contribute to the organization of a society
- pupils may be organized into groups, each with a specific leader and function to perform.

For the sake of balanced development, it is imperative that the leadership opportunities be made available to all the pupils.

7.6.2 Objectives of Clubs and Societies

Various educationists (vide., Blount & Klausmeier 1968:534, Conradie 1984:216-217 and Douglass 1954:196) have shown that clubs and societies have a variety of objectives. The following are selected for their relation to pupil-leadership opportunities:

- (i) To develop leadership skills, responsibility and respect within the pupils. All these cannot always be gained from a formal classroom instruction.
- (ii) The creation of a positive school climate in which pupils may be challenged to undertake leadership activities.

- (iii) To provide superior learning experiences that are based upon pupils' interests.
- (iv) To offer opportunities for group planning and decision-making.
- (v) The development of positive behaviour and disposition in which the pupils can learn from each other.

7.6.3 Subject-Affiliated Societies

Subject-affiliated societies are leadership structures designed to control the activities related to every main subject field. According to Blount & Klausmeier (1968:536) these societies reflect the interests of both pupils and teachers in a certain area of knowledge. The various subject related societies may be categorized as in table 7.1.

Each of the societies has leadership positions of chairperson, secretary and treasurer which are reserved exclusively for the pupils. Conradie (1984:298) states that the planning, co-ordination, control and evaluation in the various societies should be left to pupils.

For more comprehensive strategies for pupil-leadership opportunities, see Appendix E. An analysis of the various strategies shows that they do not only provide more pupil-leadership opportunities, but they are also management strategies themselves. The various pupil activities contribute to the overall effective management of secondary schools.

7.6.4 School Publications Committee

The school publications committee is a leadership structure

Table 7.1

TYPICAL SUBJECT AFFILIATED SOCIETIES IN SECONDARY SCHOOLS

Languages	Science	Commercial Subjects	Social Science	Practical Subjects
English Dramatics Literature Oratorical club Reading club Debate Young writers Family society	Physical Science Mathematics Gardening Photography Biology	Accounting Economics Secretarial club Book keeping	Environmental study Stamp club History	Orchestra Musical club Building construction Home economics Carpentry Ballet club Dance club

Adapted and Modified from Conradie (1984:303)

designed to manage the publications of school activities (see Appendix F). This type of structure involves a very large group of pupils and enormous sums of money. As can be seen in the appendix there are numerous positions in which pupils feature.

In spite of its potential and frequently realized worth for pupil-leadership, the school publication has been a source of considerable controversy especially in Western countries (Gorton 1983:424). This controversy centres around the pupils' criticism of the school administration and certain school practices. However, Gorton (1983:426) indicates that the establishment of an advisory publications committee seems to resolve the problem.

The advisory committee is generally composed of advisors for the newspaper and yearbook, one or more representatives from the staff, pupil editors for each publication and sometimes a representative from the local newspaper.

As Gorton (1983:426) puts it there is little doubt that the publications committee can help to promote good journalism and to avoid controversy. But in instances where controversy cannot be avoided, it represents a desirable learning experience and leadership opportunities for both pupils and staff. There cannot be any leadership unless there are problems to be solved. Gorton (1983:427) concludes by indicating that any pupil activity program will, over a period of time, encounter certain problems. However, given proper leadership from both pupils and staff, the problems can be resolved.

Although the school publications provide excellent opportunities for pupil-leadership, the researcher has a feeling that it should be reserved for the schools that are adequately financed.

7.6.5 Pupil-leadership Structures in Cultural Activities

Cultural activities such as debating, religious and youth societies (e.g. Boy Scouts and Girl Guides) help to develop personal characteristics such as leadership. A leadership structure that is designed to co-ordinate all cultural activities is termed Central Cultural Committee. The cultural activities should form an integral part of educational process in schools (Piek 1986:85). Opportunities for pupil participation must be afforded to all pupils.

The organizational structure of the Central Cultural Committee may have the lay-out similar to that of the All-Sports Committee (vide., figure 10.4). There should be a committee for each activity. Such committees are formed of pupils and staff representatives.

Like all other committees, the Central Cultural Committee should be a subcommittee of the Pupils'/Students' Representative Council (vide., figure 10.3).

7.6.6. Secondary School Clubs and Societies in the Department of Education and Training (DET)

Some of the secondary schools in the DET have some types of clubs and societies. Examples are dance/music clubs, chess clubs and the school publications committees.

The school publications in the secondary schools of the DET have always been characterized by politicization and a lack of adequate finance. Experience has shown that the school publications committees are rarely found in secondary schools. In the few schools in which there are school publications, the principal or a teacher delegated by the principal simply calls for pupil contributions.

Some articles heavily criticized the management of the schools and the government. Some pupils even refuse that their articles be censored. In some areas pupils resorted to underground publications of pamphlets to express their views (Molteno 1987:159). In the early eighties an underground national pupil/student newspaper was established. This was known as the South African National Student Press Union (SASPU-National).

As indicated previously, any pupil activity programme will, over a period of time encounter certain problems. It is through the guidance of the adults that the problems may be resolved. The proper guidance is likely to reduce the underground publications and provide proper leadership opportunities under the supervision of the teachers.

7.6.6.1. Leadership of Cultural Activities

In White secondary schools, cultural activities such as that of the Veld and Vlei, Cadets, Voortrekkers and Scouts provide valuable opportunities for pupil-leadership. In schools that have "Jeugweerbaarheid" - the cadets training corps, officers' courses are run and the pupils are tested for any sign of leadership (Bandey 1971:59, Henning 1972).

In the DET, the only prominent cultural activities are debating and religious activities. Because of the politicization of pupils, the debate is either heavily controlled by the staff in some schools or has gone into oblivion in others. This deprives pupils of valuable leadership opportunities. A sympathetic guidance by the more mature teaching staff may prove to be capable of winning the young minds.

7.6.6.2. Students' Christian Movement (SCM)

The Students' Christian Movement (SCM) of Southern Africa is an interdenominational christian organization in Black educational institutions such as schools, colleges, universities, seminaries and technikons. The SCM exists for the prime purpose of ensuring that the education of pupils is balanced (Satekge 1985:16).

The SCM branches at all educational institutions are affiliated to a National Students' Christian Movement. The SCM has been approved by the DET to operate as part of the extracurricular activities. The programme includes the following:

- Branch fellowship and prayer meetings
- conferences, camps, rallies and come-togethers
- leadership training courses
- mission and evangelistic activities.

The leadership structure is comprized of the chairperson, correspondence and minute secretaries, chairpersons of fund-raising, evangelistic and other subcommittees. All these positions offer tremendous amount of pupil-leadership opportunities.

The National Students' Christian Movement organizes leadership training courses in secondary schools. The courses are designed to produce pupil leaders in the religious field. It should be understood that the leadership of the SCM at school level is part of the overall secondary school management.

The leadership of cultural activities in the DET is very much similar to that in Gazankulu secondary schools. More pupil-leadership opportunities should be provided in this area.

7.7. CLASS LEADERS

Both the class teachers and pupils should share the leadership in the classrooms. It is the responsibilities of the class teachers to provide as many opportunities as possible for pupils to accept responsibility (Piek 1986:74).

The pupil-class-leaders sometimes find themselves in a predicament in that they must accept certain obligations towards the staff and at the same time remain loyal to their classmates. Class teachers should guide them in reconciling their leadership role to their fellow pupils with their followership role to the teaching staff. The duties of the pupils should be divided in such a way that as many pupils as possible are involved.

In order to accomplish their tasks, Piek (1986:14) states that class leaders must do the following:

- Assist the teacher to organize the class
- organize pupils in class to execute certain tasks such as

cleaning, decoration, etc.

- help to maintain discipline during a teacher's absence
- act as the class's mouthpiece to bring problems to the teacher's attention.

Pupil-class-leaders should take various forms such as prefects, monitors, captains, chairpersons, and representatives. For more detailed leadership structures in the classroom, see Appendix G. Class leaders form a subcommittee of the Pupils'/Prefects' Council.

7.7.1. Class Leaders in the Secondary Schools of the Department of Education and Training (DET) and Gazankulu

The most common types of class leaders in the DET and all secondary schools of the national states have for a long time been the class prefects.

Presently in the urban secondary schools of the DET, what was formerly known as class prefects are now referred to as class leaders. They are the representatives of the SRC at class level.

In Gazankulu secondary schools, a system of class prefects is still in use.

7.8 PUPIL-LEADERSHIP STRUCTURES IN A LESSON

The giving of a lesson can provide numerous pupil-leadership opportunities, depending on the teaching methods used. Group activity methods of instruction are not only effective

in giving a lesson, but are also powerful media for cultivating leadership skills (Conradie 1984:283). The following are examples of group activity methods of instruction; group discussion, self activity methods and discovery methods. The leadership structure in each case is the discussion, group and research leaders.

7.8.1. Discussion Leaders

The following are examples of the different types of discussion methods; symposiums, panel discussions, seminars and round table groups. For each of these methods there is a need for a discussion leader. The discussion leader in each case has to be a pupil so that the pupil members may feel free to participate (Smith. anon:8).

In a symposium and panel discussions respectively, the symposium and panel leaders act as chairpersons to ensure the smooth running of the discussion.

In a seminar, a group of between twelve and ninety may be divided into subgroups of about six pupils each (Cawood et al 1981:39). This method provides for more pupil-leadership opportunities because each subgroup has its own pupil-leader. Moreover, the pupil-leaders are changed when the topic changes so that other pupils get the opportunity to lead in turn. The teacher is the leader of the overall group.

Besides the group leader, it is customary to elect a secretary for each group to take down the minutes during the discussion (Henning 1972:253).

7.8.2 Project Leaders

In a project method of instruction, the pupils are divided into several groups of about five to six pupils each (Conradie 1984:40). Each group works independently on the same project. The teacher or the groups choose project-leaders.

A variation of the project method is the research method in which the research committees are constituted (Noar 1948:49). Each committee is led by a research leader who is a pupil.

7.8.3 The Position of Pupil-leadership Opportunities in the Giving of a Lesson in the Secondary Schools of the Department of Education and Training (DET) and Gazankulu

In the secondary schools of the DET and Gazankulu, there is rarely any pupil-leadership opportunities in the giving of a lesson. This may be caused by the fact that teachers rely on rote memorization of facts. There seems also to be a lack of proper training on the part of teachers to give pupils leadership opportunities during lessons. The lack of space in which pupil groups may be allocated seems to be another factor.

The researcher believes that the enlisting of pupil-leaders in the management of some secondary school lessons would reduce the burden that is borne by teachers in controlling large numbers of pupils.

7.9. HOSTEL LEADERS

Those schools with hostel facilities should create pupil-leadership structures in the form of hostel leaders. Hostel leaders may be known in various names such as the hostel prefects, house leaders or "platoon" leaders.

There is a chief head boy and chief head girl for both boys' - and girls' hostels respectively. Each one is heading a group of house or block leaders, dining hall leaders, manual work leaders, leaders in games and entertainments. Each block or house in turn has several dormitories which are led by dormitory leaders. In the dining hall there is a chief steward with several other stewards.

The hostel leaders form a hostel committee under the guardianship of the hostel superintendent. The hostel committee is a subcommittee of the Pupils'/Prefects' Council.

It is of utmost importance that the duties and powers of the various hostel leaders be explicitly expressed in writing. Most often the functions of the hostel leaders are the following (Bandey 1971:64).

- To ensure the smooth operation of the meal serving and washing up systems
- encourage tidiness in rooms and grounds
- execution of hostel rules and regulations
- generally act as the audible conscience and infallible memory of the hostel inmates
- to initiate and organize improvements or even to enrich the life of the hostel.

In order to be truly effective, the hostel management should include policy formulation. Effective leadership is ensured when the pupils who execute policies are also enlisted in their formulation. As Fourie (1983:30) puts it "Effective hostel control therefore aims at harmonizing the boarder with his environment and ensuring his happiness".

7.9.1 Pupil-leadership Structures in the Management of Secondary School Hostels in the Department of Education and Training (DET) and Gazankulu

The hostel leaders as discussed above do apply in secondary schools of the DET and Gazankulu. However, what seems to be lacking in hostel leaders is the power to formulate hostel policies.

7.10. SUMMARY

A variety of pupil-leadership structures have developed throughout the world, the most common of which are the Pupils' Council and the Prefect System.

A Pupils' Council is an organization of pupils elected by pupils themselves to represent them and to speak for them in many activities of the school. There is a diversity of objectives of Pupils' Council in secondary schools. A close examination of these objectives indicates that they may be collapsed into one sentence as follows:

To provide pupils with leadership opportunities in the management of secondary schools.

The success of any Pupils' Council is dependent upon some fundamental principles.

In Western countries and South Africa, the prefect system has fallen into disrepute because it is considered undemocratic. Although this system may provide valuable pupil-leadership opportunities if the principal so wishes, it is becoming difficult to regain the pupils' confidence in it.

Other pupil-leadership structures may be found in sports, clubs, societies, school publications, classes, lessons, subjects and hostels. In South Africa, sports appears to be an important area where pupil-leadership structures are prevalent. Even then, pupils seem to be mere position leaders.

Part III

Chapter 8

8. EMPIRICAL RESEARCH ON PUPIL-LEADERSHIP

OPPORTUNITIES IN GAZANKULU

SECONDARY SCHOOLS I

8.1 ORIENTATION

In this chapter the researcher maps out the organizational climate of Gazankulu secondary schools with respect to pupil-leadership opportunities. Two questionnaires, one completed by teachers and the other by pupils are used for this purpose. The questionnaires are designed to collect information on the state of and the opinions on pupil-leadership opportunities in secondary schools. This information is supplemented by interviews to school principals.

Provided is a sample of forty one schools to which the questionnaires have been administered. The characteristics of these schools and those of the respondents as well as the administration and validity of the questionnaires are described. The questionnaire responses are processed and presented in the form of tables. In the teachers' questionnaires, the data from question 5 to 15 is handled, where applicable, this is compared with that from question 5 to 10 in the pupils' questionnaires. Due to the comparison, it is the tables (8.10A to 8.16B) rather than the questions which are presented in sequence.

8.2 RESEARCH METHODS

The problem as identified by the researcher in this study is the lack of authentic pupil-leadership opportunities in secondary schools (*vide.*, section 1.1 and 1.4). As argued throughout the literature study, such a problem can only be attributed to a custodial or exploitive-authoritative climate in schools. The prevalence of such a climate is now to be verified through empirical research. Hoy & Miskel (1982:186-213) discuss various standardized instruments that may be used to measure the organizational climate of schools.

However, in this study, the researcher is convinced that questionnaires and interviews are sufficient.

8.2.1 Questionnaires

The researcher has constructed two types of questionnaires; one completed by teachers (*vide.*, Appendix J₁) and the other, by pupils (*vide.*, Appendix J₂). Both questionnaires have been constructed according to the Likert method (*vide.*, Best 1981:181). A number of questions, statements, ideas or practices about pupil-leadership opportunities have been presented. Items in the two questionnaires are basically the same, and have been compiled from the literature study, teachers, pupils and experience.

In majority of the items, each question or statement is provided with categories according to which the subjects respond. Each category in a question or statement is provided with a numerical weighting. This is the Likert scaling technique (*vide.*, Best 1981:182). Those categories

that are favourable to pupil-leadership opportunities are given high numerical weightings, and those which are unfavourable are given low weightings.

A pilot study was administered to both teachers and pupils at Mpumulana High School and the necessary adjustments were made. The assistant director of Computer Science at the University of the North has assisted in pre-coding the questionnaires.

After the questionnaires were typed and printed, an approval was obtained from the secretary for education - Gazankulu, to administer the questionnaires (vide., Appendix I₁). A second letter, addressed to the principals of schools, was approved by the inspectors of education in all the inspection circuits in Gazankulu (vide., Appendix I₂). A cover letter that is addressed to the respondents was attached to each questionnaire.

8.2.1.1. Description of the Sample

I. Secondary Schools

In July and August 1989, Gazankulu had 133 registered secondary schools. During this time, a sample of 41 secondary schools was made to represent all inspection circuits (vide., table 8.1). This sample represent 30,8% of the total number of secondary schools. Majority of the schools in this sample had std 6-10 pupils. However, in Mhala district, secondary schools in the first three circuits (vide., table 8.1) were grouped as follows:
Junior Secondary Schools with std 5 to 7
Senior Secondary Schools with std 8 to 10
Combined Secondary Schools with std 5 to 10.

Table 8.1

**SECONDARY (HIGH) SCHOOLS TO WHICH QUESTIONNAIRES HAVE BEEN
ADMINISTERED IN GAZANKULU**

DISTRICT	INSPECTION CIRCUIT	SCHOOL
MALAMU- LELE	1. Malamulele West	1. Shirilele High School 2. Humula High School
	2. Malamulele Central	3. Shingwedzi High School 4. Madonsi High School 5. Malamulele High School
	3. Malamulele East	6. Shikundu High School
GIYANI	4. Giyani South	7. Zava High School 8. Ndhambi High School 9. Nghonyama High School
	5. Giyani Central	10. Giyani High School 11. Kheto Nxumalo
		Agricultural High School
	6. Giyani South West	12. Macema High School 13. Ndengeza High School
HLANGA- NANI	7. Hlanganani South	14. 'Nwamavimbi High School 15. Duvula Mahuntsi High School 16. Marhorhwana-Malali High School 17. Hanyani High School 18. Yingwana-Ribungwana High School 19. Akani High School
	8. Hlangani North	20. Russel Bungeni High School 21. Hluvuka High School

DISTRICT	INSPECTION CIRCUIT	SCHOOL (CONTINUED)
MHALA	9. Thulamahashe	22. Orhovelani High School 23. Eric Nxumalo High School 24. Godide High School 25. Soshangana High School
	10. Cunningmoor	26. Muzila High School 27. Mabarhule High School
	11. Mkhuhlu	28. Dumisani High School 29. Chayaza High School 30. Lamulelani High School
	12. Cottondale	31. Moses Mnisi High School 32. Lamulelani High School
RITAVI	13. Ritavi II	33. Mpumulana High School 34. Phangasasa High School 35. Charles Mathonsi High School 36. Hudson Ntsanwisi High School 37. Bankuna High School 38. Professor Shiluvana High School
	14. Ritavi I	39. Mahwahwa High School 40. Mbhekwana High School
LULEKANI	15. Majeje	41. Nkateko High School

The junior secondary schools have been excluded from the sample. In the combined secondary schools, the std 5 pupils were also excluded.

II. Respondents: Teachers

In July and August 1989, Gazankulu had 2351 secondary school teachers. The researcher has personally distributed 600 questionnaires to be filled in by teachers in the 41 schools under the sample. The principals of most schools assisted in handing out the questionnaires to approximately half the number of their teaching staff. This would have been a 25,5% sample if all the questionnaires were responded to.

Table 8.2

TOTAL NUMBER OF MALE AND FEMALE TEACHERS WHO RESPONDED

	MALE	FEMALE	SEX NOT INDICATED	TOTAL
f	349	130	14	493
%	71	26	3	100

As indicated in table 8.2, only 493 completed questionnaires were returned. This represents 21% of the total number of secondary school teachers in Gazankulu. However, the percentage response is not the same for all questionnaire items. Some items have been either left out or inappropriately responded to by some subjects.

Table 8.3

		21-25	26-30	31-35	36-40	41-45	46-50	Over 50	AGE NOT INDICATED	TOTAL
f		125	169	125	46	11	7	6	4	493
%		25	34	25	9	3	2	1	1	100

Table 8.4

		PRINCIPALS/ DEPUTIES	D. HEADS	TEACHERS	RANK NOT INDICATED	TOTAL
f		21	37	429	6	493
%		4	8	87	1	100

Table 8.5

		0-5	6-10	11-15	16-20	OVER 20	EXPERIENCE NOT INDICATED	TOTAL
f		254	131	65	27	14	2	493
%		52	27	12	6	3	0	100

III. Respondents : Pupils

During the time of this empirical research pupil enrollment in Gazankulu secondary schools was given as 77071. The researcher made a stratified random sample of approximately 40 pupils from each secondary school in table 8.1.

Approximately 8 pupils (4 boys and 4 girls) were randomly

selected from each standard. The sum total of all questionnaires administered to pupils in all secondary schools amounted to 1500. This is 2% of the total number of secondary school pupils in Gazankulu.

However, only 1085 questionnaires were completed and returned. This represents 1,4% of the total number of secondary school pupils in Gazankulu. Further particulars on pupil respondents are indicated in tables 8.6 to 8.9.

Table 8.6

TOTAL NUMBER OF MALE AND FEMALE PUPILS WHO RESPONDED

	MALE	FEMALE	SEX NOT INDICATED	TOTAL
f	548	520	17	1085
%	51	48	1	100

Table 8.7

AGE RANGES OF PUPILS WHO RESPONDED

	12-16	17-21	22-26	OVER 27	AGE NOT INDICATED	TOTAL
f	334	461	248	13	29	1085
%	31	43	23	0	3	100

Table 8.8

THE STANDARDS OF PUPILS WHO RESPONDED

	6	7	8	9	10	STD NOT INDICATED	TOTAL
f	98	125	213	311	319	19	1085
%	9	12	20	20	29	1	

Table 8.9

YEARS IN WHICH THE RESPONDENTS FIRST ENROLLED IN THE SAMPLED SCHOOLS

	BEFORE 1978	'78	'79	'80	'81	'82	'83	'84	'85	'86	'87	'88	'89	YEARS NOT INDICATED	TOTAL
f	12	11	14	15	27	28	30	149	155	163	166	170	116	29	1085
%	1	1	1	1	2	3	3	14	14	15	15	16	11	3	100

8.2.1.2. Administration of Questionnaires

The researcher visited schools personally in July and August 1989 to administer the questionnaires. In some schools, permission was granted by the principals to administer the questionnaires during the lesson hours. In each school, about 8 pupils from each standard were assembled either in one classroom, staffroom, or the principal's office.

A questionnaire was handed to each pupil, thereafter a cover letter which was attached to each copy of the questionnaire was read with pupils. The completion of pupil questionnaires lasted from 20 to 25 minutes in each school. In most schools, principals or their deputies assisted in handing out teachers' questionnaires.

In other schools, questionnaires were administered in the afternoons during the extracurricular activities. In these schools a sample was drawn from the pupils who remained in classes.

In some few schools it was difficult to administer the work personally, hence the questionnaires were left in the hands of some teachers. The responses were relatively low and in certain instances the questionnaires were not recovered even after several follow ups.

The questionnaires which were returned were all sent for computer processing at the University of the North.

8.2.1.3 Validity of a Questionnaire

The researcher recognizes the following disadvantages of a questionnaire as a research instrument in general; it has a very short life and is administered to a limited population. Faking, misunderstanding, lack of motivation and co-operation is common among respondents.

Notwithstanding the disadvantages above, the researcher has attempted to improve at least the content validity of the questionnaires in this study. The questions have been phrased in the least ambiguous way.

The fact that out of 600 teachers' questionnaires which were distributed, 493 (82%) have been completed and returned improves the validity considerably. Furthermore, out of 1500 pupil questionnaires, 1085 (72%) have been completed and returned. According to Behr (1983:156), a response rate is valid if it is at least 70%.

8.2.1.4. Reliability of a Questionnaire

The reliability of a questionnaire may be determined by a test-retest-method. This may involve the administration of a second questionnaire to the same subjects to check the consistency of their responses. However, in this study, it has been approximated as follows: Firstly, most questions/statements have been presented twice in a psychological order. For instance, in the teachers' questionnaire, a teacher who cross "ALWAYS SUPPORT" in question 14 (which is positive) is inclined to cross "DO NOT DISCOURAGE" in question 15 (which is negative). This applies respectively to question 20 and 19, statement 26 and 27; and 29 and 30. This has been designed to check the consistency of the responses and the sincerity of the respondents. The reliability of the questionnaire is improved in this way.

Indeed the responses to the questions/statements indicated above as well as those in the pupils' questionnaire have been found to be consistent.

Secondly, in each school the data regarding pupil-leadership opportunities have been collected from many, rather than from one respondent. Even if some of them may have given false information, a consensus in the responses of the majority is accepted as more reliable in reflecting the actual situation in schools.

Lastly, the fact that data have been collected not only from the teaching staff alone, but from the pupils as well makes them to be even more representative.

8.2.2 Interview

The responses of the principals/deputies on the questionnaires were supplemented by interviews. An intention to interview these officials was conveyed through a cover letter (vide., Appendix I₂) that was addressed to them. Of the 21 principals/deputies who completed the questionnaires (vide., table 8.4) only 9 were available for interviews. The questions during the interviews were based on the responses made by the interviewees on the questionnaires. The responses made by each interviewee were recorded in his own questionnaire.

Although the researcher is confident about the interview responses, the validity of such interviews appear difficult to determine. There is a likelihood that the younger age (compared with interviewees) and a lack of interviewing experience on the part of the researcher may have negatively influenced the validity of the interviews.

8.3 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA FROM QUESTIONNAIRES AND INTERVIEWS

The questionnaires were processed through a computer at the University of the North. However, it had been necessary for the researcher to hand-tally certain items to supplement those processed by the computer. Both the teachers' and the pupils' responses are presented in tables and compared for consistency.

8.3.1 Pupil-leadership Structures Systems or Organizations in the Management of Secondary Schools in Gazankulu

The discussion of pupil-leadership structures/systems or organizations are based on tables 8.10A and B and Appendix K.

8.3.1.1 Prefect System (PS)

Eighty seven percent of the teachers and 92% of the pupils have responded to be having the PS in their schools. According to a detailed analysis of teachers' responses per school in Appendix K, 38 schools or 93% have responded with a majority that they have a PS. Only 3 schools (marked with asterics) had none. The pupils' responses indicated 35 schools or 85% with a PS. Schools No. 12,20,27,28,31 and 34 had none.

It can be said that out of the 41 schools, an average of about 37 (38+35+2) schools or 90% had the PS. This percentage is generalized for all secondary schools in Gazankulu.

8.3.1.2 Pupils' Council (PC)

Two percent of the teachers and 5% of the pupils indicated to be having a PC in their schools. However, an examination of a more detailed analysis of teachers' responses per school in Appendix K indicates with a majority that no school has the PC. The small percentage may have been the result of misunderstanding or lack of knowledge concerning the PC on the part of some few respondents.

Table 8.10A

PUPIL-LEADERSHIP STRUCTURES/SYSTEMS OR ORGANIZATIONS AS RESPONDED TO BY TEACHERS (vide., QUESTION 5 a-j)

	YES		NO		TOTAL	
	f	%	f	%	f	%
(a) Prefect System	429	87	64	13	493	100
(b) Pupils' Council	11	2	482	98	"	"
(c) Democratic Pupils' Representative Council	8	2	485	98	"	"
(d) Students' Representative Council	13	3	480	97	"	"
(e) Debate Society	311	63	182	37	"	"
(f) Students' Christian Movement	404	82	89	18	"	"
(g) Sports Committee	333	68	160	32	"	"
(h) Pupil clubs	136	28	357	72	"	"
(i) School Publications Committee	124	5	469	95	"	"
(j) Other	12	2	481	98	"	"

Table 8.10B

PUPIL-LEADERSHIP STRUCTURES/SYSTEMS OR ORGANIZATIONS AS RESPONDED TO BY PUPILS (vide., QUESTION 5 a-j)

	YES		NO		TOTAL	
	f	%	f	%	f	%
(a) Prefect System	994	92	91	8	1085	100
(b) Pupils' Council	55	5	1030	95	"	"
(c) Democratic Pupils' Representative Council	56	5	1029	95	"	"
(d) Students' Representative Council	26	2	1059	98	"	"
(e) Debate Society	695	64	391	36	"	"
(f) Students' Christian Movement	750	69	335	31	"	"
(g) Sports Committee	634	58	451	42	"	"
(h) Pupil clubs	336	31	749	69	"	"
(i) School Publications Committee	239	22	846	78	"	"
(j) Other	228	21	857	79	"	"

The lack of the PC was of particular interest to the researcher in interviewing the school principals. This is so because in the Guide for Principals of Schools (13 January 1986:129-130) there is a constitution of the PC, yet it had not been in use in secondary schools. The researcher, in interviewing the principals, wanted to know why it had been so.

There were 21 principals/deputies who responded to questionnaires. Of these only 9 were available for interviews. The interviews revealed the following: Four principals were not aware of a constitution for the PC in the Guide for Principals of Schools. Two principals expressed their fear that the use of a PC would give pupils extra-ordinary powers beyond the control of teaching staff. Two other principals were pessimistic that the PC is a politicized pupil organization. One principal simply could not distinguish between the PC and the SRC as demanded by some pupils in some schools.

Besides school principals, two inspectors of education were also interviewed. The first inspector expressed his sentiments that the PC exists in paper only, and had not been put into use. The other inspector was pessimistic that the PC would make things go out of hand.

8.3.1.3 Democratic Pupils' Representative Council (DPRC)

Two percent of the teachers and 5% of the pupils indicated to be having a DPRC in their schools. An examination of teachers' responses per school in Appendix K reveals with a majority that no single school has a DPRC.

8.3.1.4 Students' Representative Council (SRC)

Three percent of the teachers and 2% of the pupils have indicated to be having the SRC in their schools. Again an examination of teachers' responses per school in Appendix K reveals with a majority that no single school has an SRC.

8.3.1.5 Debate Society

Sixty three percent of the teachers and 64% of the pupils responded as having the debate society in their schools. An examination of teachers' responses per school indicates with a majority that 25 schools or 61% had the debate society (vide., Appendix K).

A further analysis of pupils' responses per school indicates with a majority that 24 schools or 59% had the debate society. On the average 25 schools (25+24+2) or 61% had the debate society. This percentage is generalized for all secondary schools in Gazankulu.

8.3.1.6 Students' Christian Movement (SCM)

Eighty two percent of the teachers and 69% of the pupils have responded as having the SCM in their schools. According to a detailed analysis of teachers' responses per school in Appendix K, 39 schools or 95% had the SCM. Only two schools or 5% (marked with asterics) had no SCM.

A further analysis of pupils' responses per school indicates with a majority that 37 schools or 90% had the SCM. On the average it can be said that 38 schools (39+37+2) or 93% had the SCM. This can be generalized for all secondary schools in Gazankulu.

8.3.1.7 Sports Committee

Sixty eight percent of the teachers and 58% of the pupils responded as having the sports committees in their schools. A detailed analysis of teachers' responses per school in Appendix K indicates with a majority that 36 schools or 88% had the sports committee. Five schools or 12% (Marked with asterics) had none.

An analysis of pupils' responses per school reveals 35 schools or 85% with the sports committee. On the average it can be said that 36 schools ($36 + 35 \div 2$) or 88% had the sports committee. This can be generalized for all secondary schools in Gazankulu.

8.3.1.8 Pupil Clubs

Twenty eight percent of the teachers and 31% of the pupils responded as having the pupil clubs in their schools. An examination of teachers' responses per school in Appendix K shows with a majority that only 7 schools or 17% had the pupil clubs. This can be generalized for all secondary schools in Gazankulu.

8.3.1.9 School Publications Committee

Five percent of the teachers and 24% of the pupils responded as having the school publications committee. According to a detailed analysis of teachers' responses in Appendix K, 2 schools or 5% (marked with asterics) have responded with a majority that they have a school publications committee.

However, an examination of pupils' responses per school (including school No 3 and 16) indicates that no single

school had the school publications committee. This can be generalized for all secondary schools in Gazankulu.

8.3.1.10 Other Pupil-leadership Structures

Two percent of the teachers and 21% of the pupils responded as having other pupil-leadership structures in their schools. According to a detailed analysis of teachers' responses per school in Appendix K, school No. 2, 6 and 39 indicated having the Gazankulu Youth Movement. This movement engages pupils mainly in drum majorettes. School No. 2, 24 and 35 indicated having a committee for cultural activities. In school No. 10 the principal indicated having the Tours' Committee. Lastly in school No 12 four teachers responded as having a Students' Welfare Committee.

The pupils did not give any name of the leadership structures they responded to be having.

8.3.1.11 A Critical Appraisal of Pupil Organizations as Presented in Table 8.10A and B and Appendix K

It has been established from the questionnaire and interview responses that majority of the secondary schools in Gazankulu are characterized by one or more pupil organizations. As argued in section 1.6.1.4 as well as 2.2.2 first par., pupil organizations in themselves provide pupil-leadership opportunities.

It has also come to light that the prefect system is the most common and most dominant pupil organization in 90% of secondary schools. In a research undertaken by Bandey (1971:58) in South Africa it has been unequivocally concluded that leadership is not the most important activity

of the PS. Furthermore, the literature study (vide., section 4.2.3.2.II and 7.3) has shown that the PS is a type of a "police department" in which the maintenance of order is primary. The over-all climate that is created by this type of organization is exploitive-authoritative, hence not favourable for pupil-leadership opportunities.

All other pupil organizations such as the debate society, sports committee etc, derive their leadership climate from the PS.

The origin of the idea of prefects as it came from France (Chapman 1955:60) may not have been intended as a leadership structure. Alternatively, it may be that the teaching staff places more emphasis on the maintenance of order at the expense of leadership. Whatever the case may be, the literature study has shown that pupil-leadership is a desirable aspect of an effective secondary school management. This being so, the researcher recommends that the PS be made to serve this purpose. If not so, other pupil organizations such as the pupils' council or Students' Representative Council should be established primarily for the development of leadership potential in secondary schools. This may replace the PS altogether or work alongside or in collaboration with it.

8.3.2 Presentation, Analysis and Interpretation of Data to Determine the Favourability to Pupil-leadership Opportunities I.

Table 8.11A

QUESTION 6 (TEACHERS): ARE THERE ELECTED/APPOINTED PUPIL-COMMITTEES OR PUPIL-LEADERS IN THESE ORGANIZATIONS?

	YES	NO	NO RESPONSE	TOTAL
f	410	71	12	493
%	83	14	3	100
NUMERICAL WEIGHTING	2	1		

Table 8.11B

QUESTION 6,7 AND 8 (PUPILS) : ARE YOU A LEADER OR COMMITTEE MEMBER OF ANY OF THE ABOVE PUPIL-LEADERSHIP ORGANIZATIONS?

	YES	NO	NO RESPONSE	TOTAL
f	210	270	605	1085
%	19	25	56	100

In table 8.11A there is 83% of the teachers who indicated that there are elected/appointed pupil-committees in pupil organizations. Indeed, there are pupils (19%) who indicated that they are members and occupied positions of leadership in pupil organizations. The very low percentage of 19 can be attributed to the fact that pupil respondents have been chosen at random without looking into whether they are leaders or not. This helps in getting a balanced response of both leaders and non-leaders.

The organizations to which the pupils responded of being members and occupied positions of leadership are the prefect system, debate society, Students Christian Movement, sports committee and few pupil clubs. The positions of leadership indicated were those of chairman/lady, various positions of prefectship, captain, coach, secretary, organizer, chorus leader and care-taker.

As argued in section 2.3.1 last par., the position itself provides an opportunity for pupil-leadership, but does not ensure that the incumbent undertakes potent leadership.

In table 8.11A, the majority of teachers' responses (83%) corresponds with a "YES" category which has "2" as the highest numerical weighting. By implication, the teachers' responses are favourable to pupil-leadership opportunities.

Table 8.12A

QUESTION 7 (TEACHERS) : DO THE NUMBER OF YEARS A PUPIL HAS BEEN IN THIS SCHOOL INFLUENCE HIS CHANCES OF BEING ELECTED/APPOINTED INTO A POSITION OF LEADERSHIP?

	X	f	Xf	X ² f
ALWAYS	1	44	44	44
SOMETIMES	2	373	746	1492
NEVER	3	62	186	558
		∑f=479	∑xf=976	∑x ² f=2094

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{976}{479} = 2,0$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \frac{(\sum xf)^2}{(\sum f)^2} = \frac{2094}{479} - \frac{(976)^2}{(479)^2} \\ &= 4,4 - 4 \\ &= 0,4 \end{aligned}$$

The mean (\bar{X}_w) of "2" exactly corresponds with a "sometimes" category. This indicates a general feeling among teachers that the number of years a pupil has been at their schools sometimes influence his chances of being elected/appointed into a position of leadership. Furthermore, the "sometimes" category shows that the teachers' responses are neither favourable nor unfavourable to pupil-leadership opportunities. The small σ^2 of 0,4 is an indication of a greater consensus among teachers' responses.

Table 8.12B

QUESTION 8 (TEACHERS) : CAN A PUPIL WHO HAS BEEN AT YOUR SCHOOL FOR LESS THAN A YEAR BE ELECTED/APPOINTED INTO A POSITION OF LEADERSHIP?

	YES	NO	NO RESPONSE	TOTAL
f	249	230	14	493
%	51	47	2	100
NUMERICAL WEIGHTING(X)	2	1		

Fifty one percent of the teachers indicated that a pupil who has been at their schools for less than a year can be elected/ appointed into a leadership position. This is favourable to pupil-leadership opportunities because it corresponds with "2", the highest numerical weighting.

Table 8.13

QUESTION 9 (TEACHERS) : CAN PUPILS WHO HAVE PREVIOUSLY HELD A LEADERSHIP POSITION IN, SAY, A PREFECT SYSTEM BE RE-ELECTED/ RE-APPOINTED INTO THE SAME POSITION?

	YES	NO	NO RESPONSE	TOTAL
f	434	45	14	493
%	88	9	2	100
NUMERICAL WEIGHTING(X)	1	2		

Majority of the teachers (88%) indicated that pupils who have previously held a leadership position in, say a prefect system can be re-elected/re-appointed into the same position. The highest percentage of respondents (88%) corresponds with a "YES" category which has a lowest numerical weighting of 1. By implication, this is not favourable to pupil-leadership opportunities in general because the same pupils are likely to monopolize the others, thus depriving them of their chances.

A system in which a particular leadership position, say a

head prefect is held by a different pupil each year or term is recommended.

Table 8.14A

QUESTION 10 (TEACHERS) : DO PUPILS HOLD COMMITTEE MEETINGS IN THIS SCHOOL?

	YES	NO	NO RESPONSE	TOTAL
f	237	237	19	493
%	48	48	4	100
NUMERICAL WEIGHTING (X)	2	1		

Table 8.14B

QUESTION 12 (PUPILS) : DO PUPIL-LEADERS OR COMMITTEES HOLD THEIR OWN MEETINGS?

	X	f	Xf	X ² f
ALWAYS	3	145	435	1305
SOMETIMES	2	320	640	1280
NEVER	1	601	601	601

$\Sigma f = 1066$

$\Sigma Xf = 1676$

$\Sigma X^2f = 3186$

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1676}{1066} = 1,6$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{3186}{1066} - (1,6)^2 \\ &= 3 - 2,56 \\ &= 0,44 \end{aligned}$$

In table 8.14A, the percentage of teachers who responded positively equals that of teachers who responded negatively to the question. An examination of a more detailed analysis of teachers' responses in Appendix L reveals that in 27 schools or 66% majority of the teachers indicated that pupils do hold committee meetings. In fourteen schools or 34% (marked with asterics) pupils do not hold committee meetings.

This is unfavourable to pupil-leadership opportunities. As indicated in a literature study, pupils should hold regular committee meetings, say once a month to look into their own affairs.

In table 8.14B the \bar{X}_w of 1,6 is closer to 2 which is the numerical weighting of the "sometimes" category. This indicates a general feeling among pupils that pupil-leaders or committees sometimes hold their own committee meetings. Thus the pupils' responses show a neutral position with respect to holding committee meetings.

A σ^2 of 0,44 is an indication of a greater consensus among pupil responses.

Table 8.14C

QUESTION 11 (TEACHERS) : IF YES, THEN, HOW OFTEN ARE THE MEETINGS?

	f	%
(a) No meetings	127	26
(b) Three times a week	1	0
(c) Twice a week	3	1
(d) Once a week	22	5
(e) Once in two weeks	11	2
(f) Once a month	31	6
(g) Only when necessary	195	40
(h) Other	2	0
(i) No response	101	20
	493	100

The fact that 40% of the teachers indicated that meetings are held only when necessary indicates that meetings are not held regularly. This is further confirmed by the 26% teachers who indicated that no meetings are held. Again the fact that 101 teachers or 20% did not respond to this question seems to confirm that meetings are not normally held in schools. An examination of a detailed analysis of teacher responses per school in Appendix L shows that no single school has regular committee meetings.

Table 8.14D

QUESTION 12 (TEACHERS) : WHEN DO PUPILS HOLD THEIR REGULAR COMMITTEE MEETINGS?

	f	%
(a) During lessons	7	1
(b) During breaks	69	14
(c) After lunch, before school out	124	25
(d) After school out	73	15
(e) No meetings are held	134	27
(f) Other	7	1
(g) No response	79	17
	493	100

Table 8.14D shows that no meetings are normally held in secondary schools (27%). However, if they are held, 25% of the teachers state that it is usually after lunch, before the school is out.

Table 8.15A

QUESTION 13 (TEACHERS) : DO THE SCHOOL STAFF CONSULT PUPIL-LEADERS WHEN RULES AND REGULATIONS ARE MADE?

	X	f	Xf	X ² f
ALWAYS	3	120	360	1080
SOMETIMES	2	175	350	700
DO NOT	1	191	191	191
		€f=486	€xf=901	€x ² f=1971

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{901}{486} = 1,9$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f}\right)^2 = \frac{1971}{486} - (1,9)^2 \\ &= 4,1 - 3,61 \\ &= 0,49 \end{aligned}$$

Table 8.15B

QUESTION 10 (PUPILS) : ARE PUPIL-LEADERS CONSULTED IN THE MAKING OF RULES AND REGULATIONS?

	X	f	Xf	X ² f
ALWAYS	3	251	753	2259
SOMETIMES	2	192	384	768
DO NOT	1	607	607	607
		$\sum f=1050$	$\sum xf=1744$	$\sum x^2f=3634$

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1744}{1050} = 1,7$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f}\right)^2 = \frac{3634}{1050} - (1,7)^2 \\ &= 3,46 - 2,89 \\ &= 0,57 \end{aligned}$$

The \bar{X}_w of 1,9 in table 8.15A and 1,7 in table 8.15B are both closer to 2 which is a numerical weighting of the "sometimes" category. This is an indication that both teachers and pupils are consistent that pupil-leaders are sometimes consulted in the making of rules and regulations.

This is favourable to pupil-leadership opportunities. Of course, pupils cannot always be consulted because some matters such as staff management are outside their zone of concern.

Table 8.16A

QUESTION 14 (TEACHERS) : DO THE SCHOOL STAFF SUPPORT AND ENCOURAGE LEADERSHIP EFFORTS AMONG PUPILS?

	X	f	Xf	X ² f
ALWAYS	3	289	867	2601
SOMETIMES	2	150	300	600
DO NOT	1	48	48	48
		∑f=487	∑xf=1215	∑x ² f=3249

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1215}{487} = 2,5$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f}\right)^2 = \frac{3249}{487} - (2,5)^2 \\ &= 6,67 - 6,25 \\ &= 0,42 \end{aligned}$$

Table 8.16B

QUESTION 15 (TEACHERS) : DO THE SCHOOL STAFF DISCOURAGE PUPIL-LEADERSHIP?

	X	f	Xf	X ² f
ALWAYS	1	11	11	11
SOMETIMES	2	73	146	292
DO NOT	3	405	1215	3645
		∑f=489	∑xf=1372	∑x ² f=3948

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1215}{489} = 2,5$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f}\right)^2 = \frac{3948}{489} - (2,5)^2 \\ &= 8,07 - 6,25 \\ &= 1,8 \end{aligned}$$

In table 8.16A the \bar{X}_w of 2,5 is midway between 2 which is a numerical weighting of "sometimes" category and 3, a numerical weighting of "always" category. This is an indication of teachers' responses that the school staff often support and encourage leadership efforts among pupils. This is favourable to pupil-leadership opportunities.

A σ^2 of 0,42 is an indication of a greater unanimity among the teachers on their responses.

Similarly in table 8.16B, the \bar{X}_w of 2,5 is midway between 2 which is a numerical weighting of "sometimes" category and 3, a numerical weighting of "do not category". This is an

indication of teachers' responses that the school staff rarely discourage pupil-leadership in schools. This is also favourable to pupil-leadership opportunities.

A σ^2 of 1,8 is an indication of a moderate consensus among teacher respondents.

8.4. SUMMARY

The researcher has mapped out the organizational climate of secondary schools by means of questionnaires and interviews. In most schools the questionnaires were administered personally by the researcher. Since the schools were selected to represent all inspection circuits in Gazankulu, the researcher is convinced that they are a representative sample.

The questionnaires as research instruments have both advantages and disadvantages. In this study the researcher has attempted to improve at least their content validity as well as their reliability. The fact that the response rate in both the teachers' and the pupils' questionnaires is above 70% improves the validity considerably.

The availability of pupil organizations provide opportunities for pupil-leadership, but do not ensure potent leadership. The prefect system as has been discovered, lays emphasis on the maintenance of order at the expense of leadership. This is unfavourable to pupil-leadership opportunities.

The responses in 6 tables (namely 8.10A and B, 8.13, 8.14A, C and D) have been found unfavourable to pupil-leadership

opportunities. Those in 2 tables (8.12A and 8.14B) are neither favourable nor unfavourable. The responses in the rest of the tables are favourable.

Chapter 9

9. EMPIRICAL RESEARCH ON PUPIL-LEADERSHIP OPPORTUNITIES

IN GAZANKULU SECONDARY SCHOOLS II

9.1 ORIENTATION

This chapter is a continuation of the previous one. The researcher continues to present, analyse and interpret the data collected by means of questionnaires. The data from question 16 to 30 in the teachers' questionnaires is presented, where applicable, this is compared with that from question 11 to 29 in the pupils' questionnaire.

Just as in the previous chapter, it is the tables (9.1A to 9.19) rather than the questions which are presented in sequence.

**9.2 PRESENTATION, ANALYSIS AND INTERPRETATION
OF DATA TO DETERMINE THE FAVOURABILITY TO
PUPIL-LEADERSHIP OPPORTUNITIES II**

Table 9.1

**QUESTION 16 (TEACHERS) : DO PUPIL-LEADERS PARTICIPATE IN THE
RUNNING OF THIS SCHOOL?**

	X	f	Xf	X ² f
ALWAYS	3	115	345	1035
SOMETIMES	2	235	470	940
DO NOT	1	136	136	136
		∑f=486	∑xf=951	∑x ² f=2111

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{951}{486} = 2$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{2111}{486} - (2)^2 \\ &= 4,34 - 4 \\ &= 0,34 \end{aligned}$$

The \bar{X}_w of 2 exactly corresponds with a "sometimes" category. This is an indication of teachers' responses that pupil-leaders sometimes participate in the running of their schools. This is not favourable to pupil-leadership opportunities. What would be ideal is a situation where pupils always participate in the running of their schools.

A very low σ^2 of 0,34 indicates a greater unanimity among the teacher respondents.

Table 9.2

QUESTION 17 (TEACHERS) : DO THE SCHOOL STAFF HAVE CONFIDENCE AND TRUST IN PUPIL-LEADERSHIP ACTIVITIES?

	X	f	Xf	X ² f
ALWAYS	3	197	591	1773
SOMETIMES	2	253	506	1012
DO NOT	1	39	39	39
		$\Sigma f = 489$	$\Sigma Xf = 1136$	$\Sigma X^2f = 2824$

$$\text{Mean } (\bar{X}_w) = \frac{\Sigma Xf}{\Sigma f} = \frac{1136}{489} = 2,3$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\Sigma X^2f}{\Sigma f} - \left(\frac{\Sigma Xf}{\Sigma f} \right)^2 = \frac{2824}{489} - (2,3)^2 \\ &= 5,78 - 5,29 \\ &= 0,49 \end{aligned}$$

The \bar{X}_w of 2,3 is closer to 2 which is the numerical weighting of the "sometimes" category. This indicates the teachers' responses that the school staff sometimes have confidence and trust in pupil-leadership opportunities. This is unfavourable to pupil-leadership opportunities. An ideal situation would be a staff that always have confidence and trust in pupil-leadership opportunities.

Table 9.3

QUESTION 18 (TEACHERS) : IS THERE CO-OPERATION BETWEEN SCHOOL STAFF AND PUPIL-LEADERS?

	X	f	Xf	X ² f
ALWAYS	3	350	1050	3150
SOMETIMES	2	114	228	456
NO CO-OPERATION	1	23	23	23
		∑f=487	∑xf=1301	∑x ² f=3629

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1301}{487} = 2,7$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{3629}{487} - (2,7)^2 \\ &= 7,45 - 7,29 \\ &= 0,16 \end{aligned}$$

The \bar{X}_w of 2,7 is closer to 3, a numerical weighting of "always" category. This indicates the teachers' responses that there is always co-operation between the school staff and pupil-leaders. This is favourable to pupil-leadership opportunities. A very low σ^2 of 0,16 shows that the teachers are unanimous in their responses.

Table 9.4A

QUESTION 19 (TEACHERS) : DO PUPILS LOOK DOWN UPON THEIR PUPIL-LEADERS?

	X	f	Xf	X ² f
ALWAYS	1	39	39	39
SOMETIMES	2	233	466	932
DO NOT	3	214	642	1926
		∑f=486	∑xf=1147	∑x ² f=2897

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1147}{486} = 2,4$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{2897}{486} - (2,4)^2 \\ &= 5,96 - 5,76 \\ &= 0,20 \end{aligned}$$

The \bar{X}_w of 2,4 is closer to 2 which is the numerical weighting of the "sometimes" category. This indicates the teachers' responses that pupils sometimes look down upon their pupil-leaders. This is unfavourable to pupil-leadership opportunities. What would be ideal is a situation where pupil-leaders do not look down upon their pupil-leaders. A very low σ^2 of 0,20 shows a greater consensus among the teachers' responses.

Table 9.4B

QUESTION 20 (TEACHERS) : DO PUPILS RECOGNIZE THEIR FELLOW PUPILS AS LEADERS?

	X	f	Xf	X ² f
ALWAYS	3	237	711	2133
SOMETIMES	2	213	426	852
DO NOT	1	34	34	34
		∑f=484	∑xf=1171	∑x ² f=3019

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1171}{484} = 2,4$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f}\right)^2 = \frac{3019}{484} - (2,4)^2 \\ &= 6,24 - 5,76 \\ &= 0,48 \end{aligned}$$

The \bar{X}_w of 2,4 is closer to 2, which is the numerical weighting of the "sometimes" category. This indicates the teachers' responses that pupils sometimes recognize their fellow pupils as leaders. This is unfavourable to pupil-leadership opportunities. An ideal situation would be the one in which pupils always recognize their fellow pupils as leaders.

A very low σ^2 of 0,48 shows that the teachers are unanimous in their responses.

Table 9.5

QUESTION 9 (PUPILS) : DO YOU RECEIVE CO-OPERATION FROM YOUR FELLOW PUPILS?

	X	f	Xf	X ² f
ALWAYS	3	428	1284	3852
SOMETIMES	2	247	494	988
DO NOT	1	216	216	216
		∑f=891	∑xf=1994	∑x ² f=5056

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1994}{891} = 2,2$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{5056}{891} - (2,2)^2 \\ &= 5,67 - 4,84 \\ &= 0,83 \end{aligned}$$

The \bar{X}_w of 2,2 is closer to 2 which is the numerical weighting of the "sometimes" category. This shows the pupils' responses that they sometimes receive co-operation from their fellow pupils. This is unfavourable to pupil-leadership opportunities. As indicated in section 2.2 first par., an ideal situation would be characterized by a willing co-operation between the pupils and their leaders.

A σ^2 of 0,83 indicates a general consensus among pupil respondents regarding this matter.

Table 9.6

QUESTION 11 (PUPILS) : ARE PUPIL-LEADERS GIVEN SPECIAL PRIVILEGES OR STATUS OVER AND ABOVE THOSE WHO ARE NOT LEADERS?

	X	f	Xf	X ² f
ALWAYS	3	623	1869	5607
SOMETIMES	2	229	458	916
DO NOT	1	190	190	190
		∑f=1042	∑xf=2517	∑x ² f=6713

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{2517}{1042} = 2,4$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f}\right)^2 = \frac{6713}{1042} - (2,4)^2 \\ &= 6,44 - 5,76 \\ &= 0,68 \end{aligned}$$

The \bar{X}_w of 2,4 is closer to 2 which is a numerical weighting of the "sometimes" category. This indicates a general feeling among pupils that pupil-leaders are sometimes given special privileges or status over and above those who are not leaders. This is unfavourable to pupil-leadership opportunities.

An ideal situation, as indicated in section 3.2.1.1 is that a leader should have position power. He should enjoy special or official rank or status. This makes his work easier. In other words, the position power provides him with favourable moments for undertaking leadership.

A low σ^2 of 0,68 indicates a greater consensus among the pupil respondents.

Table 9.7A

QUESTION 13 (PUPILS) : DOES THE PASSING OF TESTS AND EXAMINATIONS PLAY A ROLE IN THE ELECTION/APPOINTMENT OF PUPIL-LEADERS?

	X	f	Xf	X ² f
ALWAYS	1	245	245	245
SOMETIMES	2	220	440	880
NEVER	3	598	1794	5383
		$\Sigma f = 1063$	$\Sigma Xf = 2479$	$\Sigma X^2f = 6508$

$$\text{Mean } (\bar{X}_w) = \frac{\Sigma Xf}{\Sigma f} = \frac{2479}{1063} = 2,3$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\Sigma X^2f}{\Sigma f} - \left(\frac{\Sigma Xf}{\Sigma f} \right)^2 = \frac{6508}{1063} - (2,3)^2 \\ &= 6,12 - 5,29 \\ &= 0,83 \end{aligned}$$

The \bar{X}_w of 2,3 is closer to 2 which is a numerical weighing of the "sometimes" category. From this proximity one can deduce the general feeling of pupils that the passing of tests and examinations sometimes play a role in the election/appointment of pupil-leaders. A σ^2 of 0,83 shows a greater consensus on the pupils' responses. This is unfavourable to pupil-leadership opportunities.

The literature study in section 2.4.1.1 has shown divergent views regarding scholastic performances as a criterion for electing/appointing pupils into leadership positions. The view as supported by the researcher is that scholastic performance should have nothing to do with pupil-leadership opportunities.

Table 9.7B

QUESTION 14 (PUPILS) : WHICH OF THE FOLLOWING IS USUALLY ELECTED/APPOINTED INTO A LEADERSHIP POSITION?

	f	%
(a) Only those who pass their subjects	227	21
(b) Only those who fail their subjects	73	7
(c) All pupils irrespective of passing or failing	769	71
(d) No response	16	1
TOTAL	1085	100

The general feeling of pupils (71%) is that all pupils, irrespective of passing or failing, are elected/appointed into positions of leadership. This is favourable to pupil-leadership opportunities. Paradoxically, the pupils' responses here are inconsistent with those in table 9.7A.

Table 9.8A

QUESTION 21a (TEACHERS) : DOES THE SEX OF A PUPIL INFLUENCES HIS/HER CHANCES OF BEING ELECTED/APPOINTED INTO A LEADERSHIP POSITION?

	X	f	Xf	X ² f
ALWAYS	1	64	64	64
SOMETIMES	2	136	272	544
DOES NOT	3	287	861	2583
		€f=487	€xf=1197	€x ² f=3191

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1197}{487} = 2,5$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{3191}{487} - (2,5)^2 \\ &= 6,55 - 6,25 \\ &= 0,30 \end{aligned}$$

Table 9.8B

QUESTION 17 (PUPILS) : DOES THE SEX OF A PUPIL INFLUENCES HIS/HER CHANCES OF BEING ELECTED/APPOINTED INTO A LEADERSHIP POSITION?

	X	f	Xf	X ² f
ALWAYS	1	633	633	633
SOMETIMES	2	265	530	1060
DOES NOT	3	70	210	1890
		€f=968	€xf=1373	€x ² f=3583

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1373}{968} = 1,4$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f}\right)^2 = \frac{3583}{968} - (1,4)^2 \\ &= 3,70 - 1,96 \\ &= 1,7 \end{aligned}$$

The \bar{X}_w of 2,5 in table 9.8A is midway between 2, a numerical weighting of the "sometimes" category and 3, a numerical weighting of the "does not" category. This is an indication of the teachers' responses that the sex of a pupil rarely influences him/her chances of being elected into a position of leadership. The σ^2 of 0,30 is an indication of a greater consensus on teachers' responses. This is unfavourable to pupil-leadership opportunities.

In section 2.4.1.4. it has been argued that the sex of a pupil should have no part in the election/appointment of pupil-leaders.

The \bar{X}_w of 1,4 in table 9.8B is closer to 1, a numerical weighting of "always" category. This is an indication of pupils' responses that the sex of a pupil always influences his/her chances of being elected into a position of leadership. This is unfavourable to pupil-leadership opportunities. The pupils' responses are not consistent with those of the teachers. Even the σ^2 of 1,7 shows less consensus on the pupils' responses.

Table 9.8C

QUESTION 21b,c,d (TEACHERS) AND QUESTION 18 (PUPILS) : WHICH SEX IS PREFERRED IN LEADERSHIP POSITIONS?

	TEACHERS		PUPILS	
	f	%	f	%
(a) Boys are preferred	112	23	739	68
(b) Girls are preferred	7	1	207	19
(c) No preference is given any pupil according to sex	347	70	116	11
(d) No response	27	6	23	2
TOTAL	493	100	1085	100

Seventy percent of the teachers indicated that no preference is given any pupil according to sex. On the contrary 68% of the pupils indicated that boys are preferred in leadership positions. Exactly why there is a lack of consistency between the responses of teachers and pupils in this question is not well understood to the researcher. However, several possibilities can be explored.

One possibility is that the teachers may have responded with the knowledge that no manual of any pupil-leadership system depicts any sexual bias in positions of leadership. Thus, constitutionally there is no sexual bias.

Another possibility is that the teacher may have responded in terms of what they think should be, rather than on what actually is. The pupils may have responded in terms of the actual situation, or under the influence of what Bem & Bem (1973:142) refer to as a nonconscious ideology. An ideology that regards the females as afflicted with natural defectiveness. This is unfavourable to pupil-leadership in general, and to female pupil-leaders in particular.

Table 9.9A

QUESTION 22a (TEACHERS) : DOES THE STANDARD IN WHICH A PUPIL IS INFLUENCES HIS CHANCES OF BEING ELECTED/APPOINTED INTO A POSITION OF LEADERSHIP?

	X	f	Xf	X ² f
ALWAYS	1	137	137	137
SOMETIMES	2	177	354	708
DOES NOT	3	161	483	1449
		∑f=475	∑xf=974	∑x ² f=2294

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{974}{475} = 2,1$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{2294}{475} - (2,1)^2 \\ &= 4,83 - 4,41 \\ &= 0.42 \end{aligned}$$

Table 9.9B

QUESTION 19a (PUPILS). THE SAME QUESTION AS IN TABLE 9.9A

	X	f	Xf	X ² f
ALWAYS	1	236	236	236
SOMETIMES	2	112	224	448
DOES NOT	3	72	216	648
		∑f=420	∑xf=676	∑x ² f=1332

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{676}{420} = 1,6$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f}\right)^2 = \frac{1332}{420} - (1,6)^2 \\ &= 3,17 - 2,56 \\ &= 0,61 \end{aligned}$$

The \bar{X}_w of 2,1 in table 9.9A and 1,6 in table 9.9B are both close to 2, the numerical weighting of "sometimes" category. This indicates a consistency of both teachers' and pupils' responses that the standard in which a pupil is sometimes influences his chances of being elected/appointed into a position of leadership. This is unfavourable to pupil-leadership opportunities.

The σ^2 of 0,42 in table 9.9A and 0,61 in table 9.9B are both small, thus indicating a greater consensus on the part of both teachers' and pupils' responses respectively.

Table 9.9c

QUESTION 22b (TEACHERS) AND QUESTION 19b (PUPILS) : IF IT DOES, FROM WHICH OF THE FOLLOWING STANDARDS ARE PUPIL-LEADERS MOST OFTEN ELECTED/APPOINTED?

		6	7	8	9	10	NO STD INDICATED	TOTAL
TEACHERS	f	9	11	57	138	233	45	493
	%	2	2	12	28	47	9	100
PUPILS	f	51	62	63	73	73	663	1035
	%	4	6	6	16	7	61	100

The general feeling among the teachers is that mostly, pupils in standards 9 and 10 are elected into leadership positions. The pupils' responses indicate that those elected into leadership positions are mostly from std 9. This is unfavourable to pupil-leadership opportunities. A very high percentage of the pupils (61%) did not indicate any standard. This could mean that the standard of education does not normally influence the election into a leadership position.

Table 9.9D

QUESTION 22c (TEACHERS) AND QUESTION 19c (PUPILS) : IF IT DOES NOT, THEN, MAKE A CROSS IN ONE OF THE FOLLOWING:

	TEACHERS		PUPILS	
	f	%	f	%
(i) Pupil-leaders are elected from each std	144	29	413	38
(ii) No preference is given any std	104	21	301	28
(iii) No response	245	50	371	34
TOTAL	493	100	1085	100

The general feeling among the teachers is that the standard in which a pupil is does not influence his chances of being elected/appointed into a position of leadership. This is deducted from the 50% no response. This is inconsistent with the pupils' responses that pupil-leaders are elected from each standard (38%).

The average percentage for "no response" ($50\% + 34\% \div 2 = 42\%$) for both teachers and pupils is

greater than the one for "pupil-leaders are elected from each standard" ($29\% + 38\% \div 2 = 34\%$). From this, one can deduce that the general feeling of teachers and pupils together is that the standard of a pupil does influence his election/appointment into a position of leadership. This is not favourable to pupil-leadership opportunities.

Table 9.10

QUESTION 23 (TEACHERS) AND QUESTION 20 (PUPILS) :
PUPIL-LEADERS ARE:

	TEACHERS		PUPILS	
	f	%	f	%
(a) Appointed by teachers only	167	34	613	56
(b) Elected by pupils themselves	287	58	27	3
(c) Not elected/appointed, they are just there	12	2	32	3
(d) Elected by pupils, but some appointed by staff	27	6	379	35
(e) No response			34	3
TOTAL	493	100	1085	100

Majority of the teachers (58%) indicated that pupil-leaders are elected by pupils themselves. This is inconsistent with the 3% response by pupils. Majority of the pupils (56%) indicated that pupil-leaders are appointed by teaching staff only. This is inconsistent with the 34% response by teachers.

The average percentage for both teachers' and pupils' responses ($34\% + 56\% \div 2 = 45\%$) in "Appointed by teachers only" is greater than the one for "Elected by pupils themselves" ($58\% + 3\% \div 2 = 31\%$). This indicates a general

feeling of both teachers and pupils together that pupil-leaders are appointed by teachers only. This is unfavourable to pupil-leadership opportunities, because pupil-leaders strive to please the teachers who appointed them even at the expense of being alienated from their fellow pupils.

Item (d) was lacking in the teachers' questionnaire, hence could not be responded to.

Table 9.11A

QUESTION 24 (TEACHERS)

	TOTAL RANK SCORE	RANK POSITION
To take pupil complaints to the staff	2,34	1
To report pupils who break school rules	2,43	2
To bring to pupils, instructions from the staff	2,48	3
To make suggestions together with staff	3,60	4
To hold meetings where decisions are made	3,83	5

Table 9.11B

QUESTION 21 (PUPILS)

	TOTAL RANK SCORE	RANK POSITION
To convey to pupils the instructions from the staff	1,74	1
To report pupils who break school rules	2,25	2
To hold meetings where decisions are made	2,84	3
To convey pupil grievances to the staff	3,15	4
To make suggestions together with the staff	3,49	5

It can be seen from tables 9.11A and B that duties that are ranked first (1) and second (2) are not leadership duties. In table 9.11A the duties which are related to leadership are ranked 4th and 5th, whereas in table 9.11B they are ranked 3rd and 5th.

On the average, the duties that have to do with leadership have been ranked last by both teachers and pupils. This is unfavourable to pupil-leadership opportunities.

Table 9.11C

QUESTION 25 (TEACHERS) AND QUESTION 22 (PUPILS) :
PUPIL-LEADERS ARE ALLOWED :

	TEACHERS		PUPILS	
	f	%	f	%
(a) To make new suggestions	321	65	267	25
(b) Only to conform to the school tradition	138	28	758	70
(c) No response	34	7	60	5
TOTAL	493	100	1085	100

Majority of the teachers 65% indicated that pupil-leaders are allowed to make new suggestions, this is inconsistent with the 25% responses of the pupils. Majority of the pupils 70% indicated that pupil-leaders are allowed only to conform to the school tradition, this is not consistent with the 28% responded to by teachers.

The average percentage for both teachers' and pupils' responses on "Only to conform to the school tradition" ($70\% + 28\% \div 2 = 49\%$) is greater than the one for "To make

new suggestions" ($65\% + 25\% \div 2 = 42\%$). This indicates a general feeling of both teachers and pupils together that pupil-leaders are allowed only to conform to the already established school tradition. This is unfavourable to pupil-leadership opportunities.

Table 9.12A

QUESTION 15 (PUPILS) : DOES THE AGE OF A PUPIL INFLUENCES HIS CHANCES OF BEING ELECTED/APPOINTED INTO A POSITION OF LEADERSHIP?

	X	f	Xf	X ² f
ALWAYS	1	145	145	145
SOMETIMES	2	291	582	1164
DOES NOT	3	629	1887	5661
		∑f=1065	∑xf=2614	∑x ² f=6970

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{2614}{1065} = 2,5$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{6970}{1065} - (2,5)^2 \\ &= 6,56 - 6,25 \\ &= 0,30 \end{aligned}$$

The \bar{X}_w of 2,5 is midway between 2, a numerical weighting of the "sometimes" category, and 3, a numerical weighting of the "never" category. This indicates a general response among pupils that the age of a pupil rarely influences his chances of being elected/appointed into a position of leadership.

A σ^2 of 0,30 is an indication of a greater unanimity on the pupils' responses. This is favourable to pupil-leadership opportunities.

Table 9.12B

QUESTION 16 (PUPILS) : WHICH OF THE FOLLOWING IS USUALLY ELECTED/APPOINTED INTO A LEADERSHIP POSITION?

	f	%
(a) Older pupils are given first preference	402	37
(b) Younger pupils are given first preference	151	14
(c) No preference is given any pupil according to age	517	48
(d) No response	15	1
TOTAL	1085	100

Majority of the pupils (48%) indicated that no preference is given any pupil according to age. This is consistent with the responses in table 9.12A and is also favourable to pupil-leadership opportunities.

Each of the statements 26 to 30 in the teachers' questionnaire and 23 to 28 in the pupils' questionnaire is provided with a Likert-type scale. The analysis of responses to each of these statements is done by calculating its mean (\bar{X}_w) and variance (σ^2). A \bar{X}_w that is above 3 indicates favourability towards pupil-leadership opportunities, whereas that below 3 is unfavourable. In most questions the means and variances of teachers' responses are compared with those of the pupils.

Table 9.13A

STATEMENT 26 (TEACHERS) : SOME SECONDARY SCHOOL PUPILS HAVE THE ABILITY TO TAKE UP LEADERSHIP IN SOME SCHOOL SITUATIONS

	X	f	Xf	X ² f
STRONGLY AGREE	5	114	570	2850
AGREE	4	226	904	3616
UNDECIDED	3	43	129	387
DISAGREE	2	44	88	176
STRONGLY DISAGREE	1	54	54	54
		∑f=481	∑xf=1745	∑x ² f=7083

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1745}{481} = 3,6$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{7083}{481} - (3,6)^2 \\ &= 14,73 - 12,96 \\ &= 1,8 \end{aligned}$$

Table 9.13B

STATEMENT 24 (PUPILS) : AN AVERAGE SECONDARY SCHOOL PUPIL HAS A CERTAIN AMOUNT OF ABILITY AND COMPETENCE THAT ENABLES HIM TO TAKE UP LEADERSHIP IN SOME SCHOOL SITUATIONS

	X	f	Xf	X ² f
STRONGLY AGREE	5	441	2205	11025
AGREE	4	219	876	3504
UNDECIDED	3	163	489	1467
DISAGREE	2	172	344	688
STRONGLY DISAGREE	1	79	79	79
		∑f=1074	∑xf=3993	∑x ² f=16763

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{3993}{1074} = 3,7$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{16763}{1074} - (3,7)^2 \\ &= 15,61 - 13,69 \\ &= 1,9 \end{aligned}$$

The \bar{X}_w of 3,6 in table 9.13A and 3,7 in table 9.13B are both closer to 4 which is the numerical weighting of an "agree" category. This indicates a consistency in the opinions of both teachers and pupils that an average secondary school pupil has a certain amount of ability and competence to take up leadership in some school situations.

A σ^2 of 1,8 in table 9.13A and 1,9 in table 9,13B are consistent with each other. Each is an indication of a greater consensus on the responses of the teachers and pupils respectively. This is favourable to pupil-leadership opportunities.

Table 9.14A

STATEMENT 27 (TEACHERS) : SECONDARY SCHOOL PUPILS ARE IMMATURE AND IRRESPONSIBLE, AS A RESULT THEY ARE NOT ABLE TO LEAD OTHERS

	X	f	Xf	X ² f
STRONGLY AGREE	1	25	25	25
AGREE	2	52	104	208
UNDECIDED	3	27	81	243
DISAGREE	4	203	812	3248
STRONGLY DISAGREE	5	174	870	4350
		$\Sigma f = 481$	$\Sigma Xf = 1892$	$\Sigma X^2f = 8074$

$$\text{Mean } (\bar{X}_w) = \frac{\Sigma Xf}{\Sigma f} = \frac{1892}{481} = 3,9$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\Sigma X^2f}{\Sigma f} - \left(\frac{\Sigma Xf}{\Sigma f} \right)^2 = \frac{8074}{481} - (3,9)^2 \\ &= 16,79 - 15,21 \\ &= 1,6 \end{aligned}$$

Table 9.14B

STATEMENT 23 (PUPILS) : SECONDARY SCHOOL PUPILS ARE IMMATURE AND HAVE NO RESPONSIBILITY, AS A RESULT THEY MUST ALWAYS BE LED BY TEACHERS IN ALL SITUATIONS

	X	f	Xf	X ² f
STRONGLY AGREE	1	160	160	160
AGREE	2	128	256	512
UNDECIDED	3	133	399	1197
DISAGREE	4	231	924	3696
STRONGLY DISAGREE	5	417	2085	10425
		∑f=1069	∑xf=3824	∑x ² f=15990

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{3824}{1069} = 3,6$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{15990}{1069} - (3,6)^2 \\ &= 14,96 - 12,96 \\ &= 2 \end{aligned}$$

The \bar{X}_w of 3,6 in table 9.14A and 3,6 in table 9.14B are closer to 4, the numerical weighting of "disagree" category. This indicates a consistency in the opinions of both teachers and pupils. They both disagree that secondary school pupils are immature and irresponsible.

Furthermore, the σ^2 of 1,6 in table 9.14A and 2 in table 9,14B are consistent with each other. Each is an indication of a greater consensus on the responses of teachers and pupils respectively. This is favourable to pupil-leadership opportunities.

Table 9.15A

STATEMENT 28 (TEACHERS) : THE MAKING OF RULES AND REGULATIONS SHOULD BE DONE BY THE TEACHERS ONLY, PUPILS SHOULD ALWAYS LEARN TO BE OBEDIENT

	X	f	Xf	X ² f
STRONGLY AGREE	1	100	100	100
AGREE	2	127	254	1016
UNDECIDED	3	41	123	369
DISAGREE	4	124	496	1984
STRONGLY DISAGREE	5	89	445	2225
		∑f=481	∑xf=1418	∑x ² f=5694

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{1418}{481} = 3$$

$$\text{Variance } (\sigma^2) = \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{5694}{481} - (3)^2$$

$$= 11,84 - 9$$

$$= 2,8$$

Table 9.15B

STATEMENT 27 (PUPILS) : THE FORMULATION OF RULES AND REGULATIONS IN THE SECONDARY SCHOOLS SHOULD BE RESERVED FOR THE STAFF ONLY, PUPILS SHOULD LEARN TO BE OBEDIENT

	X	f	Xf	X ² f
STRONGLY AGREE	1	197	197	197
AGREE	2	180	360	720
UNDECIDED	3	329	987	2961
DISAGREE	4	169	676	2704
STRONGLY DISAGREE	5	183	915	4575
		∑f=1058	∑xf=3135	∑x ² f=11157

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{3135}{1058} = 3$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{11157}{1058} - (3)^2 \\ &= 10,55 - 9 \\ &= 1,6 \end{aligned}$$

The \bar{X}_w of 3 in both table 9.15A and B corresponds with 3, a numerical weighting for an "undecided" category. This indicates that both teachers and pupils are undecided on whether the formulation of rules and regulations be reserved for the staff only. According to Hoy & Miskel (1982:204) this undecidedness is an operational measure of their meaninglessness. Their being undecided or unclear is in itself unfavourable to pupil-leadership opportunities.

The σ^2 of 2,68 in table 9.15A indicates a lack of general consensus on the teachers' responses. What this implies is that there is an approximately equal number of responses on either side of an "undecided" category. A σ^2 of 1,6 in table 9.15B indicates a consensus on pupils' responses.

Table 9.16A

STATEMENT 29 (TEACHERS) : LEADERSHIP EFFORTS AMONG PUPILS SHOULD BE SUPPORTED AND ENCOURAGED IN SECONDARY SCHOOLS

	X	f	Xf	X ² f
STRONGLY AGREE	5	270	1350	6750
AGREE	4	164	656	2624
UNDECIDED	3	13	39	117
DISAGREE	2	18	36	72
STRONGLY DISAGREE	1	18	18	18
		$\Sigma f = 483$	$\Sigma Xf = 2099$	$\Sigma X^2f = 9581$

$$\text{Mean } (\bar{X}_w) = \frac{\Sigma Xf}{\Sigma f} = \frac{2099}{483} = 4,4$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\Sigma X^2f}{\Sigma f} - \left(\frac{\Sigma Xf}{\Sigma f} \right)^2 = \frac{9581}{483} - (4,4)^2 \\ &= 19,84 - 19,36 \\ &= 0,48 \end{aligned}$$

Table 9.16B

STATEMENT 26 (PUPILS) : LEADERSHIP EFFORTS AMONG PUPILS SHOULD BE SUPPORTED, PRAISED AND ENCOURAGED IN SECONDARY SCHOOLS

	X	f	Xf	X ² f
STRONGLY AGREE	5	423	2115	10575
AGREE	4	267	1068	4272
UNDECIDED	3	121	363	1089
DISAGREE	2	110	220	440
STRONGLY DISAGREE	1	139	139	139
		∑f=1060	∑xf=3905	∑x ² f=16515

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{3905}{1060} = 3,7$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{16515}{1060} - (3,7)^2 \\ &= 15,58 - 13,69 \\ &= 1,9 \end{aligned}$$

The \bar{X}_w of 4,4 in table 9.16A and 3,7 in table 9.16B are both closer to 4 which is the numerical weighting of the "agree" category. This means that both teachers and pupils are consistent in their agreement that leadership efforts among pupils be supported and encouraged.

The σ^2 of 0,48 in table 9.16A indicates a greater consensus

on the teachers' responses, whereas that of 1,9 in table 9.16B indicates a somewhat moderate consensus on the pupils' responses. Both teachers' and pupils' responses are favourable to pupil-leadership opportunities.

Table 9.17A

STATEMENT 30 (TEACHERS) : PUPIL-LEADERS OR PUPIL-COMMITTEES SHOULD NOT BE ALLOWED IN SCHOOLS

	X	f	Xf	X ² f
STRONGLY AGREE	1	23	23	23
AGREE	2	27	54	108
UNDECIDED	3	41	123	369
DISAGREE	4	145	580	2320
STRONGLY DISAGREE	5	244	1220	6100
		∑f=480	∑xf=2000	∑x ² f=8920

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{2000}{480} = 4,2$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\sum x^2 f}{\sum f} - \left(\frac{\sum xf}{\sum f} \right)^2 = \frac{8920}{480} - (4,2)^2 \\ &= 18,58 - 17,64 \\ &= 0,94 \end{aligned}$$

Table 9.17B

STATEMENT 28 (PUPILS) : PUPIL-LEADERS OR PUPIL-COMMITTEES
SHOULD NOT BE ALLOWED IN SECONDARY SCHOOLS

	X	f	Xf	X ² f
STRONGLY AGREE	1	145	145	145
AGREE	2	113	226	452
UNDECIDED	3	123	369	1107
DISAGREE	4	219	876	3504
STRONGLY DISAGREE	5	401	2005	10025
		∑f=1001	∑xf=3621	∑x ² f=15233

$$\text{Mean } (\bar{X}_w) = \frac{\sum xf}{\sum f} = \frac{3621}{1001} = 3,6$$

$$\text{Variance } (\sigma^2) = \frac{\sum x^2f}{\sum f} - \left(\frac{\sum xf}{\sum f}\right)^2 = \frac{15233}{1001} - (3,6)^2$$

$$= 15,22 - 12,96$$

$$= 2,3$$

The \bar{X}_w of 4,2 in table 9.17A and 3,6 in table 9.17B are closer to 4 which is the numerical weighting of a "disagree" category. This indicates a greater consistency between the teachers' and the pupils' opinions. They both disagree that pupil-leaders should not be allowed in secondary schools.

The σ^2 of 0,94 in table 9.17A shows unanimity of opinions among the teachers, whereas that of 2,3 in table 9.17B shows a somewhat moderate consensus on pupils' opinions. This is favourable to pupil-leadership opportunities.

Table 9.18

STATEMENT 25 (PUPILS) : NO ONE CAN HAVE CONFIDENCE IF PUPIL-LEADERS PARTICIPATE IN THE RUNNING OF THE SCHOOL

	X	f	Xf	X ² f
STRONGLY AGREE	1	396	396	396
AGREE	2	273	546	1092
UNDECIDED	3	98	294	882
DISAGREE	4	107	428	1712
STRONGLY DISAGREE	5	191	955	4775
		$\Sigma f = 1065$	$\Sigma Xf = 2619$	$\Sigma X^2f = 8857$

$$\text{Mean } (\bar{X}_w) = \frac{\Sigma Xf}{\Sigma f} = \frac{2619}{1065} = 2,5$$

$$\begin{aligned} \text{Variance } (\sigma^2) &= \frac{\Sigma X^2f}{\Sigma f} - \left(\frac{\Sigma Xf}{\Sigma f} \right)^2 = \frac{8857}{1065} - (2,5)^2 \\ &= 8,32 - 6,25 \\ &= 2,1 \end{aligned}$$

The \bar{X}_w of 2,5 is midway between 2, a numerical weighting for an "agree" category, and 3, a numerical weighting for

"undecided" category. This is an indication that at least the pupils do not disagree that no one can have confidence if pupil-leaders participate in the running of the school. The implication is that the pupils are close to agreeing that they cannot be trusted in the running of the school.

The σ^2 of 2,1 shows a somewhat moderate consensus on the pupils' opinions.

It is surprising how pupils could respond as they did. One possible explanation is that they may have misunderstood the question, especially the concept "confidence" because this was not explained in all schools.

One other possibility is that the pupils may have an external locus of control (vide., section 3.2.2.1.I) or a low level of perceived ability (vide., 3.2.2.1.II). Whatever the case may be, their responses are unfavourable to pupil-leadership opportunities.

Table 9.19

QUESTION 29 (PUPILS) : WHICH ONE OF THE FOLLOWING WOULD YOU REGARD AS A GOOD EXAMPLE OF A PUPIL-LEADER?

A pupil-leader who:

- (a) Sides with his teaching staff more than to his fellow pupils
- (b) Sides with his fellow pupils more than to his teaching staff
- (c) Takes no sides
- (d) No response

f	%
297	27
578	53
159	15
51	5
TOTAL	100

A pupil-leader who sides with his fellow pupils more than to his teaching staff is regarded by majority of the pupils as a good example of a pupil-leader. This is favourable to pupil-leadership opportunities because a pupil-leader is elected by the fellow pupils to represent them, and not to represent the staff members.

9.3 SUMMARY

The responses in the following 21 tables have been found unfavourable to pupil-leadership opportunities: 9.1, 9.2, 9.4A and B, 9.5, 9.6, 9.7A, 9.8A, B and C, 9.9A, B, C and D, 9.10, 9.11A, B and C, 9.15A and B and 9.18. Those in the remaining 13 tables are favourable.

Chapter 10

10. SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

10.1 SUMMARY

This research has been prompted by the protesting of Black secondary school pupils against the prefect system in Southern Africa. This has triggered the researcher's feeling that these schools provide very little or no opportunity for pupil-leadership. This problem has been approached in two ways, namely; the literature study and empirical study.

The literature study start by describing the concept "leadership" in general. It is described as an interpersonal influence in which the leader influences the followers to seek willingly and enthusiastically the achievement of group objectives.

Leadership as described is closely related but distinct from management, leadership is but a subset thereof. In practice, the term pupil-leadership is used in conjunction with other concepts such as pupil participation, pupil control, pupil government and pupil involvement.

The literature study further describes leadership theories in general and their implications to pupil-leadership opportunities. The following leadership theories have been described; traits theory, behaviour theory and contingency paradigm. The contingency paradigm has been adopted in this study because it integrates the first two theories with situational factors.

The idea of pupil-leadership is as old as the formal schooling itself. The first important steps in organizing it were influenced by political developments in various

parts of the world. This has brought about the emancipation of the child during the nineteenth and the twentieth centuries.

In South Africa, pupils have for a long time been characterized by quiescence. During this time the prefect system was the most dominant structure in secondary schools. The first major step to organize pupil-leadership beyond the traditional prefect system in Black education took place in June 1976. In the Department of Education and Training (DET), the Students' Representative Councils (SRCs) were later recognized in 1985. In Gazankulu the demand for SRCs is currently (1990) being considered by the Department of Education.

The school is described as a bureaucratic organization. This is not conducive to pupil-leadership opportunities. The school is regarded as having a custodial (exploitive-authoritative) climate if pupil-leadership opportunities are not encouraged and a humanistic (participative) climate if they are encouraged.

The following have been found to influence the organizational climate of the school; the state, school principal, teachers, community and pupils.

According to the literature study, pupil-leadership is a desirable aspect of an effective secondary school management.

Although the authority of pupil-leaders is a subject of much debate, it has been emphasized that pupil-leaders should be given decision-making authority in areas which are within their zone of concern.

The following are examples of leadership areas where pupils could play a dominant role; sports, school clubs and societies, school publications committee, student christian movement and cultural activities.

In the empirical study, data have been collected by means of questionnaires and interviews. The data as collected by means of questionnaires have been analysed through a computer and presented in the form of tables.

10.2 FINDINGS, CONCLUSION AND RECOMMENDATIONS

10.2.1 Findings

10.2.1.1 Favourability to Pupil-leadership Opportunities

The responses in the following 27 tables or 53% have been found unfavourable to pupil-leadership opportunities: 8.10A and B, 8.13, 8.14A, C and D. 9.1, 9.2, 9.4A and B, 9.5, 9.6, 9.7A, 9.8A, B and C, 9.9A, B, C and D, 9.10A, 9.11A, B and C, 9.15A and B and 9.18. The responses in two tables or 4% (8.12A and 8.14B) are neither favourable nor unfavourable. The responses in the rest of the tables (amounting to 22 or 43%) are favourable. The research finding is that the greatest number of responses are unfavourable to pupil-leadership opportunities.

10.2.1.2 Conceptual Confusion

The empirical study has revealed that the respondents, in completing the questionnaires and responding to interviews had a different concept of leadership than the one adopted

in this study. In table 9.11A the teachers have indicated what they regard as the most important duties of pupil-leaders. According to them, a pupil-leader is the one who:

- (i) take pupil complaints to the teaching staff
- (ii) report pupils who break school rules and
- (iii) bring to pupils, the instructions from the teaching staff.

The pupils' responses are more or less related to those of the teachers. In all the above three duties, a pupil-leader has nothing left for his discretion, he has no influence at all, instead, he conveys messages either from the teaching staff to the pupils or vice versa. This concept of leadership is consistent with the findings in a similar study by Bandey (1971:58) who found that maintenance of order is the most important duty of prefects. This is inconsistent with a concept of leadership as adopted in this study.

In table 9.11C, the overall responses show that pupil-leaders are allowed only to conform to the already established school tradition. This is contrary to leadership *per se* which lays heavy emphasis upon change and its effects. In essence, the responses that have been made are based on the wrong concept of leadership. They may as well be said to be favourable to the maintenance of order rather than leadership.

This misconception can be expected if one takes into consideration that the term "leadership" has always been a subject of different interpretations (*vide.*, section 3.3.1).

10.2.2 Conclusion

It can be concluded from the above findings that the organizational climate of secondary schools in Gazankulu is relatively exploitive-authoritative. This is relatively unfavourable to pupil-leadership opportunities. The hypothesis as stated in section 1.1 and 1.4 and restated in the first paragraph of section 8.2 and 9.3 is confirmed.

10.2.3 Other Findings and the Researcher's Recommendations

10.2.3.1 Findings on the Identification, Nomination and Election/Appointment of Pupil-leaders

It is customary for people to identify a leader by means of personality characteristics (traits theory). Indeed, the researcher in this study has empirical evidence illustrating this practice in Gazankulu secondary schools. The following personality characteristics have been found to play a role in the election/appointment of pupil-leaders; scholastic performance, masculinity and feminity and standard of education.

I. Scholastic Performance

In table 9.7A pupils have indicated that the passing of tests and examinations sometimes play a role in the appointment of pupil-leaders. Although the pupils' responses in table 9.7A are inconsistent with those in table 9.7B, evidence indicating that the responses in the former table are probably correct come from interview responses. Out of the nine principals interviewed, six indicated that the scholastic performance was a determining factor in their schools.

In a Prospectus of Tivumbeni College of Education (1990:7) it is indicated that should a student who is elected for the following year's SRC fail the examination at the end of the year in which he is elected, he will automatically be disqualified. The practice at the college or colleges probably has an influence in secondary schools.

II. Masculinity and Feminity

The literature study has shown that in many societies, positions of leadership are male biased. This is caused by a non-conscious ideology that regards the female gender as afflicted with natural defectiveness.

Evidence showing the existence of such an ideology in Gazankulu secondary schools is shown by the empirical study (vide., tables 9.8A, B and C). The tables show that the sex of a pupil sometimes influences his/her chances of being appointed into a position of leadership.

III. Standard of Education

Tables 9.9A, B, C and D indicate a general feeling of both teachers and pupils together that the standard of a pupil does influence his chances of being appointed into a position of leadership. This is unfavourable to pupil-leadership opportunities because pupils in certain standards will be overlooked.

IV. Nomination and Election/Appointment of Pupil-leaders

It has been found through empirical study (vide., table 9.10) that pupil-leaders are appointed by teachers only.

This explains why such appointed pupil-leaders most often side with the teaching staff even at the expense of being alienated from their fellow pupils. This is counter-productive to the development of leadership potential among pupils.

Furthermore, 88% of the teachers indicated that pupils who have previously held a leadership position (*vide.*, table 8.13) in, say, a prefect system can be reappointed into the same position.

10.2.3.2 Recommendations

I. Contingency Paradigm of Leadership

As indicated earlier, the traits and the behaviour theories are insufficient in identifying pupil-leaders. Hence the scholastic performance, gender and standard of a pupil should not influence the identification and election/appointment of pupil-leaders.

The researcher recommends a contingency paradigm (contéxtual approach) of leadership as the best way in which pupil-leaders may be identified. According to this approach, the personality characteristics and the leadership style that may be required of a pupil in the sports field (e.g. sports captain) are different from those that may be required in the academic situation (e.g. class captain). As a result different leaders should be identified in relation to various situations such as sporting, scholastic, cultural and religious fields, as well as in the general school field.

II. Developmental (Maturity) Level

Pupil-leadership opportunities should also be contingent upon a pupils' developmental level (vide., figure 10.1).

Figure 10.1

DEVELOPMENTAL LEVELS OF SECONDARY SCHOOL PUPILS AND PUPIL-LEADERSHIP OPPORTUNITIES

Pupil-leadership Opportunities should be granted	Pupil-leadership Opportunities should not be granted
High Competence High Commitment	Low Competence High Commitment
D ₄	D ₁

Developed ←—————→ Developing

Adapted and modified from Blanchard et al (1986:68)

A pupil in developmental level one (D₁) has low competence, i.e. he lacks the necessary experience, skills and knowledge in a given leadership area. Such a pupil should not be given leadership opportunities in the said area even if he has a high commitment to his task. This false sense of being able to do a task is common among adolescents and should not be entertained. However, beyond D₁, a small amount of leadership opportunity should be granted, this should be clearly defined, and should be gradually increased as the developmental level approaches D₄.

The teaching staff should observe and evaluate the behaviour of pupils on a continuous basis throughout their high school career. The observation can be coupled with various

scientific tests, e.g. the High School Personality Questionnaire (HSPQ).

III. Nomination and election of Pupil-leaders

The researcher recommends that the nomination and election of pupil-leaders be done by pupils themselves. They should learn to elect responsible leaders among themselves.

A system of weighted-balancing representation is recommended; for example, the nomination may include six candidates from std 10, four from std 9, three from std 8 and one from each of stds 6 and 7.

It is further recommended that a position of leadership be held on an annual rotational basis.

10.2.3.3 Findings on the Quality of Pupil-leaders

In Gazankulu secondary schools, experience has shown that pupil-leaders are simply appointed into leadership positions and left on themselves. There is no form of training or guidance on their duties. This explains why the introduction of the Democratic Pupils' Representative Council in some schools in 1986 and Students' Representative Council in 1990 was not met with success. The inability of most pupils to undertake leadership activities at school can be partly blamed on the way in which they are brought up at home. In the Black community, there is a traditional belief that children should be seen, and not heard.

Pupils are deprived of valuable leadership opportunities in an area such as the pupil activity funds.

10.2.3.4 Recommendations

I. The Role of Parents on the Training of Pupil-leaders

It is recommended that parents be encouraged to create a climate in which their children can undertake leadership activities at an early age at home. This message can be preached during school functions and other occasions in which parents are invited. This would enable the children to undertake spontaneous leadership activities at school.

II. The Role of the Teaching Profession on the Training of Pupil-leaders

It is recommended on a short term basis that an in-service leadership training programme for the school staff be introduced in Gazankulu secondary schools. It is suggested that the Department of Education should look for interested personnel and train them to run the programme at regular times. The programme may be run through the educational supporting services such as the psychological services.

There should be a pre-service leadership training programme for student teachers in the teacher training institutions. The SRCs which already exists at such institutions should form part of the training.

The teachers who attend such programmes will be in a position to guide the pupil-leaders in a planned manner so that they can perform their tasks in the best possible way. The following subject-matter should be included in a training programme for pupil-leaders:

- (i) Interpersonal relations.

(ii) Leadership skills; i.e. communicating, group dynamic techniques, conduct, the art of debating, meeting procedure and delegation. It is recommended that one period a week be set aside for the training of pupil-leaders.

Leadership skills may also be inculcated through symposia, films, excursions, invitations of experts to deliver speeches etc. The financial and business enterprises may be approached to help finance the training programme the same way in which sporting activities are financed.

On the question of pupil shyness, stage fright and lack of honesty in expressing their true feelings, the following is strongly recommended:

Teachers should involve the potential leaders in cultural programmes such as debate and other forms of public speaking. There are various sources that can help the pupils in this respect. For example, the Dale Carnegie courses in public speaking, group dynamics etc.

It is further recommended that the school should supply pupil-leaders with manuals or constitutions and detailed step by step methods for running pupil organizations.

III. Recommendations on Pupil Activity Funds

It is recommended that pupils be trained to handle and manage certain aspects of pupil activity funds. For instance, they could give a hand in the collection of money for trips and excursions. They could also be involved in determining the establishment of pupil activity fees where applicable. They should be authorized to draw up a budget and incur indebtedness in sport and other extracurricular activities.

Pupil-leaders should co-operate with the school management in handling pupil money. All such money should be deposited in a schools account.

10.2.3.5 Findings on State Influence on Pupil-leadership

It is a historic fact that the type of state, autocratic or democratic, inevitably influences the education of a country. It has been argued in section 5.4.3.1.II (a) that South Africa is an undemocratic state. The significance of this in education is that the school has lost its ontic freedom to function uninterrupted.

The school principals and teachers have degenerated into tools which are used to implement state policy. As indicated in section 5.4.3.2.II a principal who is denied autonomy in decision-making by his superiors most often tends to be autocratic to his colleagues. Lower down the hierarchy the pupils are denied leadership opportunities.

I. Status of Pupils

In South Africa pupils are expected to comply with the principal's directives. The work of the school is conceived as acting upon pupils to achieve desired results. School principals are particularly in a problematic position in that they are expected to implement state policy on the one hand, and contain pupil grievances emanating from these policies on the other. In the end of it all, pupils find themselves at loggerheads with the state.

In the DET, as well as in Gazankulu and other homelands, pupil-leadership inevitably became politicized. Such pupil-leaders are not always given the special status they

deserve as leaders. They are most often referred to as ringleaders and agitators. Such pupil-leaders are most often not appointed by teachers into leadership positions. Those appointed are seen as the staff's lackeys.

An empirical study (*vide.*, table 9.6) shows that the pupil-leaders as appointed by teachers are regarded as puppets. They are not always given the special privileges or status by their fellow pupils. As a result they are sometimes looked down upon by the very pupils they are to lead (*vide.*, tables 9.4A and B). They do not always receive the necessary co-operation from their fellow pupils (*vide.*, table 9.5).

10.2.3.6 Recommendations

The researcher recommends the removal of the arbitrary powers of the state in the control of schools. This should be replaced by community control. The school itself should retain its ontic freedom to function. This is seen as a long term solution to the problem of pupil-leadership in South Africa.

If the above recommendation proves difficult to implement, the second option should be to create new economic and political structures that best meet the needs of all the people of South Africa. Such structures will be possible only through a negotiated settlement.

I. School Principals

It is recommended that more authority be gradually given to the school principals so that they can determine their school policies to a greater extent. In this way some

principals could be in a position to create an organizational climate that is favourable to pupil-leadership opportunities.

II. Pupil-leaders Should be Given Status

It is recommended that pupil-leaders be given status over and above those who are not leaders. This status can be conveyed, at least in the following ways:

- (i) The newly elected leaders should be inaugurated ceremoniously.
- (ii) They should be given the colours or badges of a most favourite national or international organization such as; Organization of African Unity, United Nations etc. 7
- (iii) Depending upon the availability of funds, pupil-leaders may be provided with an office from which to operate.
- (iv) They should feature prominently in the prize-giving ceremonies for pupils with outstanding achievements.

10.2.3.7 Findings on the Community Influence Upon Pupil-leadership Opportunities

The community is divided into parents and pressure groups. In Gazankulu, parents are organized into school committees and governing councils which have no noticeable influence on pupil-leadership opportunities. There are no school liaison committees. The Parent Teacher Associations (PTA) are rarely found in schools.

Much of the influence on pupil-leadership comes from pressure groups such as the Giyani Youth Congress (GYCO), Tzaneen Education Crisis Committee (TECC) and Nkowankowa Youth Congress (NYCO).

Figure 10.2 illustrates the bureaucratic structure of a typical state-aided secondary school. As can be seen, the principal is in a position of maximum control, the teachers hold subordinate positions in the hierarchy. In Gazankulu secondary schools, the pupils do not even appear in the structure.

10.2.3.8 Recommendations

I. Pupil-feedback Mechanism

It is recommended that a pupil-leadership system (indicated by broken lines in figure 10.2) be included as a statutory structure within the organizational structure of secondary schools. This system can take the form of a Pupils' Council or Student Representative Council. The council serves as the pupil feedback mechanism to counteract the negative consequences of bureaucracy.

Figure 10.3 illustrates the proposed organizational structure of a pupil-leadership system in detail. As can be seen, all pupil subcommittees at school are represented in the system. Each pupil subcommittee should be headed by a chairperson with the guardianship of a teacher. Figure 10.4 and Appendix F are examples of organizational structures of the sports and school publications committees respectively.

II. Pupil Representations in Community Organizations

It is recommended that pupil representations be made in the following parent bodies; school committees and governing councils, school liaison committees and parent teacher associations.

FIGURE 10.3

THE ORGANIZATIONAL STRUCTURE OF A TYPICAL PUPIL-LEADERSHIP SYSTEM

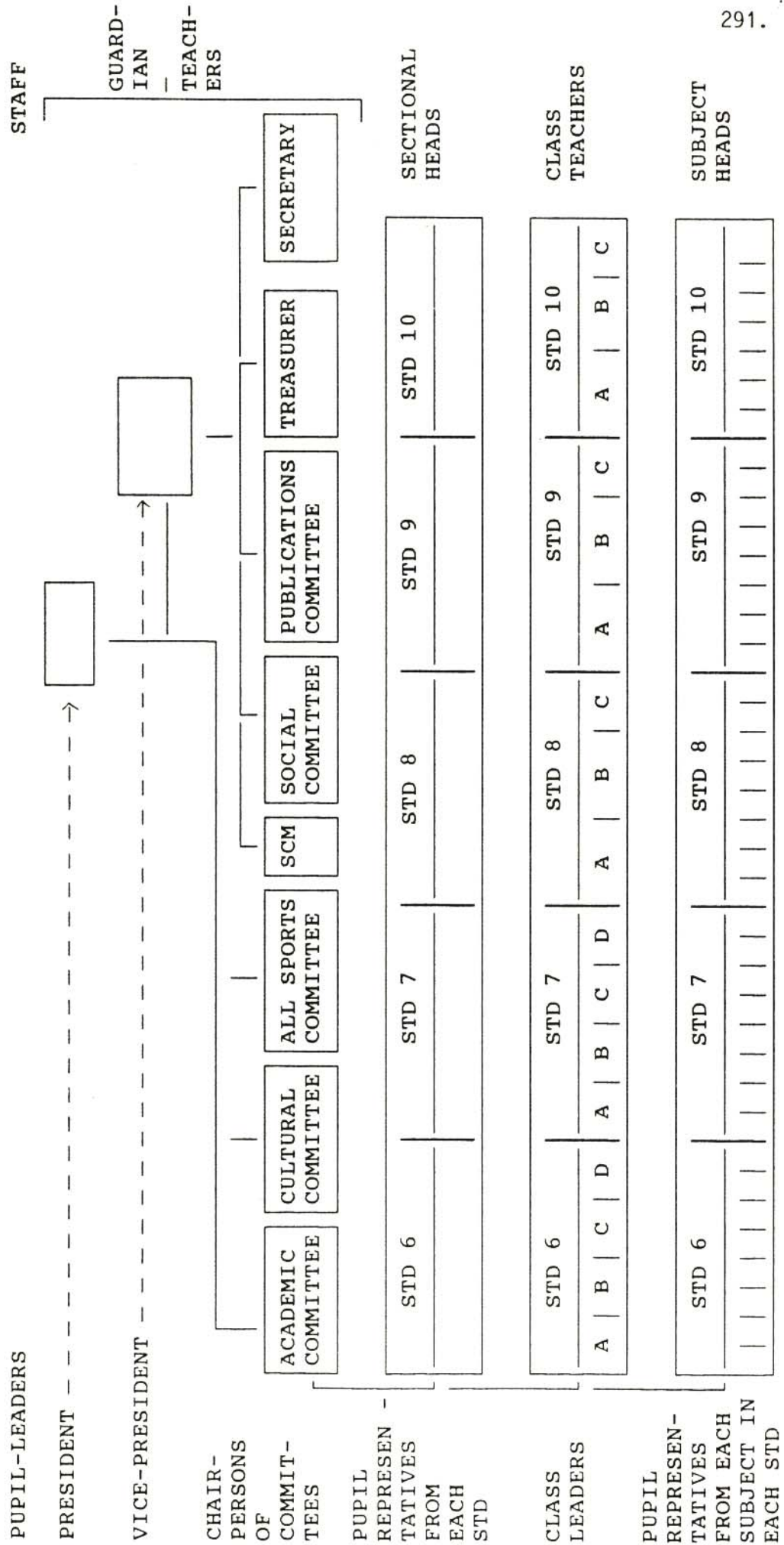
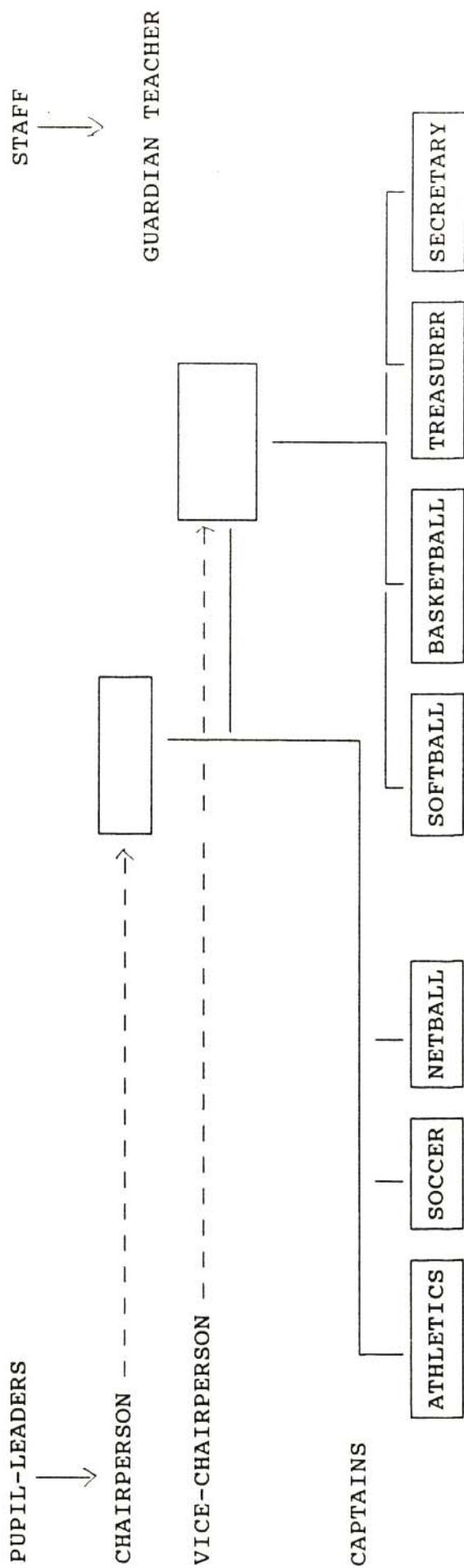


Figure 10.4

THE ORGANIZATIONAL STRUCTURE OF THE ALL SPORTS COMMITTEE



(a) School Committees and Governing Councils

The school committees and governing councils should be restructured to have more power in the control of schools. A beginning should be made to include pupils, at least on an ad hoc basis in the school committees and governing councils. The pupils could have the opportunity to participate in matters that directly affect them. Examples being; participation in drawing up the school policy and organizing extramural activities.

(b) School Liaison Committees

Secondary schools in Gazankulu have no school liaison committees. It is recommended that such committees be instituted for each secondary school. This could aid in effective communication between all the interested parties when a problem arises.

As in the DET, this body may consists of six pupils, two teachers, two members of the school committee or governing councils, two members of the parent-teacher association and one inspector of schools. As can be seen, six pupils are provided with opportunity to participate in the solution of school problems.

(c) Parent-Teacher Student Associations (PTSA)

The PTA in Gazankulu are not regarded as statutory structures and are rarely found in schools. It is recommended that pupil-leaders be included in the associations. This will change into Parent-Teacher-Student Associations (PTSA). Furthermore, the PTSA should be regarded as statutory structure of secondary schools. This

would create more pupil-leadership opportunities in areas such as fund-raising and school functions.

10.2.3.9 Findings on Committee Meetings

It has been established through empirical study (*vide.*, tables 8.14A, B, C and D) that pupil committees are not normally held in Gazankulu secondary schools. This is unfavourable to pupil-leadership opportunities.

10.2.3.10 Recommendation

It is recommended that pupil committees be held regularly, say, once a week. This practice could help pupils to be acquainted with the procedure of running the meetings and to resolve their own problems. A guardian teacher may attend such meetings. It should be emphasized here that the teachers should not dominate the meetings.

10.3 RECOMMENDATIONS FOR FURTHER RESEARCH

In sections 3.2.2.1.I and II as well as 3.2.5.2 and 3.2.5.2, it has been indicated that pupil-leadership opportunities should be granted for pupils with the following personality characteristics; internal locus of control, higher level of perceived ability relative to the task demands and at the highest developmental level (D_4). This appears to be an area of further exploration which cannot be covered in this study.

It is therefore recommended that further research be

directed in the area. Special emphasis may be placed on the way in which a pupil's locus of control, perceived ability and developmental levels are determined.

The researcher does not claim that this study is the vanguard in pupil-leadership. Rather, it should be seen as a contribution to Black education which is currently undergoing metamorphosis in South Africa. The recommendations in particular, can help to create a more favourable climate to pupil-leadership opportunities.

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APPENDIX

APPENDIX A

PUPILS' COUNCIL (P.C.)

The constitution of the Pupils' Council below is extracted from 'Revision of the Guide for Principals of Schools' (13 January 1986:127-130)

1. Objectives

- * The P.C. serves as a link between the school authorities, especially the principal, and the pupils.
- * The P.C. assists with the orderly running of the school in accordance with the educational aims of the school and with the school rules.
- * The P.C. assists with the development of responsible future leaders.
- * The P.C. is expected to set a positive example to the pupils of discipline, loyalty, respect, punctuality, academic thoroughness and dedication, morality and active participation in all school activities.
- * The executive committee (which is discussed below) convenes the meeting of the P.C.

The executive committee is also responsible for drafting a list of duties for all the members of the P.C. This list must be submitted to the principal for his approval.

2. The P.C. must

- * Always be aware of the fact that they are the

representatives of their fellow pupils both in word and in deed, in such a way that assistance is rendered where necessary (especially to new pupils) and that sound relations must be created and maintained between pupils among themselves, between pupils and teachers and the community;

- * make every effort to instill in their fellow pupils a feeling of pride in their school, and to promote leadership and sound study practices.
- * support and propagate the school's spiritual, cultural and academic programmes, as well as sporting activities;
- * consciously set an example in respect of the maintenance of the school's traditions, especially as regards school rules and discipline;
- * be alert to the fact that complaints must be investigated by the executive committee (the head boy and the head girl, the deputy head boy and deputy head girl) and then reported to the guardian teacher for further attention. Members of the P.C. may under no circumstances administer any form of punishment. Action in connection with complaints must be taken in accordance with the rules of the school;
- * always bear in mind that it is a privilege and distinction to be a member of the P.C.

3. Election

- * Members of the P.C. may be nominated only from the ranks of pupils who will complete their academic

studies in the course of or at the end of the following year.

- * In a senior secondary school only pupils in std 8,9 and 10 may vote in the election of the P.C.
- * In a junior secondary school only pupils in std 6,7 and 8 may vote in the election of the P.C.
- * In a primary school only pupils in the two most senior standards may vote.
- * Voters are informed of the names of all the pupils who may be elected as members of the P.C.
- * The number of councillors who must be elected is optional, but it is suggested that 20 would be adequate for a reasonably large school. In a mixed school, 10 must be boys and 10 must be girls.
- * If 20 councillors have to be elected, every voter may cast his/her vote for no more than 14 of each sex. It is preferable that only boys vote for boys and girls for girls.
- * The 14 boys and 14 girls who obtained the most votes are then the pupils' nominees.
- * The staff may nominate, if it is deemed necessary, 4 more boys and 4 more girls, which bring the total number of nominees to 36.

Voting always takes place on pre-prepared ballot papers.

Voting takes place under the guidance of each class-teacher in his/her classroom.

- * From the 36 nominees the staff elect 10 boys and 10 girls to serve in the P.C.
- * The staff also elect the head boy and head girl, as well as their deputies. These four pupils constitute the executive committee of the P.C.
- * The whole electoral procedure as set out above takes place towards the end of the third term.
- * After the election the successful candidates are informed by the principal of their election to the P.C.
- * The inaugural ceremony can take place at the annual prize-giving in the fourth term.

4. Vote-canvassing

In order to prevent vote-canvassing, notice of the meeting should not be given too early. This matter is left to the principal's discretion.

5. Supplementation of the number of P.C. members

Towards the end of the second term of the following year the staff might wish to find out whether there are more pupils in the standards from which councillors were elected who show signs of leadership qualities. If there are, the staff and the serving P.C. should be permitted to co-opt a maximum of 2 boys and 2 girls to serve as additional councillors for the rest of the year.

6. Guardianship over the P.C.

Principals of small schools will themselves have to take the responsibility for the organization and the supervision of the P.C. In a large school, however, the principal's many obligations do not permit this. In this case the guardianship over the P.C. will have to be entrusted to a sympathetic and reliable senior teacher, e.g. the deputy principal or head of department. Such a guardian must maintain constant contact with the P.C. and the relations between him and P.C. must be warm and sincere. The teacher should, as it were, be a **father figure** to them and the communication between them should be spontaneous.

Even though the principal cannot be as close to the councillors as he would wish to be, he must nevertheless always be interested in them and their duties. He must never neglect to express his appreciation for their devotion to their task. It is incumbent on him to **make time** to meet with the guardian teacher and the P.C. at fixed times. At such meetings the discussions should be conducted in a pleasant and amicable manner.

The P.C. system can succeed only if there exist a genuine interest in the councillors, if the guardianship over the councillors is adequate and if the task is entrusted to the right, sympathetic person.

APPENDIX B

EXTRA PARLIAMENTARY ORGANIZATIONS WHICH HAVE CONTRIBUTED TO
THE CREATION OF PUPIL-LEADERSHIP CLIMATE AT VARIOUS TIMES IN
SOUTH AFRICA

African National Congress (ANC)
South African Students' Movement (SASM)
South African Students' Organization (SASO)
Congress of South African Students (COSAS)
Azanian Students' Organization (AZASO) and now
South African National Students' Congress (SANSCO)
United Democratic Front (UDF)
Azanian Peoples' Organization (AZAPO)
South African Youth Congress (SAYCO) with its various
branches such as Giyani Youth Congress (GYCO), Tzaneen Youth
Congress (TYCO) etc.
National Union of South African Students (NUSAS)
National Education Union of South Africa (NEUSA)
National Education Crisis Committee (NECC)
All African Convention (AAC)
African Education Movement (AEM)
Azanian Students' Movement (AZASM)
Cape Peninsula Students' Union (CPSU)
Durban Students' Union (DSU)
Non-European Unity Movement (NEUM)
Parents' Action Committee (PAC)
Port Elizabeth's Student Council (PESCO)
South African Council on Sport (SACOS)
Teachers' Action Committee (TAC)
National Union of African Youth (NUAY)
Soweto Committee of Ten (SOCOT)
Mass Democratic Movement (MDM)

APPENDIX C

MCGREGOR'S THEORY X AND THEORY Y ASSUMPTIONS

I. Theory X

The average person has an innate aversion of work and will avoid it at all costs.

As a result most people have to be coerced and controlled and threatened with punitive measures to exert their energies towards achieving organizational goals. The average person prefers to be regulated, he has profound dislike of accepting responsibility, is relatively ambitious and primarily interested in security.

II. Theory Y

In ideal circumstances the average person will learn to seek and accept responsibility. Evading responsibility, lack of drive and ambition are usually a result of unfortunate experiences. They are not characteristics of well adjusted personalities.

The average person has a relatively high frequency of latent ability to use imagination, resourcefulness and creativity in the solution of organizational problems.

Adapted from McGregor (1960:33-34; 47-48)

APPENDIX D

DRAFT CONSTITUTION FOR THE STUDENT COUNCIL

1. COMPOSITION OF THE STUDENT COUNCIL

- (a) The composition and duties of the council shall be laid down by the principal and staff, and may be amended by them at any time.
- (b) There shall be, if possible, an equal number of boys and girls on the council.
- (c) At least half of the prefects shall be in std 10.
- (d) The council shall be controlled by an executive committee consisting of the male chief prefect and the female chief prefect and the secretary.
- (e) The activities of the council shall be supervised by the deputy-principal.

2. METHOD OF ELECTION

- (a) The male chief prefect and the female chief prefect shall be nominated by all pupils in standards seven, eight, nine and ten. Every pupil shall write the names of a boy and a girl, both of whom shall be in standard 10, on a ballot paper. The principal and staff shall then appoint a chief prefect for both boys and girls. In doing so they may be guided by the choice of the pupils. Candidates for the position of male chief prefect and female chief prefect must have been prefects for at least one year.

- (b) The other two members of the council shall be drawn from standards eight, nine and ten.
- (c) The pupils of each of these standards shall meet separately and nominate candidates: six candidates from standard ten, four candidates from standard nine, and two candidates from standard eight.
- (d) Both male and female chief prefects and prefects of the previous year shall automatically be placed on the final list of candidates.
- (e) Such candidates shall be re-appointed automatically for one year, unless members of the staff decide otherwise.
- (f) Voting shall be by ballot-paper, provided every proposal has been seconded.
- (g) Out of the list of twelve candidates that have been nominated the staff will constitute the council in accordance with par.2(d), (e) and (h).
- (h) The staff shall have the right to appoint any pupil, even if the pupil has not been nominated. Every nominated candidate will, however, be seriously considered.
- (i) The secretary shall be elected at the first meeting of the properly constituted council.

3. PROCEDURE AT MEETINGS

- (a) The council may meet whenever necessary, under the supervision of the deputy-principal.

- (b) The male and female chief prefects shall precide alternatively.
- (c) All decisions and suggestions shall be noted in the minutes by the secretary and laid before the principal.
- (d) The principal shall have the right to attend any meeting of the council.

4. POWERS AND DUTIES

- (a) Prefects shall wear badges supplied by the school. Should a prefect be guilty of misconduct or dereliction of duty, he/she may be discharged and the badge reclaimed. Should a prefect discharge his/her duties satisfactorily to the end of his/her school career, the badge shall become his/her property.
- (b) The student council shall represent the pupils of the school and shall inform the staff of the pupils' suggestions for any improvements in the school.
- (c) The council may request the staff to amend the school rules, provided the reasons for such requests are clearly stated. The principal and staff shall have the right to refuse any requests.
- (d) Members of the council, shall at all times, on and off school grounds, behave in an exemplary fashion.
- (e) Members of the council shall assist the staff in enforcing the school rules; especially the following:

- (i) dress (ii) punctuality (iii) orderly behaviour inside and outside the school buildings (iv) tidiness (v) general behaviour (language, bullying, cleanliness, smoking etc.) (vi) leaving the school grounds without permission (vii) loitering in the classrooms, dressingrooms and quadrangle (viii) damaging of school property (ix) thieving (x) any other duties imposed by the staff and principal.
- (f) Prefects shall regard themselves as on duty at all times:
 - (i) during school hours, as specified above;
 - (ii) off the school grounds, where they shall watch for any conduct which may damage the reputation of the school (offenders shall be reported);
 - (iii) at school functions, whether at the school or elsewhere.
- (g) Prefects shall reprimand pupils guilty of minor offences, but shall report all serious offences and all cases of insubordination.
- (h) No prefect shall be allowed to punish any pupil. Corporal punishment is strictly forbidden.

Adapted and modified from Bandey (1971:201-202).

APPENDIX E

INSTRUCTIONAL STRATEGIES AND PUPIL-LEADERSHIP OPPORTUNITIES

STRATEGIES

FURTHER DESCRIPTION

(a) Implementation of definite instructional methods that promote group work or independence among pupils. Pupils act on their own initiatives and as group leaders.

Discussion and group methods, self activity methods, individual and group instruction, discovery methods.

(b) Dynamic, relevant, imaginative and problem-solving instruction. Research and other subjects in which pupils may work as individuals or in a group to widen their knowledge and develop their skills.

Heuristic learning methods: question and answer method. Presentation of challenging and critical problems in actual situations.

(c) Maximum utilization of pupils as leaders in formal and informal class and subject-related activities. Pupils should initially be guided by the teachers, later, they should take initiatives and responsibilities.

Class captains, office-bearers of committees and subcommittees, organizers, planners, speakers, reporters, demonstrators, explainers, language advisors, masters of seremonies, leaders in plays, film producers, soloists, actors, commentators, class journalists, team and small group leaders, team selectors, evaluators, adjudicators, composers, auditors, research leaders, consultants, academic mentors and advisors of weaker, new and helpless pupils, panel leaders, analysts, instructional helpers, class secretaries, class treasurers, spokes persons, representatives, editors and compilers of school publications.

STRATEGIES

FURTHER DESCRIPTION

(d) Maximum involvement in instruction by participating in planning, evaluating and other instructional processes and class organization: lay down the guidelines.

Fellow-micro-curriculators make proposals for activities, formulation of objectives, contents, drafts, procedures, processes, excursions, problem-clarification and solving, projects, standards and criteria, questionnaires, code of conduct, control, organization, alternatives, possibilities, changes, contents, renewal, obligations, functions evaluation criteria, instructional tasks.

(e) The entire organization and presentation of subject-related activities by pupils.

Class projects (outside the classroom) intersubject and interclass projects: Presentations, exhibitions, revision programs, socialization, fund raising, functions, workshops, training opportunity, group action.

(f) Initiating, uplifting and organization of subject societies.

Chairmen and office-bearers of committees and sub-committees that arrange gatherings, presentations functions, undertakings, projects fund raising etc.

(g) The formation of a special group of pupils with exceptional proficiency to manage subject related activities.

Programming of special projects for pupils with exceptional potential for leadership (The groups may be ad hoc).

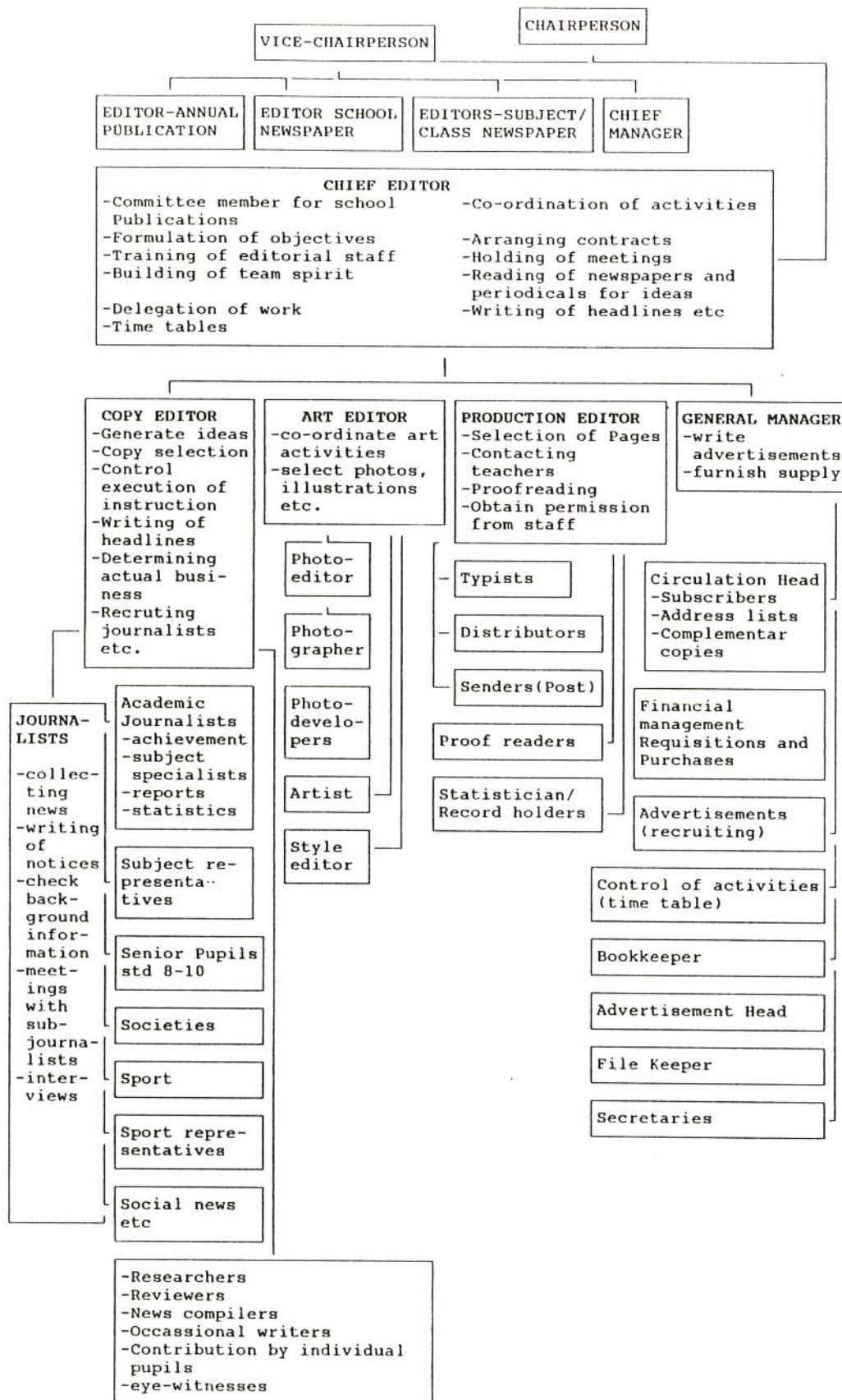
(h) An extracurricular instructional programme as an extension of class- and subject instruction or as an enrichment.

Programmes with specific leadership training (chairmanship, group leadership, leadership methods, editors etc).

Adapted from Conradie (1984:279-281). The researcher's own translation.

APPENDIX F

A TYPICAL STRUCTURE FOR SCHOOL PUBLICATIONS



Adapted from Conradie (1984:Appendix 6c). The researcher's own translation.

APPENDIX G

PUPIL-LEADERSHIP STRUCTURES IN THE CLASSROOM

<p>1. CLASS CAPTAINS CLASS CHAIRMEN CLASS REPRESENTATIVES</p>	<p>Basis of functioning: appointed or elected on formal or informal basis according to need, interest or talent; rotating per semester, at best.</p> <p>Primary functions:</p> <ul style="list-style-type: none"> -Facilitating class- and subject instruction and co-curricular activities. -Promotion of the instructional and leadership precincts. -Co-ordination of activities. -Spokespersons. -Evaluation. -Liaison person. -Organization of class functions with committee members of subcommittees.
<p>1.1 CLASS CHAIRMEN/ CLASS CAPTAINS</p>	<ul style="list-style-type: none"> -Managing or co-ordination leadership position. -Potential member of pupils' council. -Chairmen of class committees. -Organization of special class undertakings and class functions. -Organization of religious services. -Liaison persons between class and teacher/class and pupils' council/pupils and librarian/class and school principal. -Class representative in meetings of pupils' council. -Welcoming and thanking of guests/parents/occasional speakers. -Spokespersons of class. Reporter in assemblies on behalf of the class co-ordinator of subcommittee activities of the class. Take care of class evaluation. Transmission of information (academic, sport-, co-curricular and extra-curricular activities). Holding of meetings with other class leaders. Formulate objectives for the class. Help to set criteria/standards. Congratulating pupils with achievements. Welcoming and thanking of pupils. Getting contact with parents. Motivation of pupils.

PUPIL-LEADERSHIP STRUCTURES IN THE CLASSROOM (CONTINUED)

1.2 Representatives of societies, clubs and sports	<ul style="list-style-type: none"> -Liaison persons. -Potential committee member. -Giving information in connection with business or sport activities. -Recruiting members or participants. -Advertisement of activities, undertakings and matches -Handling of class subscription, collection of membership fee. -Sale of tickets and bookkeeping of subscription fee. -Transmission of information in connection with sport and societies. -Giving report at the end of the year. -Class time-table for exercises.
Sports	
1.3 Chairmen and members of the class subcommittees	<ul style="list-style-type: none"> -Appointed or elected according to need or nominated on a rotational basis. -Initial experience in leadership functions. -Development of co-existence with other people. <p data-bbox="617 1081 1153 1113">(i) Administrative Committee</p> <ul style="list-style-type: none"> -Welcoming and giving initial help to new pupils. -Congratulating of and sympathising with pupils (birth days, achievements losses, achievement of parents, family increases, death of family). -Noting, controlling and following pupil absentees. -Arranging visits to sick pupils. -Conveying of homework. -Taking class statistics and biographical information in connection with pupils. -Keeping record of birthdays and achievements. -Handling of class funds and its book keeping. -Written communication with other classes, schools and subject/groups of pupils/writing of invitations/ thanks giving. -Executing school rules. -Handling of complaints and suggestions. -Making addresses available. -Revision of class rules/connecting

- class rules with school rules.
- Conveying of school notices to the class.
- Compiling of class and group lists.
- Typing of letters, notices, reports.
- Determine class rules.
- Keeping of time table.

(ii) Stock Supply Committee

- Inventories of book-, furniture-, laboratory apparatus (Home economic apparatus) and teaching media supply.
- Handling of requisition of books and material by the school supply depot.
- Distribute of apparatus, instruments, materials, books, etc.
- Control over apparatus, instruments, material, books, etc.
- Keeping of book catalogue.
- Care of class books, lending books.
- Packing of all supply.
- Keeping time-table.

(iii) Instructional Media Committee

- Bringing of specimen.
- Spreading collections.
- Care of collections, class garden, experiments.
- Making of posters, (rotational basis).
- Keeping and caring apparatus, audio-visual aids.
- Care and replacement of clipping board, bulletin board.

(iv) Assembly Committee

- Arrangement of desks/benches.
- Care and decoration of the hall.
- Explanation of class rules.
- Washing plates.
- Taking risks, safety, key holders.
- Caring of displays.
- Controlling of inventories.
- Time table keeping.

2. INSTRUCTIONAL LEADERS

2.1 Group leaders (occasional chairmen, team leaders, panel leaders, guides, ...)

-
- According to need and interest.
 - Rotational.
 - Planning.
 - Work distribution.
 - Spokespersons.
 - Leads decision-making, problem-solving discussions, evaluation.

2.2 Mentors/Advicers/ Instructional leaders (Conveyance of notices and instructional helpers)	
2.2.1 Mentors of new pupils	<ul style="list-style-type: none"> -Orientating new pupils in class/ subject activities. -Conveying pupils and teachers. -Advisers. -Explanation of class and school rules
2.2.2 Mentors of weaker pupils	<ul style="list-style-type: none"> -Sporadic help according to need (instruction).
2.2.3 Occasional instructors	<ul style="list-style-type: none"> -Experts. -Explainers (problems, procedures, processes, experiments. -Reporters (after self study, enrichment instruction). -Mentors (explainers of concepts, conveyance of facts, analysis of problems, motivating decisions and conclusions. -Demonstrators (experiments, methods). -Guides (in exhibitions, conveyance of background knowledge). -Speakers (Introducers of motions in debates and panel discussions, delivering speeches. -Analysers of faultys, problem areas.
2.2.4 Language Advicers pupil-language specialists	<ul style="list-style-type: none"> -Proof readers. -Edition of pieces. -Expert in spelling rules. -Knowing the dictionary.
2.2.5 Theme/Project leaders, themes, projects, research, investigations	<ul style="list-style-type: none"> -Facilitating of task execution. -Formulation of objectives. -Task analysis. -Work distribution and work allocation. -Setting of procedures.
2.2.6 Program leaders/Team leaders, programmers (in class instruction).	<ul style="list-style-type: none"> -Organization of subject presentation during reading peroids e.g. oral program (radio program), participating (History Information, language), Spelling periods (languages, prescribed work). -Meditation program (national poets, authors, subject leaders)

- Task analysis.
 - Work allocation.
 - Producers of presentations/
Rehearsals.
 - Evaluation.
 - Setting of programs.
3. Occasional leaders
(subject related activities.)
- 3.1 Excursion
leaders/ Trip
leaders (tours
leaders, field
work leaders.
- Co-ordination of general organization; getting permission from the principal etc.
 - Compose a committee.
 - Arranging interviews.
 - Task analysis.
 - Work allocation.
 - Drafting of jobcards.
 - Arranging transport.
 - Determining preliminary study.
 - Arrange reading lessons in advance, division of lessons.
 - Evaluation of excursions, trips etc.
 - Determines, evaluate and control follow up instruction.
- 3.2 Organizers/
Contact persons/
Arrang. Committee
- Subject or class functions/
arrange undertakings (e.g. parents' days, exhibition, collecting money.
- 3.3 Producers/Team
leaders/coachers
(Subject related
or cocurricular
activities) .
- Concert items (music and speech).
 - Modeling parade.
 - Commemoration programs.
 - Subject contribution in school functions.
 - Gymnastic shows (dances, music, costumes, choreography).
 - Ballet shows.
 - Radio/TV plays.
 - Choirs.
 - Story telling.
- 3.4 Masters of
ceremony, Guides,
Demonstrators,
Announcers,
Discussion
leaders.
- Commemoration services.
 - Exhibitions.
 - Reading.
 - Story-telling.
 - Parents' day/guests.
 - Demonstration/model parades.
 - Shows.
 - During evaluation/speeches.
 - Welcoming.
 - Introduction talks.
 - Welcoming guests.

3.5 Artists/Soloists/ Experts	-Undertaking of special presentation.
3.6 Programmes	-Appearance in front of the audience. -Constituting a program as an expert. -Composition of programs of reunion. -Arranging interview. -Making surveys. -Collection of requisitions. -Printing the programme.
4. Class/subject editors and journalists (researchers, language advisers.	-Pupils who specialise in language. -Making applications of posts. -Basic training in journalism. -Representatives of school journal, school newspapers, school annual publication, journalists. -Carry interview with teachers, visitors, guests, organizers, parents, pupils, chairmen, captains, performers. -Collection of data. -Compilers of curriculum vitae for visitors. -Consulting background data for undertakings. -Edition of letters, notices, news and class contribution into the newspaper. -Writing of news, reports of excursions, trips to undertakings, personal news.
5. Societies leaders -Chairmen. -Committee members. -Subcommittee members. -Elected leaders of subject societies.	-Organization of subject societies. -Advertisement of subject societies. -Formulation of objectives. -Task analysis. -Work allocation. -Constituting a committee. -Arrange a programme. -Arrange meetings, plan activities. -Setting a constitution, revision of constitution. -Presentation of programme, carrying over activities. -Evaluation of activities.

Adapted from Conradie (1984:Appendix 6B). The researchers own translation.

APPENDIX H

• AIMS OF REPRESENTATIVE COUNCILS IN SCHOOLS •

DEPARTMENT OF EDUCATION AND
TRAINING: OBJECTIVES OF
PUPIL REPRESENTATIVE
COUNCILS

- To act as representatives of their fellow students
- To serve as a channel for communication between pupils and staff, and pupils and the principal
- To assist in maintaining order in the school in accordance with the appropriate school rules
- To set a positive example of discipline, loyalty, punctuality, academic thoroughness, morality, cooperation and participation in school activities
- Its duty would be to promote good relations among pupils themselves, between pupils and staff, the school and parents, and to promote responsibility, 'studentship' and leadership.

COSAS

A CONSTITUTION FOR STUDENT
REPRESENTATIVE COUNCILS

- To assist staff to instill responsibility, determination far-sightedness and dignity into the students
- To activate students in all matters affecting them concerning the school, education and development
- To represent the student body whenever necessary
- To promote student development from the grassroots level
- The constitution further provides for executive, entertainment, sport, education, disciplinary, welfare and debating committees; and provides for the SRCs to encourage the establishment of and close ties with Christian movements.

Adapted from Bot (1985:10)

APPENDIX I₁

P.O. Box 201
LETABA
0870

1989.06.27

The Secretary
Department of Education
Private Bag X578
GIYANI
0826

Sir,

A REQUEST TO CONDUCT AN EMPIRICAL RESEARCH

I hereby ask to conduct an empirical research in Gazankulu secondary schools.

I am currently registered for M. Ed with the University of the North. My topic is as follows:

A STUDY OF PUPIL-LEADERSHIP OPPORTUNITIES AS AN ASPECT OF EFFECTIVE SCHOOL MANAGEMENT WITH SPECIAL REFERENCE TO GAZANKULU SECONDARY SCHOOLS

Prof. G.C. Piek, Head of the Department of Educational Practice is my study leader.


I have already completed a literature study on the topic, and should now collect empirical data. Enclosed are two questionnaires, one to be filled in by teachers and the other by pupils.

I am a lecturer at Tivumbeni College of Education. If permitted, I would like to begin on the 4th of July 1989 when the schools reopen. I also promise to abide by the conditions as may be prescribed by the secretary, circuit offices and principals of schools.

When completed, a copy of the dissertation will be forwarded to the secretary for possible consideration when planning for the future.

Thank you in anticipation

Yours faithfully



RUSTON MHLONCO (MT)

APPENDIX J₂

INQUERIES: PROF. G.C. PIEK University of the North
Department of Educational Practice
Faculty of Education
Private Bag X1106
SOVENGA
0727
03 July 1989

TEL : 01522-4310 X 2419

R. MHLONGO
TEL : 01523-42041

Dear Principal

The Department of Educational Practice at the University of the North is currently supervising a research in pupil-leadership opportunities. Your school happens to be one of the fortunate schools that fall within the sample for this research in Gazankulu.

It is requested that an empirical research be conducted at your school. An approval has been granted by the Secretary for Education as per attached letter.

In order to maintain the smooth running of the school, the researcher will abide by the procedure as may be outlined by you. However, a sample of 4 pupils (2 boys and 2 girls) from each standard will be needed to give their responses to a questionnaire. Approximately half the total number of the teaching staff, including the principal, are needed to respond to a questionnaire.

It will be with pleasure if a short interview (lasting not more than 3 minutes) can be secured with you as a principal. This will be a follow up on your responses in the questionnaire.

Thank you in anticipation.

Yours faithfully


R. MHLONGO

APPENDIX J₁

The Department of Educational Practice at the University of the North is currently supervising a research in pupil-leadership opportunities. Your school happens to be one of the fortunate schools that fall within the sample for this research in Gazankulu.

Please, feel free to fill in the enclosed questionnaire. Your answers will be treated with the strictest confidence, for this reason, you need not write your name.

The results of this research will be made available to, among others, the Gazankulu education authorities for consideration when planning for the 1990's.

A QUESTIONNAIRE TO BE FILLED IN BY TEACHERS

Name of school: _____

A. PERSONAL DATA

Place a cross (X) in the appropriate space.

Example

MALE	FEMALE
1	2

1. Indicate your sex.

MALE	FEMALE
1	2

2. Indicate your age.

21-25	26-30	31-35	36-40	41-45	46-50	51 and over
1	2	3	4	5	6	7

3. Indicate your rank.

Principal/Deputy Principal	Department Head	Teacher
1	2	3

4. Years of teaching experience.

0-5	6-10	11-15	16-20	21 and over
1	2	3	4	5

B. There are currently divergent practices regarding pupil-leadership opportunities in secondary schools. A sample of these practices is given in items 5 to 22 below. Mark with a cross (X) only those that characterize your school.

5. The following is a list of pupil-leadership structures/systems or organizations. Place a cross (X) next to the ones that characterize your school.

- | | | |
|---|----|----|
| (a) Prefect System (P.S.) | 1 | 5 |
| (b) Pupil's Council (P.C.) | 2 | 6 |
| (c) Democratic Pupil's Representatives Council (D.P.R.C.) | 3 | 7 |
| (d) Student's Representative Council (S.R.C) | 4 | 8 |
| (e) Debate Society | 5 | 9 |
| (f) Student's Christian Movement (S.C.M.) | 6 | 10 |
| (g) Sports Committee (e.g. Soccer Committee, etc) | 7 | 11 |
| (h) Pupil Clubs (e.g. Music club, Dramatics club etc) | 8 | 12 |
| (i) School Publications Committee (e.g. Annual Publications or Yearbook etc.) | 9 | |
| (j) Other, specify if any _____ | 10 | |

6. Are there elected/appointed pupil committees or pupil leaders in these organizations?

YES	NO	
2	1	13

7. Do the number of years a pupil has been at this school influence his chances of being elected/appointed into a leadership position?

ALWAYS	SOMETIMES	NEVER	
1	2	3	14

8. Can a pupil who has been at your school for less than a year be elected/appointed into a leadership position.

YES	NO	
2	1	15

9. Can pupils who have previously held a leadership position in, say a prefect system, be re-elected/re-appointed into the same position?

YES	NO
2	1

 16

10. Do pupils hold committee meetings in this school?

YES	NO
2	1

 17

If yes, then, how often are the meetings? Make one cross (X) in the appropriate space.

11. (a) No meetings are held

(b) Three times a week

(c) Twice a week

(d) Once a week

(e) Once in two weeks

(f) Once a month

(g) Only when necessary

(h) Other, specify if any _____

	1
	2
	3
	4
	5
	6
	7
	8

 18

12. When do pupils hold their regular committee meetings?
Mark with a cross (X) on the appropriate space.

(a) During lessons

(b) During breaks

(c) After lunch, before school out (before 4 o'clock)

(d) After school out (after 4 o'clock)

(e) No meetings are held

(f) Other, specify if any _____

	1
	2
	3
	4
	5
	6

 19

13. Do the school staff consult pupil-leaders when rules and regulations are made in this school?

ALWAYS CONSULT	SOMETIMES CONSULT	DO NOT CONSULT	20
3	2	1	

14. Do the school staff support and encourage leadership efforts among pupils in this school?

ALWAYS SUPPORT	SOMETIMES SUPPORT	DO NOT SUPPORT	21
3	2	1	

15. Do the school staff discourage pupil-leadership in this school?

ALWAYS DISCOURAGES	SOMETIMES DISCOURAGES	DO NOT DISCOURAGES	22
3	2	1	

16. Do pupil-leaders participate in the running of this school?

ALWAYS PARTICIPATE	SOMETIMES PARTICIPATE	DO NOT PARTICIPATE	23
3	2	1	

17. Do the school staff have confidence and trust in pupil-leadership activities in this school?

ALWAYS HAVE	SOMETIMES HAVE	DO NOT HAVE	24
3	2	1	

18. Is there cooperation between school staff and pupil-leaders in this school?

ALWAYS COOPERATION	SOMETIMES COOPERATION	NO COOPERATION	25
3	2	1	

19. Do pupils in this school look down upon their pupil-leaders?

ALWAYS	SOMETIMES	NEVER
1	2	3

26

20. Do pupils recognize their fellow pupils as leaders in this school?

ALWAYS RECOGNIZE	SOMETIMES RECOGNIZE	DO NOT RECOGNIZE
1	2	3

27

21. (a) Does the sex of a pupil influences his/her chances of being elected/appointed into a leadership position in this school?

ALWAYS DOES	SOMETIMES DOES	DOES NOT
1	2	3

28

Place a cross (X) in ONE appropriate space below

(b) There is a strong preference for boys

(c) There is a strong preference for girls

(d) No preference is given any pupil according to sex

	1
	2
	3

29

22. (a) Does the standard in which a pupil is in this school influences his chances of being elected/appointed into a leadership position?

ALWAYS DOES	SOMETIMES DOES	DOES NOT
1	2	3

30

(b) If it does, from which of the following standards are pupil-leaders most often elected?

STANDARD —|

6	7	8	9	10
1	2	3	4	5

31

(c) If it does not, then make a cross (X) in ONE of the following

- (i) Pupil-leaders are elected from each standard
 (ii) No preference is given any standard

—	1
—	2

32

23. Make a cross (X) in ONE appropriate space:
 Pupil-leaders in this school are:

- (a) Appointed by the teachers only
 (b) Elected by the pupils themselves
 (c) Not elected or appointed, they are just there

—	1
—	2
—	3

33

24. Use the numbers 1, 2, 3, 4 and 5 to rank the following duties of pupil-leaders according to their importance in the school. Use 1 to represent the most important duty and 5 the least important duty.

- (a) To report pupils who break school rules
 (b) To take pupil complaints to the staff
 (c) To bring to the pupils the instructions from the teaching staff
 (d) To hold pupil meetings where decisions are made
 (e) To make suggestions together with the teaching staff

—	1
—	2
—	3
—	4
—	5

34

35

36

37

38

25. Make a cross (X) in ONE appropriate box
 Pupil leaders in this school are:

- (a) Not allowed to make new suggestions
 (b) Allowed to make new suggestions

—	1
—	2

39

C. THE STATEMENTS 26 TO 30 REQUIRE ONLY YOUR OPINION.

Place a cross (X) in ONE appropriate box to indicate the extent to which you agree or disagree with each statement. For example, if you strongly disagree with any given statement, make a cross (X) as indicated below.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

26. Some secondary school pupils have the ability to take up leadership in some school situations

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
5	4	3	2	1

27. Secondary school pupils are immature and irresponsible, as a result they are not able to lead others.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

28. The making of rules and regulations should be done by the teachers only, pupils should always learn to be obedient.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

29. Leadership efforts among pupils should be supported and encouraged in secondary schools.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
5	4	3	2	1

30. Pupil-leaders or pupil-committees should not be allowed on schools.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	44
1	2	3	4	5	

THANK YOU FOR YOUR COOPERATION

APPENDIX J₂

The Department of Educational Practice at the University of the North is currently supervising a research in **pupil-leadership opportunities**. Your school happens to be one of the fortunate schools that fall within the sample for this research in Gazankulu.

Please, feel free to fill in the enclosed questionnaire. Your answers will be treated with the strictest confidence, for this reason, you need not write your name.

The results of this research will be made available to, among others, the Gazankulu education authorities for consideration when planning for the 1990's.

A QUESTIONNAIRE TO BE FILLED IN BY PUPILS

NAME OF SCHOOL: _____

A. PERSONAL INFORMATION

Place a cross (X) in the appropriate space. For example, if you are a female, place the cross (x) like the example below:

MALE	FEMALE
1	2

1. Indicate your sex

MALE	FEMALE
1	2

 1

2. Indicate your age

12-16	17-21	22-26	27 and over
1	2	3	4

 2

3. Indicate your standard

STANDARD

6	7	8	9	10
1	2	3	4	5

 3

4. Indicate the year in which you started at this school

BEFORE 1978	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987
1	2	3	4	5	6	7	8	9	10	11

 4

1988	1989
12	13

 4

- B. There are presently different practices regarding pupil-leadership opportunities in secondary schools. A sample of these practices is given in items 5 tot 25 below. Mark with a cross (X) only those that characterize your school.
5. The following is a list of pupil-leadership structures/systems or organizations. Place a cross (X) next to those that are found in your school.

(a) Prefect System (P.S.)	1	5
(b) Pupil's Council (P.C.)	2	6
(c) Democratic Pupil's Representative Council (D.P.R.C.)	3	7
(d) Students Representative Council (S.R.C.)	4	8
(e) Debate Society	5	9
(f) Students Christian Movement (S.C.M.)	6	10
(g) Sports Committee (e.g. football committee, softball committee etc)	7	11
(h) Pupil clubs (e.g. Music club, Dramatics club etc)	8	12
(i) School publications committee (e.g. Annual publications, Yearbook)	9	13
(j) Other, specify if any _____	10	14

6. Are you a leader or committee member of any of the above pupil-leadership organizations?

YES	NO
2	1

15

7. If yes, then write the name or names of the committees in which you are a member:

8. Indicate the leadership position or positions into which you have been elected/appointed:

9. Do you receive cooperation from your fellow pupils?

ALWAYS COOPERATION	SOMETIMES COOPERATION	NO COOPERATION	16
3	2	1	

10. Are pupil-leaders consulted in the making of rules and regulations in this school?

ALWAYS CONSULTED	SOMETIMES CONSULTED	NOT CONSULTED	17
3	2	1	

11. Are pupil-leaders given special privileges or status over and above those who are not leaders?

ALWAYS	SOMETIMES	NEVER	18
3	2	1	

12. Do pupil-leaders or committees hold their own meetings in this school?

ALWAYS	SOMETIMES	NEVER	19
3	2	1	

13. Does the passing of tests and examinations play a role in the election/appointment of pupil-leaders in this school?

ALWAYS	SOMETIMES	NEVER	20
1	2	3	

14. Which of the following is usually elected/appointed into a leadership position in this school? Place a cross (X) in an appropriate box.

(a) Only those who pass their subjects

(b) Only those who fail their subjects

(c) All pupils irrespective of passing or failing

		1	21
		2	
		3	

15. Does the age of a pupils influences his chances of being elected/appointed into a leadership position?

ALWAYS	SOMETIMES	NEVER	22
1	2	3	

16. Which of the following is usually elected/appointed into a leadership position in this school? Place a cross (X) in one appropriate box.

(a) Older pupils are given first preference

(b) Younger pupils are given first preference

(c) No preference is given any pupil according to age.

		1	23
		2	
		3	

17. Does the sex of a pupils influences his/her chances of being elected/appointed into a leadership position in this school?

ALWAYS	SOMETIMES	NEVER	24
1	2	3	

18. Place a cross (X) in one appropriate box.

- (a) Boys are preferred in leadership positions
- (b) Girls are preferred in leadership positions
- (c) No preference is given any pupil according to sex.

	1
	2
	3

27

19. (a) Does the standard in which a pupil is in this school influences his chances of being elected/appointed into a leadership position?

ALWAYS DOES	SOMETIMES DOES	DOES NOT
1	2	3

28

(b) If it does, from which of the following standards are pupil-leaders often elected?

STANDARD

6	7	8	9	10
1	2	3	4	5

29

(c) If it does not, make a cross (X) in one of the following.

- (a) Pupil-leaders are elected/appointed from each standard
- (b) No preference is given any standard

	1
	2

30

20. Make a cross (X) in one appropriate space. Pupil-leaders in this school are:

- (a) Appointed by the teaching staff only
- (b) Elected by pupils themselves
- (c) Neither appointed nor elected, they simply emerge
- (d) Elected by pupils, but some are appointed by the staff

	1
	2
	3
	4

31

21. Use the numbers 1, 2, 3, 4 and 5 to rank the following duties of pupil-leaders according to their importance in this school. Use 1 to designate the most important duty and 5 the least important duty.

(a) To report pupils who break school rules	1	32
(b) To convey pupil grievances to the staff members	2	33
(c) To convey to pupils the instructions from staff members	3	34
(d) To hold meetings where decisions are made	4	35
(e) To make suggestions together with the teaching staff	5	36

22. Make a cross (X) in one appropriate space
Pupil-leaders in this school are allowed:

(a) only to conform to the established school tradition	1	37
(b) also to suggest some changes to the established school tradition.	2	

- C. The statements 23 to 29 require only your opinion. Place a cross (X) in one appropriate space to indicate the extent to which you agree or disagree with each statement. For example, if you strongly disagree with any given statement make your cross (X) as follows:

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

23. Secondary school pupils are immature and have no responsibility, as a result they must always be led by teachers in all situations.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

38

24. An average secondary school pupil has a certain amount of ability and competence that enables him to take up leadership in some situations.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

39

25. No one can have confidence if pupil-leaders participate in the running of the school.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
5	4	3	2	1

40

26. Leadership efforts among pupils should be supported, praised and encouraged in secondary schools.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

41

27. The formulation of rules and regulations in the secondary schools should be reserved for the staff only. Pupils should always learn to be obedient.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

42

28. Pupil-leaders or pupil-committees should not be allowed in secondary schools.

STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1	2	3	4	5

43

29. Which one of the following would you regard as a good example of a pupil-leader? Place a cross (X) in one appropriate space.

- (a) A pupil-leader who sides with his teaching staff more than to his fellow pupils
- (b) A pupil-leader who sides with his fellow pupils more than to his teaching staff.
- (c) A pupil-leader who takes no sides.

	1
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44

	2
	3

THANK YOU FOR YOUR COOPERATION

APPENDIX K

PUPIL-LEADERSHIP STRUCTURES/SYSTEMS OR ORGANIZATIONS AS RESPONDED TO TRY TEACHERS IN EACH SCHOOL (SEE QUESTION 5 (a) - (j))

SCHOOL NO.	PREFECT SYSTEM	PUPIL'S COUNCIL	DPRC	SRC	Debate Society	SCM	Sports Committee	Pupil Clubs	School Publications Committee	Other	TOTAL
	f	f	f	f	f	f	f	f	f	f	
1	19				4*	6*	11	2			19
2	10	1	1	1	8	8	7	4	1	2	10
3	14				12	13	13	10	9		14
4	11	1			9	10	10	4			11
5	12				3*	4*	11	2			17
6	10				6*	7	9	5		1	10
7	11	1			12	8	11	2			14
8	14	1			14	15	9	2			15
9	10	1			8	10	8	5			12
10	12				8	9	3	3		1	12
11	8				8	8	7	4			8
12	14				2*	17	16	1		4	17
13	7			2	7	7	7	1			8
14	13			1	15	14	11	2			15
15	12				13	13	11	3			14
16	14				14	14	13	4	7		14
17	18			1	16	18	9	6			18
18	19				14	17	10	3	3		21
19	12				12	12	12	2			13
20	12				7*	11	8	3			15
21	13				6*	10	10	1			15
22	14				15	15	15				15
23	13			2	3*	14	12	10			16
24	16	2	2	1	7*	15	12	6		1	20
25	20				20	20	20	20			20
26	13		3	2	15	16	14	7	1		17
27	1*	2			2*	4	3				5
28	8				6*	7	6	2	1		10
29	4		1		2*	3	2	1			5
30	3	1			3	3	3	1	1		4
31	1*			1	3	3	3	3			3
32	5				5	5	5				5
33	4				4	4	2	1	1		4
34	5*	1	1	2	4*	14	5	2			17
35	11				9	11	8	4		2	11
36	11				1*	10	8	4			12
37	5				2*	5	4				5
38	9				4*	8	5				9
39	4				3	4	4	2		1	4
40	6				4	4	4	1			6
41	8				1*	8	6	3			8

APPENDIX L

QUESTION 10. DO PUPILS HOLD COMMITTEE MEETINGS IN THIS SCHOOL?

QUESTION 11. IF YES THEN HOW OFTEN ARE THE MEETINGS?

SCHOOL NO.	QUESTION 10. DO PUPILS HOLD COMMITTEE MEETINGS IN THIS SCHOOL?			QUESTION 11. IF YES THEN HOW OFTEN ARE THE MEETINGS?								TOTAL	
	YES	NO	NO RESPONSE	No meetings	Three times a week	Twice a week	Once a week	Once in two weeks	Once a month	Only when necessary	Other		NO RESPONSE
1	3	14*	2	11	*	*	1	*	*	4	*	3	19
2	4	6*		2			1			4		3	10
3	13*	1							4	9		1	14
4	1	10*		5						2		3	11
5	1	16*		5			1			1		10	17
6	7*	3		1			1			7		2	10
7	2	11*	1	6						3		5	14
8	3	11*	1	6						4		5	15
9	3	8*	1	6						2		2	12
10	6	5	1	3						7		2	12
11	5*	3		1					1	2	1	3	8
12	9*	8		5			1		1	8		2	17
13	5*	3		2			1	1		3		1	8
14	6	7	2	5			2			4		4	15
15	2	12*		9						2		3	14
16	9*	5		3				1		9		1	14
17	10*	8		3			2		1	9		3	18
18	12*	9		3			3	1	3	7		4	21
19	7	5	1	3	1		1	1		5		2	13
20	6	9*		4						7		4	15
21	2	12*	1	7				1	1	1		5	15
22	12*	2	1	1						4			15
23	9*	6	1	5					4	5		2	16
24	16*	3	1	3		3		3	6	3		2	20
25	20*									20			20
26	10*	7	1	3			1		2	9		3	18
27	4*			1						3			4
28	1	7*	2	1			1		1			7	10
29	2	2	1	1			1			1	1	1	5
30	3*	2					1			3		1	5
31	1	2	1				1	1	1	1			4
32	6*									6			6
33	3	1							2	1			4
34	8	9*		7			2		2	3			17
35	3	8*		4				2	1	1		3	11
36	6	5		1						8		3	12
37		5								1		4	5
38	2	7*		5						3		1	9
39	4									4			4
40	4	2		2					1	3			6
41	7*	3		3						4		3	10

TOTAL 237 237 19 127 1 3 21 11 31 195 2 101 402