Vision as a guiding leadership strategy for school effectiveness

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DECLARATION

I the undersigned hereby declare that the work contained in this dissertation/thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

[Signature]

20 November 2017
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- The support of each and every one of my friends. Thank you for seeing me through this rough time, for your love and patience – I will never forget it.
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Last, but not least, I want to thank Prof Lloyd Conley.
ABSTRACT

Even though the Department of Education (DoE) has implemented various policies to establish school effectiveness, serious concerns have been raised about the effectiveness of South African schools. Schools are required to have a vision, mission and school development plan (SDP) in place to enhance effectiveness. Literature indicates that the implementation of the vision as a leadership strategy is the key factor to direct a school towards effectiveness. Therefore, in this study, the vision as a guiding leadership strategy to establish school effectiveness was investigated. A literature review was conducted to determine the importance of a vision as a leadership strategy in a school. Furthermore, the implementation of the vision, using the mission and SDP, was investigated in this study.

The empirical investigation aimed to determine whether there was a difference in how often and to what extent SMT members and non-SMT members experienced the use of the vision as a leadership strategy. The researcher further enquired whether there was a difference between the biographical variables with regard to how often and to what extent the principals used the vision as a leadership strategy.

A nonexperimental quantitative research design was used. The study was conducted within a post-positivist framework. The study was demarcated in the Matlosana area in the North West Province, where a convenience sampling method was used. For the purposes of this research, only primary and secondary schools with more than 500 learners were selected because these schools will have more than one SMT member. The sample included respondents from 61 schools that satisfied the criteria, but only 238 respondents from 51 schools filled in the questionnaire. A self-compiled structured questionnaire, comprising of 45 closed-ended questions, was used. Furthermore, the researcher made use of a four-point Likert scale as an ordinal scale, allowing respondents to rate the statement on a scale of 1-4, indicating the level to which they agree or disagree with the statement. The validity and reliability of the questionnaire were confirmed in this study.

The data were analysed through exploratory statistical techniques. In order to determine the experiences of SMT members and non-SMT members as well as the various biographical variables on the use of the vision as a leadership strategy, a factor analysis, Kaiser’s measure of sample adequacy (MSA), was used. Furthermore, Cronbach’s alpha coefficients were used to assure internal reliability of the constructs and were based on inter-item correlations. Practical significant differences were determined between the means of constructs for independent groups, using Cohen’s effect sizes ($d$).
The literature review vis-à-vis the findings of this study revealed that a vision for a school plays an energetic and inspiring role to motivate stakeholders to improve the effectiveness of the school. The empirical investigation showed that SMT members and non-SMT members did not experience a difference on the use of the vision as a leadership strategy by the principal. In contrast, teachers from township schools and farm schools did perhaps not experience that the principals of their schools used the vision as a leadership strategy, as often and to the same extent, as those teachers from the inner-city schools. As the literature review indicated that the use of the vision as a leadership strategy improves school effectiveness, it is recommended that all principals should use the vision as a leadership strategy.

**Keywords:** vision; shared vision; mission; school development plan; leadership strategies; leadership styles; leadership qualities; organisational culture; educational leader; values and school effectiveness
OPSOMMING

Hoewel die Departement van Onderwys (DvO) verskeie beleide geïmplementeer het om skooldoeltreffendheid te bewerkstellig, word ernstige kommer geopper oor die doeltreffendheid van Suid-Afrikaanse skole. Skole word vereis om ’n visie, missie en skoolontwikkelingsplan gereed te hê om doeltreffendheid te verhoog. Literatuur toon dat die implementering van ’n visie as ’n leierskapstrategie die sleutelfaktor is om ’n skool na doeltreffendheid te stuur. In hierdie studie is die visie dus ondersoek as ’n leidende leierskapstrategie om skooldoeltreffendheid daar te stel. Die literatuuroorsig is uitgevoer om die belangrikheid van ’n visie as ’n leierskapstrategie te bepaal. Die implementering van die visie, deur gebruik te maak van die missie en skoolontwikkelingsplan, is voorts in die studie ondersoek.

Die doel van die empiriese ondersoek was om te bepaal of daar enige verskil was in die gereeldheid en mate waartoe skoolbestuurspanelde (SBS-lede) en nie-SBS-lede die gebruik van die visie as ’n leierskapstrategie ervaar. Die navorser het voorts onderzoek oor of daar ’n verskil was tussen die biografiese veranderlikes met betrekking tot die gereeldheid en die mate waartoe die skoolhoof die visie as ’n leierskapstrategie gebruik het.

’n Nie-eksperimentele kwantitatiewe navorsingsontwerp is gebruik. Die studie is uitgevoer binne ’n postpositivistiese raamwerk. Die studie is ook in die Matlosana area in die Noordwesprovinsie uitgevoer, waar ’n geriefsteekproefnemingmetode gebruik is. Vir die doel van hierdie studie is slegs laerskole en hoërskole met meer as 500 leerders geselekteer omdat hierdie skole meer as een SBS-lid het. Die steekproef het respondente ingesluit van 61 skole, wat aan die kriteria voldoen het, maar slegs 238 respondente van 51 skole het die vraelys ingevul. ’n Self-saamgestelde gestruktureerde vraelys, bestaande uit 45 geslote vrae, is gebruik. Die navorser het voorts van ’n vierpunt-Likertskaal as ’n ordinale skaal gebruik gemaak, wat respondentes toegekla het om op ’n skaal van 1-4 aan te dui waarop hulle saamstem/van nie saamstem nie met die stelling. Die geldigheid en betroubaarheid van die vraelys is in hierdie studie bevestig.

Data is ontleed deur middel van eksploratiewe statistiese tegnieke. Ten einde die ervaringe van SBS-lede en nie-SBS-lede sowel as verskeie biografiese veranderlikes vas te stel rakende die gebruik van die visie as ’n leierskapstrategie, is ’n faktoranalise, Kaiser se maatstaf vir steekproeftoereikendheid (MSA), gebruik. Cronbach se alfakoeffisiënt is voorts gebruik om die interne betroubaarheid van die konstrukte te verseker en is gebaseer op inter-item-korrelasies. Praktiese beduidende verskille is tussen die gemiddelde van konstrukte vir onafhanklike groepe met behulp van Cohen se effekgroottes (d) bepaal.
Die literatuuroorsig vergeleke met die bevindings van hierdie studie het aan die lig gebring dat ’n visie vir ’n skool ’n energieke en inspirerende rol speel om belanghebbendes te motiveer om die doeltreffendheid van die skool te bevorder. Die empiriese ondersoek het getoond dat SBS-lede en nie-SBS-lede in ’n skool nie ’n verskil ondervind het in die skoolhoof se gebruik van die visie as ’n leierskapstrategie nie. In teenstelling hiermee het onderwysers van township- en plaasskole miskien nie ervaar dat die skoolhoofde die visie as ’n leierskapstrategie so gereeld en tot dieselfde mate gebruik as die onderwysers van die middestadskole nie. Die literatuuroorsig het getoond dat die gebruik van ’n visie as ’n leierskapstrategie skeidoeltreffendheid verbeter en daarom word daar voorgestel dat alle skoolhoofde ’n visie as ’n leierskapstrategie behoort te gebruik.

**Sleutelwoorde:** visie; gedeelde visie; missie; skoolontwikkelingsplan; leierskapstrategieë; leierskapstyle; leierseienskappe; organisasiekultuur; onderwysleier; waardes en skooldoeltreffendheid
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<tbody>
<tr>
<td>ANA</td>
<td>Annual National Assessment</td>
</tr>
<tr>
<td>DoBE</td>
<td>Department of Basic Education</td>
</tr>
<tr>
<td>DoE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>HoD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>MSA</td>
<td>measure of sampling adequacy</td>
</tr>
<tr>
<td>NATED</td>
<td>National Assembly Training and Education Department</td>
</tr>
<tr>
<td>NW</td>
<td>North West</td>
</tr>
<tr>
<td>PIRLS</td>
<td>Progress in International Reading Literacy Study</td>
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<td>SDP</td>
<td>school development plan</td>
</tr>
<tr>
<td>SMT</td>
<td>school management team</td>
</tr>
<tr>
<td>SACMEQ</td>
<td>Southern and Eastern Africa Consortium for Monitoring Educational Quality</td>
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1.1 INTRODUCTION

There is no more powerful engine driving an organization toward excellence and long-range success than an attractive, worthwhile, and achievable vision of the future, widely shared (Nanus, 1992:3).

It is argued that a vision statement unifies employees and puts them on the same productive page in the organisation, while the mission indicates the road to get there (Arlene, 2014:1; Fallon, 2015:1). Furthermore, every successful organisation depends on a well-defined and clear vision and mission statement to indicate to stakeholders the direction in which the organisation is aiming to go (Naaranoja, Paivi & Heikki, 2007:659). Nanus (1992:3) deems a vision as a very powerful instrument to achieve school effectiveness.

Planning forms the cornerstone of success in any organisation (Van Deventer, 2016c:130). Also, planning is a deliberate action that forces the leadership to focus on the future and what the organisation finally needs to achieve. Planning always involves some change that will take place, and therefore the impact of the change needs to be absorbed in one way or the other.

One of the ways to absorb the impact is to find an effective platform to direct the change. It is argued that effective planning is based on a direction-giving platform, which informs and directs the organisation to be effective. Davies and Davies (2010:11) posit that a vision is such a direction-giving platform as it is defined as a realistic dream of what is hoped to be achieved in the future. It could also be argued that a dream for the future involves change, since a dream cannot be achieved without establishing some change so as to achieve that futuristic picture. Most leaders base their vision on change and how they can do things differently. In order for this to happen, each leader needs to establish a vision that completes their futuristic picture (Van Deventer, 2016c:132).

Therefore, a vision as a leadership strategy plays an important role to ensure that dreams for a better future are reached (Mooney & Mausbach, 2008:83). As a direction-giving leadership strategy, vision becomes the core focus for further planning and development to enhance effectiveness. The vision in itself is not enough, unless the vision as a strategy is unfolded, using the mission to obtain the aims and objectives of the organisation (Naaranoja et al., 2007:659). The vision therefore informs the mission, which becomes the action plan that underpins the aims and
objectives of the organisation. Not only does the mission underpin the aims and objectives, but it also stipulates the culture of the organisation. In addition, culture is used to explain the values of the organisation, which is embedded in the vision, mission and the aims and objectives. Through the mission, everyone in the organisation lives the culture by striving to attain the aims and objectives, which are informed by the vision (Mc Combs & Miller, 2009:87).

Naaranoja et al. (2007:659) suggest that the vision and mission of an organisation give rise to the strategic plan or, as in the case of a school, the school development plan (SDP). The SDP explains the details of how the aims and objectives of the organisation are attained. It can be argued that the vision as a leadership strategy, incorporating the mission and the SDP, serve as an anchor to direct the school’s activities (Mooney & Mausbach, 2008:xi). Whenever any existing and new plans are implemented, it needs to be aligned with and contribute to the achievement of the vision. It is therefore important that the vision is communicated in such a way so that everyone understands it and buys into this strategy in order to know the direction the organisation or school will embark upon.

Colette, Taylor and Cornelius (2014:567) suggest that the vision can be communicated in creative ways, such as displaying it in visible places; implementing it through regular discussions; and communicating the values clearly. They also claim that a culture of motivation and inspiration, in which stakeholders want to achieve school effectiveness, is established by communicating the values in the vision regularly. This needs to be done in order for the vision to become the touchstone for achieving all the aims and objectives of the organisation.

Vision as a leadership strategy is defined in Figure 1.1, and whenever the researcher refers to the vision as a leadership strategy, it is unpacked through the facets of a mission, the aims and objectives, a SDP, and school culture.
Figure 1.1: Vision as a leadership strategy

Planning in a school and using the vision, mission and SDP establishes the school culture (Lunenberg & Ornstein, 2008:72). Lunenberg and Ornstein explain that the core values in the vision form the basis to establish an organisational culture.

The researcher used the literature to define a vision as a leadership strategy and the role it plays in improving school effectiveness. In this study it was argued that, in South Africa, there are many underperforming schools and one of the reasons for this could be the lack of a vision that directs school planning. The researcher therefore intended to investigate the contribution of a vision as a leadership strategy and whether this vision forms the basis of all activities in the school. Furthermore, the researcher wanted to establish whether the vision in a school informs the mission, SDP, and the aims and objectives. In addition, the researcher intended to investigate whether there are any biographical differences in the way teachers experience the use of the vision by the principal.

The research was conducted in the North West (NW) Province, which was amongst the lowest achievers in the Annual National Assessment (ANA) results (Anon, 2014). The researcher conducted quantitative research in the Matlosana area (NW), which included Klerksdorp, Stilfontein, Orkney, Hartebeesfontein and adjacent townships.
1.2 CLARIFICATION OF KEY CONCEPTS

The following concepts were clarified, as they form an essential part of the study and lead to a better understanding of the contents of the study. The meaning of the concepts may differ, but in the context of this study, they mean the following:

1.2.1 Vision

A vision is the picture people have in their minds of where they want the organisation to be in the near future. It is also what they want the organisation to achieve or how the organisation can become more effective (Arlene, 2014:2). In other words, the vision of the organisation is directed at the hopes and beliefs the organisation wants to achieve in the future (Mooney & Mausbach, 2008:33). Desravines, Aquino and Fenton (2016:104) furthermore claim that a vision is aspirational, and the goals are set in the primary needs of an organisation. They argue that the vision of an organisation is usually built on the vision of the leader and does not necessarily include the vision of all stakeholders.

Colette et al. (2014:568), on the other hand, argues that, if a leader is able to communicate the vision effectively, it is the first step to inspire and empower stakeholders in the organisation. Gabriel and Farmer (2009:2) posit that the direction the vision implies is the inspirational factor of the organisation. An inspirational vision encourages everybody to work tirelessly to achieve it and to enable effectiveness in the organisation. The vision is not only inspirational, but, when revisited regularly, it is also the most effective way to motivate all stakeholders (Williamson & Blackburn, 2016:14).

When a vision in an organisation is inclusively developed, everybody has that same dream for the organisation and the leader’s vision becomes the shared vision of the organisation (Colette, et al., 2014:567). This can only happen if the vision as a direction-giving statement has the buy-in of the stakeholders in the organisation. To enable the vision to allow the achievement of success, a shared vision, in which all stakeholders believe, must be created (Desravines et al., 2016:104). For this reason, it is important to define a shared vision.

1.2.2 Shared vision

In order to achieve the vision successfully, a united collaboration of stakeholders – where they attempt to share ideas on the direction of change of the organisation (in this case a school) – is needed to contribute to the establishment of a shared vision (Colette et al., 2014:567). Additionally, Wilhelm (2016:27) claims that a shared vision expects everyone to participate in setting the vision by working shoulder-to-shoulder and to share in the responsibility of achieving the vision. Latham and Wilhelm (2014:24) add that a shared vision also allows teachers to develop their leadership
skills. According to Latham and Wilhelm (2014:24), by allowing teaching staff to develop their leadership skills, they have the opportunity to observe their colleagues, share experiences, listen to each other, and thus create a shared vision. On the other hand, stakeholders should understand that a shared vision conveys the school's values, with which they should concur (Colette et al., 2014:124).

Although a shared vision forms the platform for effective planning, attempting to satisfy the wants of various stakeholders can easily derail the organisation when it attempts to satisfy the staff's wimps and fancies. On the contrary, if teachers are going to change so as to align with the school's vision, they must know they will gain from the benefits the vision induces (Colette et al., 2014:125).

Thus, in order to keep the focus and direction of the organisation, the role of good leadership when setting the vision cannot be overemphasised. A shared vision starts with the vision of the principal whereafter a collaborative, shared vision is developed. Moreover, in the development of the shared vision, the principal should ensure that the shared vision is a collective commitment of the stakeholders to state the conclusive purpose of the school (Williamson & Blackburn, 2016:11). In order for the principal to ensure this collective commitment to the shared vision, it needs to be unpacked using the mission to clarify the conclusive purpose.

1.2.3 Mission

The mission of an organisation, according to the literature, is the statement that describes why the organisation exists and the way in which the vision will be attained (Kowalski, 2010:37). According to Adams (2012:5), the mission of a school is “the first step in strategic planning” to enable all the stakeholders to work towards an obtainable shared vision. Therefore, Fallon (2015:2) implies that the mission statement must be founded on the vision in order to accomplish the aims and objectives of the organisation. Even though the mission is founded on the vision, it needs to be reviewed occasionally to make sure the current needs of the school are still addressed (Williamson & Blackburn, 2016:12).

Moreover, according to Guthrie and Schuermann (2010:278), the mission must have obtainable and measurable goals to establish school effectiveness. It can be argued that the vision is the aspirational, futuristic picture in people’s minds of where the organisation wants to be in a few years’ time, and the mission is the way to get there. Van Deventer (2016c:133) agrees that “the mission is the ‘engine’ that drives the stakeholders to set aims and objectives to achieve the vision.” This driving engine serves as a “starting point, gives direction, is inspiring, interprets the ideals of a school in a specific, long-term framework, and it also includes the national vision for all schools” (Van Deventer, 2016c:138). In addition, Williamson and Blackburn (2016:12) advocate
that the mission is the way in which staff members recommit to the values and beliefs set in the vision. The mission, linked to the vision, will explain how the school will go about in their daily activities to achieve effectiveness. The mission underpins the strategic plan, which is referred to as the school development plan (SDP) in schools.

1.2.4 School development plan (SDP)

Once the vision and mission of an organisation are established, the focus moves to the next level of importance, namely the strategic plan of the organisation. The question can be asked how one gets to the “ideal state” of an organisation? Naaranjona et al. (2007:1) advocate strategic planning as the way to put the organisation into action to achieve the ideal state. The strategic plan contains things like the values and culture of an organisation. It can be argued that if the inner core of an organisation is the vision and mission, we can refer to the culture and values in a strategic plan as the outer core of the organisation (Srinivasan, 2013:150). Furthermore, the culture, values, aims and objectives are linked and can be seen as the qualities in the plan according to which people will act in the organisation (Srinivasan, 2013:152).

Although the strategic plan is linked to the values in the vision, it must be stated that it is also a working document that sets out the priorities and targets the school wants to achieve in order to be effective. The following abstract from the Northern Ireland Government Gazette outlines what a SDP should aim to accomplish:

The School Development Plan is primarily a working document for use by the school. It will be based on the school’s analysis of current levels of performance, its assessment of how current trends and future factors may impact on the school and set out priorities and targets for improvement for the period ahead.

(Government Gazette, June 2005:1)

The Department of Education in Northern Ireland introduced the implementation of a SDP in 2005 to provide a way in which teachers can self-evaluate their performance and also to enable them to improve their effectiveness. This strategic planning is based on assessing the school’s strengths and weaknesses to form a basis for their planning for the following three years. This plan unpacks the targets for future performance: how it intends to achieve these targets and also how progress will be assessed (Government Gazette, June 2005:1).

Likewise, the Department of Basic Education (DoBE) in South Africa also requires schools to develop and implement a SDP. The SDP is an integral extension of the vision and the mission and
defines the detail of the planning that takes place. When implementing the SDP, each stakeholder understands what must be done in order to attain the vision of the school. The SDP therefore contains the day-to-day actions to achieve the aims and objectives of the vision (Kirtman, 2014:147). Mooney and Mausbach (2008:36) suggest, though, that alignment of the vision, mission and SDP must take place in order for all stakeholders to achieve the aims and objectives of the school. Once the aims and objectives have been attained, which is embedded in the vision, mission and SDP, school effectiveness is the result (Green, 2009:79). Even with the stakeholders understanding the shared vision, the mission and the SDP, the achievement of this collective goal needs to be driven by effective leadership.

1.2.5 Leadership

Bush (2007:392) explains leadership as a process of influencing other people to change their actions and to shape their goals. An old Chinese proverb says, “unless you change direction, you are likely to arrive at where you are headed” (Nanus, 1992:3). Leadership therefore requires of the leader to maintain the current direction if it is aligned with the vision or to initiate the change in direction of the organisation in order to pursue the vision and ultimately achieve school effectiveness.

Green (2009:2) expresses that quality leadership also involves effective leaders who adopt new visions, communicate it and convince all stakeholders to commit to the change the vision requires. A clear and inspiring vision transforms the school into a place where the beliefs and values of stakeholders are taken into consideration to ensure school effectiveness (Whitehead, Boschee & Decker, 2013:100). In addition, it can be argued that a shared vision is created when the values and beliefs of the stakeholders are taken into consideration (Senge, 2013:8). Effective leadership uses the shared vision as a leadership strategy to base all further planning and future achievements on it to ensure school effectiveness (Zepeda, 2013:17).

With the establishment of a shared vision, the leader can introduce a direction-setting process for the future of the organisation. The futuristic process is initialised by strong leadership to enhance school effectiveness. Botha (2010:609) agrees and advocates leadership as the ability of the leader to motivate people to reach their own goals, to influence them, and to direct people’s behaviour to accomplish organisational goals.

To further clarify the concept of leadership, the difference between leadership and management needs to be clarified, as they overlap, and people often mistake the one for the other (Gardner, 2013:17). Leadership can distinctly be identified as a change-making process. Botha (2013a:284) furthermore posits that leadership is not a passive status, but rather interaction between groups.
Although leadership is perceived as interaction between groups, the important role of the leader to accomplish school effectiveness can never be overestimated.

Management, on the other hand, is usually linked to an organisation and monitor processes to accomplish organisational goals and objectives (Gardner, 2013:19). In other words, management is to manage people, time, schedules, etcetera, and therefore involves the organising of daily activities in an organisation. Management can thus be described as a continuous maintenance activity in the daily running of the organisation and therefore needs vibrant leadership strategies to achieve that.

### 1.2.6 Leadership strategies

Leadership strategies are the steps taken by leaders to take the school into a future direction, by setting the direction, developing people, and redesigning the school to become effective (Davies & Davies, 2010:13). Davies and Davies furthermore claim that a strategy has a structure with guidelines for an action plan, based on the vision, which the leader uses to encourage the organisation into action.

In such a strategy, the vision is translated into action, telling stakeholders where the organisation wants to be in a desired future (Brock & Grady, 2012:14). Leadership strategies in this research actively use the vision to direct the rest of the planning, namely the mission and the development plan. Leadership strategies will also involve strategic planning, as these two concepts are intricately linked. The purpose of this research study is to investigate if the use of the vision as a leadership strategy leads to school effectiveness and therefore attention is paid to clarify the concept school effectiveness in the following section.

### 1.2.7 School effectiveness

School effectiveness is seen as a broad concept, namely that all the aims and objectives set in the vision which focus on learner achievement are reached (Brock & Grady, 2012:13). Botha (2010:615) states that effectiveness depends on the cohesion of teams. As school effectiveness is such a broad concept that is difficult to define, it is often reasoned using approaches. Three approaches, namely the indicator approach, the role approach and the contextual approach, are described by Botha (2010:609). Each of these approaches focuses on different aspects of effectiveness. The indicator approach indicates the importance of goals, satisfaction, legitimacy and organisational effectiveness, to name a few. The role approach enlightens the importance of the role of the school management team (SMT) to improve effectiveness. On the other hand, the contextual approach focuses on the fact that school effectiveness is anchored in the “goals for learners” and the “goals for school improvement”. In addition, the three effectiveness factors,
namely goals, support and pressure, form the basis of the contextual approach and are indicators of school effectiveness (Botha, 2010:617). In Figure 1.2, the contextual approach is explained.

Figure 1.2: The contextual approach: assessment framework based on the contextual factors of goals, pressure and support in pursuit of school effectiveness
(adapted from Sun et al., 2007:98 as cited in Botha, 2010:616)

This approach is embedded in the national context, which sets goals for school improvement as well as performance of learners. Pressure and support include aspects such as strong central control, external evaluation and school accountability. The principal supports stakeholders by giving positive feedback and encouragement in all facets. Along with the support, the principal puts pressure on stakeholders to perform better through the continuous evaluation of the effectiveness of the school.

To achieve the ultimate aim of effectiveness in the school as organisation, it is strongly believed that school leaders should display the following qualities:

- a vision of the desired academic performance of the school;
- to be able to communicate this vision and mission effectively;
- they actively engage in the encouragement of the staff to improve performance;
- actively engage in developing teachers to become leaders;
- motivate the staff by setting out the goals of performance in a mission;
- making sure that the values and skills are promoted in their teaching;
- establish a culture and climate for effective teaching and learning to take place (Botha, 2013c:196).
As mentioned above, one can conclude that school effectiveness strongly relates to a vision and the effective communication thereof. The inclusion of the values captured in the vision is unpacked through the mission. With the approaches and models used to describe effectiveness, one can conceptualise effectiveness as the way in which a school achieves its aims and objectives using a vision and mission.

Other approaches and models in the literature are discussed in chapter 2.

1.3 BACKGROUND OF THE STUDY

“Does a change in thinking guarantee a change in action?” Stevenson (2006:667) asks this question as he ponders on how to put a vision into action. This very same question can be asked when looking at the history of schooling in South Africa.

Democracy in South Africa necessitated restructuring of schooling and thus a new system of education for all. The different education departments in South Africa were merged and a unitary system of education was introduced. Furthermore, after the first South African democratic election in this country, education changed direction from the traditional education system, namely the National Assembly Training and Education Department (NATED) to the new Outcomes-Based Education System (White paper on Education and Training, 1995). This meant a complete change in South Africa’s educational system. The change in policy was intended to not only unify the education system in South Africa, but also to ensure that schools become more effective organisations.

However, according to Spaull (2013:3), education in South Africa still struggles with the ongoing crisis and performs poorly according to worldwide standards. International tests such as the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and the Trends in International Mathematics and Science Study (TIMSS) indicate that South Africa ranked 10th out of 14 education systems of countries on the continent that participated (Reddy, 2006). The Progress in International Reading Literacy Study (PIRLS) reported that reading literacy achievement in South Africa was compared to 45 international countries, and South Africa scored well below the international centre point. In addition, the TIMSS ranked South Africa as one of the lowest performers among 50 international countries in mathematics. These shocking statistics resulted in the question whether South African schools have the ability to improve their performance (Spaull, 2013:4).

Attempts and efforts were made by the Department of Basic Education (DoBE) to improve education in South Africa. Something more was needed to change the underperformance of schools and the DoBE decided to require the creation of visions in schools, hoping it would inspire...
the required action for school improvement. This decision is supported by the literature, which emphasises the importance of a vision as a strategy to inform change (Stevenson, 2006:667). Furthermore, a compelling vision is the steppingstone for new and improved actions and ideas, which can lead to school effectiveness.

The use of a vision as a leadership strategy has grown immensely over the past few years. Deal and Peterson (2013:277) argue that effectiveness in schools relates to a strong leadership strategy driven by a clear shared vision. A shared vision motivates people to think alike and to work together in order to make the vision a reality. This forms the basis for effectiveness in schools (Naaranoja et al., 2007:654).

The vision of a school, though, needs to be in line with the vision of the DoBE for schools in South Africa. “Our vision is of a South Africa in which all our people have access to lifelong learning, as well as education and training, which will, in turn, contribute towards improving the quality of life and building a peaceful, prosperous and democratic South Africa.” (Van Deventer, 2016a:123).

1.4 PROBLEM STATEMENT

Serious concerns have been raised about the effectiveness of South African schools (Spaull, 2013:4). Since 1996 several changes were made by the DoBE to get all schools to improve their performances. The first step was the new outcomes-based education system. The system was implemented after thorough research was conducted on the effectiveness of the system. This change caused schools to change completely from the old system, where the curriculum was standard, and did not allow for much improvisation to a complete new attempt. This change was not received well by teachers as they did not share in the excitement of the Department. The new system was unknown to them, and although the Department made several attempts to train teachers, it simply did not work.

More changes in the schooling system took place and the DoBE encouraged schools in many ways to improve their performance through a variety of interventions. One of these attempts was to encourage schools to create a vision for the school, to set up a mission and to support the vision and mission with strategic planning. To achieve this, templates for SDPs were provided to schools in order for them to design their strategic planning for achieving school effectiveness.

Added to the SDP the DoBE implemented the Annual National Assessment (ANA). The result of the ANA tests indicated that the NW Grade 3 learners’ mathematics performance was so poor, that only 39.4% of the learners achieved more than 50% (Anon, 2014). Furthermore, only 20% of the Grade 6 learners could attain an average mark of 50% in Mathematics (ANA, 2014). These results, together with the national rankings in the SACMEQ, TIMSS and PIRLS, indicate that the problem
of poor performance is not yet significantly addressed. For this reason, it is postulated that planning such as the SDP as well as the daily activities are not sufficiently directed by the school’s vision, the key strategy for school effectiveness (Deal & Peterson, 2013:278).

The researcher argues that the vision as a leadership strategy can lead to organisational success. The leader should communicate the vision effectively and should involve all stakeholders in its planning (Green, 2009:3). It can be contemplated that the vision in a school should be the beginning of all further planning and that this planning should lead to school effectiveness. It is further argued that the vision as a guiding leadership strategy should form the key factor to improve the effectiveness in poor-performing schools.

1.5 AIM OF THE RESEARCH
The aim of the study was to investigate whether the vision of a school as a guiding leadership strategy leads to school effectiveness.

In order to fulfil the abovementioned aim, the specific objectives in this study were:

- to establish how often the vision as a leadership strategy forms the basis for all activities in the school;
- to examine the extent to which the vision as a leadership strategy is used to guide school planning;
- to explore the extent to which the vision of the school directs the everyday activities in the school; and
- to determine if there are biographical differences in the way teachers experience the abovementioned objectives.

1.6 THEORETICAL FRAMEWORK
This research study was based on the transformational leadership theory in order to explain the importance of the vision of a school as a leadership strategy. The transformational leadership theory was first introduced by Burns (1978). Burns conceptualises transformational leadership as a process whereby a leader “redesigns perceptions and values, and changes expectations and aspirations”. He explains that the leader uses characteristics such as personality, traits, ability to make a change, the articulation of a vision, and challenging goals to transform followers into a higher level of performance (Lunenburg & Ornstein, 2008:151).

Bass (1985 as cited in Yukl, 1999:286) extended on Burn’s theory and added that the transformational leader motivates followers to levels of performance beyond normal levels through inspiration, stimulation and individual attention. Choi, Kim and Kang (2017:389) also explain this
theory by identifying the transformational leader’s traits. Explaining the first trait, they argue that the transformational leader raises followers’ level of maturity because the leader inspires better achievement from followers. In this trait, the leader is also concerned with the wellbeing of each individual follower and therefore establishes a mutual trust relationship.

In the second trait, the leader has an idealised influence on the followers because the transformational leader has a desirable future, which is communicated with confidence and determination. According to Choi et al. (2017:389), the third trait of the transformational leader is that the leader is the encouragement to become more innovative, creative, and to learn and grow to be able to embrace the futuristic picture of the leader. In their last argument about the transformational leader, they explain that the leader is concerned about individual developmental needs of the followers and therefore supports and coaches by giving them opportunities to develop.

In this theoretical framework, the transformational leadership theory provides a normative approach in which the leader focuses mainly on influencing stakeholders. Moreover, with the underlying processes in this theory that focus on the outcomes of the tasks at hand and the achievement of the vision, it formed the framework in which this research was conducted (Yukl, 1999:286).

1.7 RESEARCH METHODOLOGY
Research methodology is a scientific method that consists of systematic observation, the gathering of information, and the classification and interpretation of data (Kumar, 2014:9). A variety of concepts are often used by different authors explaining the same thing, therefore the researcher used the concepts of one author, namely Creswell (2012, 2014). The first concept, namely the research approach is clarified whereafter the research design is outlined.

1.8 RESEARCH APPROACH
In this research, the quantitative research approach was employed. According to Punch (2009: 211), quantitative research describes reality in terms of variables – variables are measured and the relationships between these variables are determined and explained. The quantitative research approach is used “for testing objective theories by examining the relationship between variables”.

Creswell (2014:4) furthermore explains that “the variables can be measured, typically on instruments, so that the numbered data can be analysed using statistical procedures”. Kumar (2014:14) argues that the quantitative research approach aims to quantify the extent of variation in a phenomenon. In quantitative research, a literature review is done before conducting the study (Johnson & Christensen, 2014:88).
1.9 RESEARCH DESIGN
Creswell (2014:12) describes a research design as “types of inquiry within the approach to provide specific direction for procedures in a research design”. In this study, a nonexperimental survey design was used. The research instrument was a self-compiled structured questionnaire with 45 closed-ended questions. The questions in the questionnaire were based on the literature review and were carefully selected in order to eliminate bias answers.

Furthermore, the researcher made use of a four-point Likert scale as an ordinal scale, allowing respondents to rate the statement on a scale of 1-4, indicating the extent to which they agree or disagree with the particular statement. Before the study was conducted, the researcher had obtained permission from the Faculty of Education of the North-West University (NWU) (Annexure A) and the North West Education Department (Annexure B). Permission from the principals and the school governing bodies of the selected schools was obtained before the research was conducted (Annexure C).

1.10 DEMARCATION OF THE STUDY
The research was conducted in the Matlosana area in NW. For the purposes of this study, only primary and secondary schools with more than 500 learners were selected, because these schools have more than one SMT member. Having looked at the information of this area, it was determined that 61 schools satisfied this criterion.

The selected schools were targeted to complete a questionnaire. The researcher and the field worker distributed the questionnaires to the schools and the research was briefly explained to them. It was essential for the researcher to follow the Code of Ethics for Research during the research process.

1.11 STATISTICAL ANALYSIS
Exploratory factor analysis was used to assure construct validity. Cronbach's alpha coefficient was used to measure internal reliability and was based on inter-item correlations. Cronbach’s alpha coefficient assured the reliability of the constructs.

Descriptive statistics like means and frequency tables were used to determine the level of a construct. In order to determine the differences between the perceptions of SMT members and non-SMT members on levels of constructs, Cohen's effect sizes (d) were calculated. Cohen’s effect sizes (d) were also calculated to determine the differences between various biographical variables.
1.12 SCOPE OF THE STUDY
The aim of this research study was to determine whether the vision as a guiding leadership strategy leads to school effectiveness. The researcher focused on how the vision is used as a leadership strategy by the principal, how often it is used during daily activities, and to what extent it directs planning in the school. Furthermore, the researcher wanted to establish whether there were any differences between biographical variances if the vision is used as a leadership strategy for school effectiveness.

1.13 LIMITATIONS OF THE STUDY
The study was conducted in the Matlosana area, which is a small area in NW. Due to the small size of the area it could not be assumed that other schools in NW would show the same outcome. It was also possible that a significant number of respondents would not complete the questionnaire and therefore, the results of the sample would not apply to the population.

1.14 CHAPTER OUTLINE
The dissertation is outlined as follows:

Chapter 1 clarified the relevant concepts, namely vision, shared vision, mission, the SDP, leadership, leadership strategy and school effectiveness. The background and problem statement were included and discussed. Furthermore, the aim and objectives of the study, theoretical framework and research methodology were defined. The scope of the study and the limitations were included.

Chapter 2 argues the relevant research literature on the vision as a leadership strategy. Furthermore, the way schools are visualised as organisations is described and the relevant aspects are unpacked. Attention is given to effectiveness of organisations and schools as organisations as well as the influential aspects surrounding effectiveness. The implementation of the mission and SDP in schools are explained. In addition, the organisational culture as an important aspect of school effectiveness is explored.

Chapter 3 deals with the research design, which, in case of this study, was a quantitative research design. The self-compiled structured questionnaire that was used to collect informational data is explained. The target population, the study population as well as the sampling method are described. The collection procedure and ethical considerations are also unpacked and finally, the data-analysis method and the unit of analysis are explained.

Chapter 4 deals with the statistical analysis of the study. Attention is given to the construct validity and reliability of the instrument. The demographic background, as well as biographical information,
are exploited. The analyses of the data obtained from the research questionnaire are reported and interpreted.

Lastly, chapter 5 presents the literature and empirical findings and recommendations are made to schools. Possible solutions and a conclusion are also offered.

1.15 CONCLUSION
Chapter 1 explained the main aim of this study, namely to establish if the vision as a guiding leadership strategy leads to school effectiveness.

Concepts for the purposes of this study were clarified. The researcher furthermore explained the background against which the study took place and how it led to the aims and objectives of the study. The research method was introduced as well as the theoretical framework for the study. The demarcation, the scope of the study, as well as the limitations are outlined. Furthermore, this chapter provided an orientation to and an overview of the research study.

In chapter 2, the researcher uses literature to clarify applicable concepts to explain the influence of a vision as a guiding leadership strategy for school effectiveness.
CHAPTER 2
LITERATURE REVIEW: THE ROLE OF A VISION AS A LEADERSHIP STRATEGY FOR SCHOOL EFFECTIVENESS

2.1 INTRODUCTION
A general overview of this research was presented in chapter 1. Furthermore, the relevant concepts, such as vision, mission, shared vision, leadership as well as school development plan (SDP) were clarified and discussed. Using pertinent literature, the researcher argued that, although a lot of effort has been made to improve the education system of South Africa, it seems, however, that some schools still struggle and underperform, according to international benchmarking standards (Spaull, 2013:3). Based on the initial literature reviewed and available test results and statistics mentioned in the previous chapter (§ 1.4), it was evident that school effectiveness in the majority of schools is still problematic. It was for this reason that the researcher proposed that the vision be used as a leadership strategy to enhance effectiveness in schools and consequently improve the overall performance of learners.

In this chapter, the researcher reviews and discusses the relevant literature relating to the research topic. The researcher uses the literature review to establish the important contribution of the vision as a guiding leadership tool in the effectiveness of schools. Furthermore, the literature is used to suggest how a vision could be infused into daily school activities through the mission and the SDP. In addition, the researcher uses the literature to inaugurate in which way a vision as a leadership strategy guides and informs the values and culture of a school. Furthermore, emphasis is placed on the role and importance of a vision as a guiding leadership strategy for schools to become effective.

2.2 VISION AS A LEADERSHIP STRATEGY
In this study it is argued that the vision of the organisation, in this instance the school, is an important leadership strategy to improve overall effectiveness. It is therefore important to compare and discuss relevant literature and to define the underlying concepts that this research encompasses in order to understand the interrelatedness between the different components of a vision as defined and its ultimate effect on the organisation.

The concept organisation was discussed, and it was established that a school satisfies the characteristics of an organisation. The role the vision plays in an organisation was unpacked and once this had been established through the literature, the vision as a leadership strategy in schools
was explored. As the vision was central to this research, it was critical to fully engage the literature with regard to the vision. It was important to investigate if schools could be seen as organisations and whether the importance of a vision in an organisation was also relevant in schools.

2.2.1 Organisations

Theron (2007:81) argues that an organisation is a framework in which human activities are directed and coordinated and where formal structures of authority are one of the most important characteristics of an organisation. In such a structure, where a group of people strive to achieve collective goals, a certain hierarchical order gives authority to certain people where they have the right to give instructions to others. Van Wyk (2016:60) adds that an organisation can also be defined as individuals and groups of people who work together without a specific hierarchical order to achieve the goals and purposes. A formal organisation can furthermore be defined as a structured framework where not only people, but also activities are grouped into structures to be able to meet the needs at hand.

This open system structure affects and is being affected by the environment (Business Dictionary, 2017). Thapa (2010:1) agrees that an organisation is an open system where people work together to allow the organisation to function in an environment and to influence the environment. The needs of the environment provide direction to the organisation to produce for those specific needs and therefore establish an interaction between them. On the other hand, Marishane (2011:73) argues that an organisation is what an individual wants to achieve and that it involves “putting systems, structures and processes in place” to accomplish their goals. In addition, it is debated that an organisation can be defined as a process in which actions are carried out to reshape the existing entity.

Farooq (2012:1) is also of opinion that an organisation is a process that allows activities to take place to achieve the goals and objectives. He argues that an organisation is a tool in the hands of management to allow the process whereby individuals are identified and assigned tasks to match their abilities.

The concept organisation was defined, but it is important to establish some of the characteristics and features of an organisation in order to be able to prove that schools can be seen as organisations. Firstly, the characteristics of an organisation are explained.

2.2.1.1 The characteristics of an organisation

Organisations have certain characteristics, as explained by Thapa (2010:1). An organisation is goal-orientated, has a collection of people, has technology and allows for continuity. The fact that
organisations allow for continuity assures that organisations can survive without key role players, because they have established characteristics. Johnson (2017:1) agrees with Thapa (2010:1) and argues that the effective sharing of the goals of the organisation helps stakeholders to buy into the vision and mission. Another characteristic is teamwork, which also establishes high employee morale. In addition, a healthy organisation offers training opportunities, confronts poor performances and offers good leadership, to name but a few. Furthermore, the characteristics of an organisation allow for management to guide the organisation and to set rules for personnel, whose positions, responsibilities and rights are clearly defined.

According to Theron (2007:82), an organisation has the following characteristics:
- it has a particular composition and structure;
- it consists of more than one person with prescribed and differentiated tasks;
- it is constituted to achieve specific aims and objectives;
- it is exposed to external influences;
- it is characterised by coordinating activities;
- it is characterised by collective activities.

It is clear that organisations can be seen as places where people with different levels of authority work together to achieve the same goals set for the organisation. Apart from the characteristics of an organisation, it also has features, which are clarified in the following paragraph.

2.2.1.2 The features of an organisation

Botha (2013b:2) explains that an organisation has specific features in order for people to identify it as an organisation. He continues by naming the features of an organisation as:
- membership (also leadership);
- a purpose for the organisation to exist;
- what regular operations take place;
- organisational structures;
- organisational culture;
- organisational processes;
- organisational behaviour;
- organisational context.

This study focuses on schools and therefore it should be established whether schools are organisations. Before an organisation and a school are compared to establish whether a school is an organisation, the features of a school are defined.
2.2.1.3 The school as an organisation

Botha (2013b:3) compares the features of a school with that of an organisation and concludes that a school satisfies the criteria of being an organisation. He uses the following table to compare the features of a school with the abovementioned features of organisations:

Table 2.1: Features of the school as a typical organisation

<table>
<thead>
<tr>
<th>Features of an organisation</th>
<th>Features of a school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and membership</td>
<td>Principal, teachers, governors, parents, learners and others</td>
</tr>
<tr>
<td>Purpose</td>
<td>Vision and mission, objectives and goals</td>
</tr>
<tr>
<td>Regulatory operational framework</td>
<td>Acts, policies, regulations, procedures and rules</td>
</tr>
<tr>
<td>Organisational structures</td>
<td>Committees, task teams/workgroups, management team, school governing body and support staff (e.g. maintenance team)</td>
</tr>
<tr>
<td>Organisational culture</td>
<td>Symbols, values, beliefs, attitudes and assumptions</td>
</tr>
<tr>
<td>Organisational processes</td>
<td>Teaching, learning, assessment support, capacity building and development</td>
</tr>
<tr>
<td>Organisational interaction/behaviour</td>
<td>Meetings, communication and interpersonal relations</td>
</tr>
<tr>
<td>Organisational context</td>
<td>Temporal and spatial conditions under which the school operates</td>
</tr>
</tbody>
</table>

(adapted from Botha, 2013b:3)

Studying the table above, one can reason that a school can be compared with an organisation based on similar features. The same features of an organisation can be identified as features of a school. Furthermore, Botha (2013b:3) explains that these features put together form the basis for everybody to know what is expected to achieve the goals of the organisation.

Marishane (2011:73) argues that, with the features of a school similar to those of an organisation, a school organisation can thus be defined from a managerial perspective as an organisation in which the resources, like humans, finances and so forth are used to improve teaching and learning. Furthermore, from a leadership perspective, a school as an organisation can be defined as a place where all stakeholders work together in a collaborative way to achieve school effectiveness. Bailes (2015:149), on the other hand, defines school organisational characteristics as mindfulness, teacher professionalism, and organisational citizenship and justice.

The characteristics of a school as an organisation are posited by West-Burnham (2011:159) as a structure wherein each level of authority is accountable to the level above. It is also established
that management sets the goals and that the division of labour is allocated to people who have the knowledge to do it. In addition, Bush and Middlewood (2013:69) argue that educational structures are highly connected with managerial processes where hierarchy, with the principal as leader, is still dominant. These organisational structures are often explained using an organogram.

Furthermore, relationships are impersonal, and work is largely determined by rules, standards and procedures. In addition, Zengele (2013:18) identifies a school as an organisation where people interact with each other to attain a common goal. Van Deventer (2016b:171) agrees and posits that no organisational structures can exist without interpersonal relationships.

Theron (2007:88) further differentiates between schools as formal organisations and schools as informal organisations. A formal organisation is where purposeful planning, organising and structuring take place. Schools as formal organisations are seen as places where not only formal planning takes place, but also where structured authority levels are in place. A school is also an informal organisation as informal groups are formed, such as informal task groups and friendship groups, to name a few.

Although systems and structures play a vital role, there are problems and new challenges in organising management tasks (Van Deventer, 2016b:174). Furthermore, challenges such as having highly qualified staff that do not do what they are qualified for, unnecessary paperwork, unbalanced responsibilities, and authority, can cause demotivation and carelessness. Van Deventer (2016b:176) posits that planning, organising and the successful implementation of strategies with the correct allocation of duties and tasks, are imperative to elucidate the challenging areas.

A variety of features and characteristics of schools as organisations have been discussed, and in the next section, the aspects surrounding effectiveness, organisational effectiveness and school effectiveness are discussed and interpreted.

2.2.2 Effectiveness

Effectiveness is the degree to which objectives are achieved and it is the extent to which problems are solved. It is thus the ability to achieve a desired result or to reach the intended or expected outcome of what was planned for (Business Dictionary, 2017). Colette et al. (2014:568) explain that effectiveness can be seen as a “label” that is applied when an outcome is reached. The closer the actual outcomes get to the desired outcomes, the higher the degree of effectiveness. Effectiveness can be identified within individuals, but in this research, the researcher wants to explain organisational effectiveness and after that the focus falls on school effectiveness.
2.2.2.1 Organisational effectiveness

Organisational effectiveness relies on the agreement of the stakeholders on how effective the organisation is on achieving its goals in reaching its desired outcomes (Colette et al., 2014:568). It is agreed that defining effectiveness is challenging, and various models and approaches have been developed to explain it.

Das (2012:2) conceptualises the Quinn and Rohrbaugh model of organisational effectiveness (4C Model) as a model where the organisation reaches its goals, is flexible, and where it can interact with the community in which it is situated. The 4C Model argues that competency, communication, cooperation and collaboration form the fundamental components of organisational effectiveness, as depicted in Figure 2.1.

![4C Model](image)

**Figure 2.1: 4C Model**  
(adapted from Das, 2012:2)

The 4C Model assumes that the four factors interact with each other to achieve effectiveness. It is reasoned that competency means that the organisation has the personnel, the skills and the procedure of tasks to achieve effectiveness. Alternatively, communication is essential in an organisation to enable the implementation of a vision, a mission and a strategic plan to execute effectiveness. According to the 4C Model, cooperation means that knowledge should be shared in
the organisation in order to contribute to the achievement of the objectives. Collaboration between
the leader and other stakeholders means that everybody works together and shares in the
achievement of the vision of the organisation. It can be argued that, even though other factors can
influence effectiveness, these four factors are the key factors to accomplish the goals of the
organisation.

In contrast, Ashraf (2012:81) is of the opinion that organisational effectiveness does not have a
specific model which suits all organisations. He classifies organisational effectiveness into different
approaches, namely the system resource, the goal, the process, and the strategic contingency
approaches. The goal and process approaches correlate with the 4C Model of Das (2012:2) in the
sense that the focus is on reaching the goals of the organisation and also in the cooperation and
collaboration of all stakeholders. Whereas the 4C Model is focused on interaction within the
organisation, the system resource approach and the strategic contingency approach are more
focused on influences and relations with outsiders and society.

In another vein, Colette et al. (2014:568) investigated the influence of visionary leadership on the
effectiveness of an organisation and argue that organisational effectiveness strongly relates to
visionary leadership. The leader’s vision for the organisation has a direct influence on the
stakeholders and on the way these individuals perform to achieve effectiveness. The leader’s
vision influences the way in which the personal values and characteristics of the leader build the
culture of the organisation (Figure 2.2).

Figure 2.2: Adapted model of organisational effectiveness in non-profit organisations
(Colette et al., 2014:570)
Their argument that visionary leadership strongly relates to organisational effectiveness is in line with the previous two arguments of Das (2011) and Ashraf (2012), who explain the interaction in the organisation to achieve a desired outcome. Visionary leadership also relates with a desired outcome for the organisation. Bailes (2015:148) has the same viewpoint and argues that organisational effectiveness could be defined as the ability of the organisation to be flexible, to communicate, to co-operate, to collaborate, and to be competent to reach its goals.

Acker-Hocevar, Cruz-Janzen and Wilson (2012:198) conclude that organisational efficacy is contributed by people in an organisation who work together as a unit, working in fluidity and not as isolated people who act on their own. Organisational efficacy thus releases a synergy among the staff that allows them to work as a team and to focus on achieving their goals. The leadership therefore has the task to unite the efforts of the staff through the use of the vision as a strategy in order to achieve this fluidity and synergy.

Having studied the viewpoints in the literature, the researcher argues that organisational effectiveness relies on leadership with a vision of influencing stakeholders to communicate, collaborate, co-operate and achieve the desired outcomes of the organisation. As the research study is interested in a vision as a leadership strategy used in schools, effectiveness in schools as organisations are defined.

### 2.2.2.2 School effectiveness

Organisational effectiveness, as demarcated in the previous section is also applicable to schools. Acker-Hocevar et al. (2012:93) are of the opinion that school effectiveness is where the principal has a vision that sets high expectations for everyone, from the new teacher right through to the administrative team. A further description of school effectiveness is that it has the following characteristics, namely: a safe and orderly environment; a clear school mission and high expectations; frequent monitoring of progress; and good relationships with parents, to name a few (Lunenburg & Ornstein, 2008:345).

Marzano (2013:7) has another view on school effectiveness, explaining that the principal’s vision causes teachers to work relentlessly to obtain the aims and objectives set for them. If they obtain the aims and objectives, it results in learners from every background realising their full potential to perform better. These efforts of the teachers also result in the positive attitude of the staff, which makes effective schools with low budgets even more efficient year after year.

Furthermore, Acker-Hocevar et al. (2012:200) argue that, in an effective school, the stakeholders experience a shared belief in the group’s joint capabilities to achieve a successful level of
performance. Using the vision as a strategy allows principals to have high expectations for all, expecting everyone to perform well and for the team to achieve higher standards and to excel above what is expected from them. Brock and Grady (2012:69) agree with the argument on how important teamwork is and that “I” should be replaced with “we”.

Theron (2007:117) argues that, for a school to become an effective organisation, it needs to apply a more practical outlook, namely:

- strong, positive leadership;
- good atmosphere and spirit with shared aims and objectives;
- high expectations and focus on learner achievement;
- well-developed procedures;
- involving learners in all facets of the school;
- extracurricular activities and parental involvement.

In any effective school, the vision is used as a leadership strategy. In the next section, the concept vision receives attention.

2.3 THE VISION USED IN ORGANISATIONS

For almost three decades, scholars have argued that vision is important to leadership, strategy implementation and change. Leithwood, Jantzi and Steinbach (1999:58) point out that vision-building is intended to create a fundamental, ambitious sense of purpose – one to be pursued over many years. Despite this early emphasis on the importance of vision in organisational management literature, vision is still not sufficiently utilised as an important strategy in organisations, and it is still not implemented correctly to bring about effectiveness.

Senge (2013:9) explains that the one idea that has inspired organisations for many years is the ability to picture the future in the way the organisation wants to create it. He elaborates and places the emphasis on a vision that is genuine – which allows people to excel in an organisation because they want to, not because they are told to. Prior to this argument, Özdem (2011:1889) had described a vision as the predictor of the future and had held the view that a strong vision can prepare the organisation for forward movement and the handling of unforeseen situations.

Williamson and Blackburn (2016:10), on the other hand, add that every leader must establish a vision of their own before they can build on the vision for an organisation. They continue their argument that leaders must clarify their personal values and beliefs: decide what they consider as priority and then decide what they want to spend the most time on. If this is done, the leader can formulate a personal vision that energises, motivates and inspires stakeholders.
In modern organisations, the vision becomes the inner core that determines how stakeholders will be energised, motivated and inspired, what must be done to achieve the desired goals, how it is done, and how success will be measured (Srinivasan, 2013:155). Moreover, the inner core of the organisation includes the values and the beliefs the vision advocates.

To this effect, Tschannen-Moran (2013:43) claims that a leader with a vision can only be successful when the leader values the importance of mutual trust. According to her, a trustworthy leader is a leader who does not only “talk the talk”, but also “walks the talk” of the vision. The effective leader needs to earn trust and needs to be able to trust the followers to achieve the vision.

Although the vision is an effective tool to motivate oneself as well as others in the organisation, the importance of revisiting the vision regularly cannot be emphasised enough. This needs to be done to retain the focus that was set, to find out whether it is still relevant, or to shift the focus if it is required (Day et al., 2011:241). Day et al. argue that, often, a written vision statement ends up in a bottom drawer and becomes a worthless document with no influence on the organisation. Moreover, they accentuate the importance that a vision should be developed and created from actions taken on a futuristic idea which describes how change should take place. They claim that this futuristic idea is where visioning starts, since this idea allows you to dream about a better future; however, it will remain a dream if the vision is not put into action.

Consequently, Bainbridge (2007:2) argues that a vision can be the aspirational goal of the people in an organisation aiming in the same unified direction in order to embrace an improved future. Mooney and Mausbach (2008:33) add that the common beliefs and values in the vision unify the stakeholders to achieve the organisational goals. Once this vision is clearly formulated and formed in the minds of all stakeholders, and is fully understood and adopted by all, it becomes the futuristic picture that energises and motivates those whom ascribe to it.

Davies (2011:27) supports the perspective that a vision is an aspirational futuristic picture and agrees that the vision is also motivational and inspirational. In Figure 2.3, Davies (2011:27) explains that the inspirational and motivational vision provides the needed energy and momentum to the organisation to move forward to achieve its goal and objectives.
Srinivasan (2013:149) concurs that the vision uses this momentum to move into the direction where the organisation wants to be in order to ensure effectiveness.

Vision is thus intricately linked to practice and becomes a leadership strategy that could be employed to foster organisational success in the way it determines the goals and ideals the organisation wants to achieve. This research therefore defines vision as “all-encompassing”, as it includes the mission, goals and planning to form a foundation that allows for the creation of an organisational culture on which the effectiveness of the organisation will be based.

A vision helps people to focus on the foreseen future, to unify them, and to promote sustained effectiveness (Van Deventer, 2016c:137). Added to this, a vision is defined as an aspirational description of what an organisation would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. Schools, as organisations, also need to understand the importance of a vision. The relevance of vision in schools is reasoned in the next section.

2.3.1 Vision provides direction in schools

The vision is setting the direction in which the school wants to advance in order to achieve a desirable future and provides a wider perspective of the future (Davies & Davies, 2010:11). Hill (2007:13) posits that vision plays a directional-giving role and provides the long-term goals for an organisation to achieve effectiveness. In contrast, Davies and Davies (2009:29) argue that the leader should acknowledge all stakeholders’ feelings and concerns in the school if he/she wants to achieve the goals of the vision in the future, and the leader needs to use this common understanding as a strategy to activate the visioning process.
In addition, Zepeda’s (2013:15) depiction of the influence of a vision and how this relates to a school’s vision is indicated in Figure 2.4.

**Figure 2.4: Zepeda’s depiction of the influence of a vision on a school**

It the figure above, Zepeda (2013:15) argues that a vision unifies people. It does, however, not only unify people, but also makes them focus on the future. When people work together as a unified group with one focus, it promotes growth as indicated in the directive-given vision and ensures school effectiveness. The school then grows towards achieving the aims and objectives that are unpacked in the mission and SDP. The beliefs and values of the vision of the school also establish the school’s culture.

A concise well-communicated vision is one of the characteristics of effectiveness and is created by strong leadership (Creemers & Kyriakides, 2008:13). Marishane (2013:133) agrees that authentic leaders are vision-builders, and by communicating the vision, it becomes a shared vision accepted by all stakeholders. Although a vision is future directive, Senge (2013:11) argues that “a vision without system thinking” can make the vision fail completely. People need to have a genuine belief and realisation that they can make the vision work. Gurley, Peters, Collins and Fifolt (2014:6) posit that a vision is not something that needs to be articulated as a purpose, but as the futuristic picture of effectiveness instead. The role of a vision in a school as a futuristic picture will mean that everybody has a clear picture in their minds on how they want to change the school to become
more effective. On the other hand, Kose (2011:128) argues that a vision is not only futuristic, but must also be specific and manageable.

Mooney and Mausbach (2008:33) are of the opinion that a vision of a school or an organisation can be explained using three vision lenses, namely the leader’s vision, the shared vision, and the stated vision, which is the written vision statement. In the following paragraphs, these three related concepts are clarified.

2.4 THE LEADER’S VISION IN AN ORGANISATION

The leader’s vision inspires, energises and motivates the entire organisation and is a futuristic idealistic picture in the mind of the leader. It is further used to drive the organisation towards a focused goal of effectiveness (Brock & Grady, 2012:13). Williamson and Blackburn (2016:10) agree but argue that the following need to be taken into consideration for the leader to establish a clear personal vision: firstly, establishing a clear personal vision, is to clarify your values and beliefs and to contribute to the setting of the organisation’s vision; furthermore, identifying the priorities in the leader’s life and also which aspects of the organisational activities the leader will be focusing on, play a role in establishing a clear vision.

Williamson and Blackburn (2016:10) continue their argument and give ways in which a leader can develop a personal vision statement. According to them, the leader needs to overthink what wants to be achieved and accomplished. Thereafter, the most important values need to be listed and ranked, and then, according to these values, a personal vision statement needs to be developed.

Once the leader’s personal vision has been developed, it can be used as an internal compass that directs the actions and decision-making processes used to achieve the aims and objectives of the organisation. Mooney and Mausbach (2008:163) add to this reasoning and posit that, leaders who live according to a vision, have the ability to align their actions with their vision. Although the factors that already exist within an organisation to make it successful should be considered before establishing a vision, it is important to mention that the leader’s vision should be a driving force towards improvement. In addition, the factors of strengths and weaknesses in the organisation are also applicable to schools as organisations.

2.4.1 The school leader’s vision for school effectiveness

According to the literature, the whole process of visioning starts with the leader of the school (Mooney & Mausbach, 2008:33; Brock & Grady, 2012:3; Mayfield, Mayfield & Sharbrough III, 2015:98). It is important to mention, though, that the strongest values the leader treasure are encompassed in the leader’s vision and cannot be parted. The leader’s values are the centrepiece
on which the leader builds the vision to motivate and inspire people in the school (Brock & Grady, 2012:3).

Brock and Grady (2012:4) furthermore speculate that the personal values of the leader guide his/her behaviour; form the filters for everyday judgment; stipulates the way he/she takes decisive actions; and indicates the core beliefs of the leader and the way in which he/she reflects personality. Tomlinson (2006:144) argues that these personal values of the leader are strongly expressed in the vision the leader has for the school. Duignan (2012:92) agrees with Tomlinson that, in complex situations, the vision of the leader needs to be underpinned by the leader’s core values. These core values and beliefs of the leader influence other stakeholders and their actions and behaviours (Duignan, 2012:93). Davies and Davies (2013:82) explain how Bennis and Nanus articulate the vision of an effective leader as the values of the leader that influence followers in such a way that they raise the school to be successful and effective. The values and beliefs of the effective leader energise and motivate stakeholders in such a way that their energy and commitment change the school effectively.

Deal and Peterson (2013:278) argue that the leader will base the vision for the school (as will be discussed in the next section) on the clearest values he/she holds. In a situation where all stakeholders do not hold the same values, tension can develop. It becomes the duty of the leader to find the right balance of core values that should be part of the school’s vision for effectiveness without alienating a section of the staff (Duignan, 2012:94). Van der Merwe (2013:53) agrees and speculates that stakeholders can easily feel a loss of their own personal values once they do not participate in the decisions on the values of the school.

The important role of the leader’s vision and values cannot be overemphasised as this motivates stakeholders to be more focused on effectiveness. Although the leader’s vision and values are important, he/she cannot be the only important role player. Brighouse and Woods (2008:3) argue that, to really make people believe in something, you need to involve them in the decision and development process of the school. They also need to understand why there is a need for the change taking place caused by the vision and values of the leader before they will consider it (Van der Merwe, 2013:53). Stakeholders also have their own visions and this need to be taken into consideration by the leader before everybody will buy into his/her vision for the organisation. It is therefore imperative for the leader to establish a shared vision.
2.5 SHARED VISION

A shared vision can be defined as a vision in which the common values and beliefs of the stakeholders are incorporated (Haydon, 2007:74). In addition, a shared vision is seen as the “spirit of togetherness” or even the “glue” that binds the organisation. It gives a sense of shared purpose for the stakeholders, similar values, and creates opportunities for everyone to pull in the same direction. Mooney and Mausbach (2008:33) elaborate by arguing that a shared vision is the collective hopes and dreams of all stakeholders, and this shared vision provides a compelling, realistic picture of the future.

Moreover, a shared vision is argued as a vision in which everybody genuinely believes and to which all the stakeholders contribute so as to achieve the goals in the organisation. This picture created by the shared vision cultivates real commitment of all stakeholders in their effort to enhance a better future (Senge, 2013:9). Schools, as organisations, also acknowledge the importance of a shared vision and the concept is therefore clarified in the following section.

2.5.1 The importance of a shared vision for school effectiveness

The importance of a shared vision in an effective school is argued by Marishane (2013:137), who explains that, once a vision is shared with stakeholders’ views, it contributes to outcomes where the school becomes more effective.

To be able to make people buy into a vision for a school, one needs to consider the implementation of a shared vision where all stakeholders contribute to the vision. Brock and Grady (2012:69) posit that, once all stakeholders are involved, one can talk of teamwork, since everybody contributes to create a vision in which everybody believes. Brock and Grady further add that a shared vision makes people realise they are part of a common purpose, which motivates them to work together in a team. By allowing the staff to give inputs into the setting of the vision, a shared vision is created that promotes buy-in from all stakeholders. This shared vision thus becomes a strategy that the leader can employ to achieve the aims and objectives of the school.

In a school where the shared vision is the futuristic indicator of what the school looks like in the future, it contributes to the effectiveness of the school (Senge, 2013:9). Senge warns, though, that a shared vision is only successful as long as people foster a genuine commitment to this vision in the school. Bainbridge (2007:3) underpinned Senge’s view by arguing that a shared vision energises a group of people and makes them feel that they are part of the success. Acker-Hocevar et al. (2012:146) share the opinion of both Senge and Bainbridge and argue that teachers feel that they have contributed to the success of the school when they are part of the decision-making of the school.
A shared vision is often based on the agreement of the majority and does not necessarily mean that everybody’s vision is included. The leader remains the person responsible for decisions – the leader makes the final decision and then translates it into the school’s vision (Acker-Hocevar et al., 2012:146). Mooney and Mausbach (2008:33) agree with the latter and advocate a shared vision as the coverage of the best decisions of all the stakeholders in the school.

The vision and the shared vision need some actions in order to make the vision work. The leader sets the direction by aligning further planning and actions with the vision, but has to take into account the values of the school (Mooney & Mausbach, 2008:33). The shared vision needs to be captured into a statement which can be referred to on a regular basis to keep stakeholders focused on the aims and objectives they want to achieve.

2.6 THE VISION STATEMENT

A vision statement is an organisation’s roadmap, indicating both what the company wants to become and guiding transformational initiatives by setting a defined direction for the organisation’s growth. A vision statement, according to Mooney and Mausbach (2008:33), is the written statement for all the members of the organisation so that they can become acquainted with the direction and the future that the organisation is striving towards. Mooney and Mausbach (2008:33) warn, however, that a written vision is worthless, unless the values and beliefs that underlie the vision are adopted by the members of the organisation and kept alive through “living” the vision. In addition, the leader’s vision for the organisation should not be the only vision to consider, but a vision must be created to fulfil the needs of all stakeholders in the organisation.

This argument is supported by Brock and Grady (2012:17), who claim that, before writing a vision statement, the perceptions as well as the aspirations of the stakeholders about the organisation should be taken into account. It can therefore be argued that the vision statement becomes the criteria according to which the aspirations of the stakeholders are shaped to provide the route for improvement (Kowalski, 2010:39). In addition, it is important that the vision statement is able to keep the stakeholders committed, to energise them, to define excellence, and to provide a bridge between the present and the future state of the organisation.

Murphy and Torre (2015:178) postulate that a vision statement is a framework to guide the way in which stakeholders should behave and perform, so that the shared aims and objectives of the organisation, can be achieved. Gurley et al. (2014:20), on the other hand, claim that the vision only has meaning when it is internalised by all stakeholders. The vision of any organisation should be implemented in such a way that the vision of the leader, which plays a vital role, is aligned with the
organisational vision. As the school was acknowledged to be an organisation, a closer look has to be taken at the school’s vision statement.

2.6.1 The school’s vision statement

Every school must create a compelling vision built on the vision of the DoBE: “All our people have access to lifelong learning, education and training, which will contribute towards improving, quality of life and building a peaceful, prosperous and democratic South Africa.” (Van Deventer, 2016:140). The vision of a school must carry substantial value as it forms a futuristic picture of where the school aims to be in the near future.

It is argued that the vision statement must be concise and written in a language which everybody understands so as to empower all stakeholders to adopt the challenges set to improve school effectiveness (Janson & Xaba, 2007:130). The school’s vision statement is focused on teaching and learning and therefore describes the intentional improvement of these practices in the near future. In addition, according to Puccio, Mance and Murdock (2007:116), when a new vision statement is created, the current position of the school needs to be considered to establish the future aspects of improvement. They add that, after the drafting the vision statement, the implementation thereof is essential, and the only way to internalise it, is to communicate it effectively to all stakeholders involved.

2.7 COMMUNICATING THE VISION

According to Prinsloo (2016:198), communication can be explained as a message carried over from one person to another, not only verbally but also non-verbally. In addition, Prinsloo (2016:199) has identified a crucial link between effective communication, on the one hand, and management and leadership, on the other, to maintain sound relationships.

Guthrie and Schuermann (2010:387) continue and argue that leaders make a number of decisions and once they have decided on it, the only remaining thing is to persuade all stakeholders to buy into this decision. To do this, the leader needs effective communication skills to motivate the organisation into action. However, the leader’s communication should be based on the aims and objectives as it is contained in the vision as a strategy. Furthermore, a well-communicated vision becomes an influential tool to ensure effective group interaction so as to achieve the goals of the organisation.

Moreover, effective communication is also of importance when implementing a new vision. A new vision creates an alternative direction for the organisation, and to convince and enable the creation and implementation of this new direction, the leader must be able to liaise it clearly and effectively
(Day et al., 2011:110). Day et al. further suggest that communication is of central importance to align others with the leader’s vision, including actions and gestures to convince them. To strengthen the argument of effective communication, Finnigan and Stewart (2009:595) claim that the reinforcement of the vision depends on clear and effective communication. Furthermore, the regular communication of the use of the vision in schools is part of its effectiveness.

2.7.1 Communicating the school’s vision

Successful communication in any school organisation depends on the information the leader provides, how the teachers interpret the information, and the effective feedback to the leader to inform successes and new practices (Botha, 2013b:6). Davies (2011:153) argues that the skill of communicating effectively is important, but more so, the understanding of the content that is communicated. Guthrie and Schuermann (2010:387) agree and add that communication is the ability to persuade others, and can be in the form of verbal, written or nonverbal communication. According to Brock and Grady (2012:103), communication is being able to listen intently. Brock and Grady agree and further emphasise that, when listening, the listener should listen with their ears, eyes and heart, with undivided attention.

The effective communication of the vision as the futuristic picture in the leader’s mind is the only way in which stakeholders will implement the vision. Successful leaders who are guided by a vision for the school use this implementation process to establish the change the vision informs (Brock & Grady, 2012:13). The leader, communicating the vision, carries little importance, unless the followers understand and buy into the values that are underpinned.

Once the vision is articulated regularly, it motivates stakeholders (i.e. the learners, teachers and parents) as it forms the foundation of the school’s organisational culture (Duignan, 2012:54). Parents as well as learners need to know what the values in the vision are so that they can be able to strive towards achieving the vision. On the other hand, the vision keeps the teachers focused on the main reason why they are there, namely teaching and learning. Brock and Grady (2012:13) clarify that this focus establishes a unity in order to create teamwork, directing everyone towards the direction of the leader’s vision. In addition, Williamson and Blackburn (2016:62) argue that the vision sets the tone of the culture of the school and therefore the principal must reinforce it daily.

Having unpacked the vision, the vision statement, the shared vision and communication thereof, the focus now have to fall on leadership strategies. The researcher elucidated the concepts leadership and strategies as well as their relating notions, before discussing leadership strategies.
2.8 LEADERSHIP

Leadership is critical to every organisation. Employees need someone to look up to, learn from and thrive with and although leadership is unique to everyone, there are some common ways to define this term.

Leadership can be defined as the activity of leading a group of people in an organisation or to have the ability to do this (Gardner, 2013:17). In addition, leadership involves establishing a clear vision; sharing that vision with others so that they will follow willingly; providing the information, knowledge and methods to realise that vision; and coordinating and balancing the conflicting interests of all members and stakeholders. Leadership is often seen as part of management, but is related to the ability to motivate and inspire stakeholders. Leadership uses the vision of the organisation to direct it towards effectiveness (Botha, 2013b:9). Another perspective is that of Gillies (2013:40), who explains leadership as a concept that establishes direction. In addition, Northouse and Lee (2016:2) describe leadership as the process in which an individual influences others to achieve a common goal. Gardner (2013:17) agrees with the latter and states that leadership is not a static but rather an ongoing process of the leader influencing or persuading people to pursue the aims and objectives that he/she holds.

A leader could thus be defined as a person that holds a dominant or superior position within his/her field and is able to exercise a high degree of control or influence over others. Although the group is being influenced by a leader, it is important to state that the leader always has the responsibility to enhance the performance of an organisation (Guthrie & Schuermann, 2010:33). However, it is stated that leadership should not be confused with the power of a leader over stakeholders. People in leadership positions should have the ability to persuade others through a certain amount of power; but not all people in power positions have leadership abilities, even though they have the power (Gardner, 2013:18). Furthermore, keeping in mind that the leader has persuasive abilities, some other characteristics of a leader are that they think long term, rely heavily on a vision, and that they think in terms of renewal and change.

There are many definitions of leadership, and these definitions seem to change as different authors theorise about leadership. The change in how leadership is defined has led to the migration of theory to a more modern leadership style. A wide array of leadership styles is discussed in the literature (Guthrie & Schuermann, 2010:40, Eacott, 2011:63; Northouse & Lee, 2016:1).

Although this research relies heavily on the transformational leadership theory, it is important in this context to also elaborate on the relation of the transformational leadership style, the instructional leadership style and the participative leadership style.
2.9 LEADERSHIP STYLES

A leadership style can be defined as behaviour patterns of leaders when they lead and influence others to provide organisational direction (Guthrie & Schuermann, 2010:40). A leadership style can also be advocated as the picture the leader evokes in the minds of their followers, while performing leadership tasks such as assigning work to people, organising, directing and monitoring tasks, setting goals and outlining performance standards (Sergiovanni, 2007:49). As indicated previously, the transformational leadership style was used in this research as a frame of reference. Although this may be the case, other leadership styles also influence the leader and in the following section these styles are outlined.

2.9.1 Transformational leadership style

Transformational leadership is the ability of a leader to inspire, motivate and transform stakeholders' beliefs by creating a new, motivating vision (Van der Bijl & Prinsloo, 2016:32). It can thus be concluded that, although the vision, or vision as a strategy, forms the crux of transformational leadership, it must also be admitted that it focuses on driving commitment and elevating the levels of motivation of stakeholders to play an important role in ensuring effectiveness in an organisation (Lunenburg & Ornstein, 2008:115).

Through the transformational leadership style, successful leaders encourage stakeholders to produce higher levels of commitment to achieve the goals set in the vision (Bush, 2011:201). In addition, this leadership style is people-orientated and allows leaders to unite stakeholders to achieve goals above their ability, to provide support in difficult situations, and to simultaneously develop their own leadership ability (Kowalski, 2010:56).

Lunenburg and Ornstein (2008:26) argue that, by using the transformational leadership strategy, the leader motivates people to do better than they expect. This leadership strategy includes three ways in which the leader obtains better results: firstly, by making the stakeholders aware of the importance of achieving the goals of the organisation; secondly, the leader intends to make the stakeholders aware that achieving the goals has a positive influence on the performance of everyone in the team. Thirdly, it inspires the stakeholders to raise their own need levels to achieve better results.

However, Marishane (2011:50) argues that people cannot be motivated without these people being on the same level of understanding of what is expected from them. In schools, transformational leadership means that the leader ensures that all stakeholders know the curriculum and the way to improve learner achievement. Furthermore, the stakeholders should not only share the aims and objectives of the school, but they must also commit to achieving the goals.
2.9.2 Instructional leadership style

The instructional leadership style is complementary to the transformational leadership style and is directly related to the teaching processes that take place, which are presumed to contribute to learner achievement. Consequently, it enables the successful instructional leader to be able to provide a supportive school climate for outstanding educational processes (McGorman & Wallace, 2011:149). As the instructional leader’s focus is centred on instruction, it is argued that the leader influences teachers in the completion of their tasks and has a major influence on successful academic outcomes of the learners (Van der Bijl & Kruger, 2016:344).

Moreover, the instructional leadership style focuses on the behaviour of teachers while they engage in activities (Lunenburg & Ornstein, 2008:115). Lunenburg and Ornstein add that this engagement enables the instructional leader to influence learner achievement. It is said that, using these instructional strategies, the leader ensures school success by being in close contact with the teaching and learning aspects of the school.

On the other hand, Guthrie and Schauermann (2010:42) argue that, in the instructional leadership style, the focus falls on the “principal as the primary source of educational expertise in the school”. It can therefore be argued that the leader must engage in intentional interaction with stakeholders, evaluating, coordinating and assessing processes to improve learner achievement. Engaging in these processes, the leader promotes a culture for learning and support and is thus directly involved in developing people (Van der Bijl & Prinsloo, 2016:32). In addition, it can be reasoned that, although teaching and learning activities are priority, the instructional leader is also involved in the general management and leadership tasks of the school.

In the transformational leadership style, the focus falls on the ability of the leader to motivate and inspire, while, in the instructional leadership strategy, the focus falls on the direct involvement of the leader in learner achievement. The common thread between these leadership styles is the achievement of learners as the principle concern of the principal and therefore it can be argued that these leadership styles are complimentary. Another leadership style that adds to the transformational leadership style is that of participative leadership. In the participative leadership style, the sharing of leadership is accentuated to establish effectiveness and it is outlined in the following section.

2.9.3 Participative leadership style

The participative leadership style is also known as shared leadership where the leadership processes actively include several stakeholders to enhance organisational effectiveness.
(Lunenburg & Ornstein, 2008:115). According to Sugrue (2011:67), the sharing of leadership is to use a team of staff members to support the leader in general decision-making processes, which is in line with the creation of a shared vision. Guthrie and Schuermann (2010:42) also hold the view that participative leadership include multiple stakeholders who participate in leading the organisation, but that these stakeholders are on different levels. They furthermore argue that the leadership is contributing to establishing a whole network of leaders on different levels, which all assure that their specific leadership function is fulfilled. The participative leadership style is successful in promoting the development of all role players as leaders.

The participative leadership style is based on a variety of leadership theories, such as shared, collaborative, democratic and even networked leadership (Van der Bijl & Prinsloo, 2016:33). Although this leadership style has advantages, the principle disadvantage is a slow decision-making process, which could lead to tension among stakeholders (Van der Bijl & Prinsloo, 2016:33). This is where the leader must ensure that the shared values and beliefs of the organisation are maintained, without allowing the disadvantages to derail the achievement of the aims and objectives.

It is therefore reasoned that the participative leadership style closely relates to the transformational and instructional leadership styles, since, in all of these styles, interaction between the leadership and stakeholders takes place, involving everybody in the active role of advancing towards organisational effectiveness (Van der Bijl & Prinsloo, 2016:34).

Having discussed the leadership styles that relate to vision as a leadership strategy, leadership traits that distinguish leaders from non-leaders are reasoned.

2.10 LEADERSHIP TRAITS

Leadership traits are those characteristics of leaders that distinguish them from non-leaders (Lunenburg & Ornstein, 2008:118). Some of the leadership traits are that leaders have the capacity to lead; they can achieve goals; they are responsible; and have the ability to interact with stakeholders. A great leader has the ability to use these traits to motivate people in the organisation to achieve their highest levels of performance. Kirtman (2014:5) is of the same opinion and adds that to be able to communicate effectively enables the leader to motivate stakeholders to better performance. Van Deventer (2016a:115) agrees that leaders are motivators and that they have good interpersonal skills, because they find a balance between tasks and people. Interpersonal skills such as leaders’ genuine concern for people and their awareness of stakeholders’ abilities and weaknesses distinguish them as leaders. Brock and Grady (2012:94)
claim that having a good relationship with stakeholders is an important trait. In Figure 2.5, Brock and Grady (2012:94) list the requirements to be a good leader.

![Diagram: Relationships require:]
- Mutual communication
- Listening – being present
- Admitting mistakes
- Daily visibility and accessibility
- Understanding succession

**Figure 2.5: Successful principals focus on relationships**

In this section, the concept leadership was defined and the three leadership styles that relate to this study were discussed. In addition, some leadership traits were discussed and now that the underlying concepts of leadership had been dealt with, the focus turns to the qualities of effective leadership.

### 2.11 QUALITIES OF EFFECTIVE LEADERSHIP

The concept leadership have been discussed in depth (§ 2.8), but the qualities of effective leadership in organisations distinguish between the organisation being average of successful. According to Brighouse and Woods (2008:2), leadership mainly has to do with planning and monitoring. They also believe that leadership must entail a vision for the organisation which indicates the change the leader has in mind for the immediate as well as the medium term. Hill (2007:3) also believes that one of the good qualities of effective leadership is that the leader must have a vision and must be able to turn this vision into effective actions in order to make the vision meaningful and practical. When achieving the vision of the organisation, the aims and objectives are attained, and this leads to the effective way in which the organisation operates.
Kirtman (2014:22), on the other hand, is of the opinion that with a vision, it is also important for an organisation to have excellent staff. In addition, he explains that even with excellent staff, the leader must be able to motivate them to perform even better to achieve their goals. Botha (2013a:283) states that leadership is a relationship between people where the leader has a motivational force which directs followers in a specific direction. He further argues that leadership is an active process whereby people are directed, influenced and motivated towards a specific goal. The leader of the organisation can use the vision as a motivational leadership strategy to define the actions in the organisation with the beliefs and values of the leader (Mooney & Mausbach, 2008:163).

Effective leaders have a variety of qualities that identify them as good leaders. According to Hoy (2015:15), being a good leader is more than a prestigious portfolio in which a person is successful. He argues that good leadership is anchored in the two concepts, namely thinking and deciding, as illustrated in Figure 2.6 (adapted from Hoy, 2015:15).

![Figure 2.6: Triarchic reciprocal relationship in leadership](image)

Figure 2.6 illustrates that effective leaders think about their own qualities, such as being able to plan ahead, to motivate and to lead, and then to decide which direction to approach in order to contribute to organisational effectiveness. Thinking about good qualities is not enough, unless the thinking leads to decision-making and eventually, to action. Thinking can also be retrospective, since the leader learns from mistakes and avoids them in future. The same traits and qualities of effective leadership relate to educational leadership and the role of the principal as educational leader was delineated.
2.12 EDUCATIONAL LEADERSHIP

Educational leadership is complex in nature, and although researchers have tried to define the concept, the reality is that researchers use different angles to define the approach educational leadership, depending on their focus and experience. Marishane (2013:97) claims that educational leadership can be seen as an evolving process, whereby the understanding of it started to evolve from viewing leadership as the definition that describes the leader as the hero who must lead improvement to a shared leadership strategy where all stakeholders participate in decision-making. Kirtman (2014:3) supports Marishane’s (2013:97) conceptualisation about the elusiveness of the concept of educational leadership.

Van der Bijl and Prinsloo (2016:26) argue that educational leadership is mainly concerned with leading towards improved learner achievement. The Council of Chief State School Officers (2013:83) elaborates on this statement with the argument that the influence of the leadership of the principal in achieving school effectiveness is second only in the importance of classroom teaching. They continue their argument by stating that the direct and indirect influence of school leadership plays an important role in the results of learner achievement. Moreover, the educational leader is the person who sets goals and direction for the educational standards of the school and this provides a sense of purpose to the staff. Strong educational leadership is able to retain most of the talented teachers. The educational leader enhances teacher performance by providing the necessary leadership support, by modelling good practices, and by offering intellectual stimulation (Van der Bijl & Prinsloo, 2016:26).

Sergiovanni (2007:7), on the other hand, argues that educational leadership can be described as “metaphorical forces”. He explains these forces as the strength and energy the leader brings to enable the motion of change in the school. These forces were accentuated as:

- the technical force, where the educational leader is involved in management and organisational matters. These matters include matters such as planning and time management, contingency leadership theories, and organisational structures such as scheduling and coordinating to ensure optimum school effectiveness;

- the human force, where the educational leader shows interpersonal competence by motivating stakeholders, by providing support and encouragement, and by building and maintaining a high morale among everybody;

- The third force is in line with that of Van der Bijl and Prinsloo (2016) and the Council of Chief State School Officers (2013) as it accentuates the importance of the educational leader as an
educational force. This force involves all educational aspects in the school, such as diagnosing educational problems, providing staff development, and developing curriculum aspects;

- Another force mentioned is the symbolic force. In this force, the educational leader provides a unified vision, establishes the culture of the school by proposing events, rituals and ceremonies. Using this force, the educational leader is also visible by interacting with learners, touring the school grounds, and visiting classrooms;

- The last force is that of the leader being a cultural force. Using this force, the educational leader advocates and strengthens the values and beliefs and cultural strands that establish the unique identity of the school;

Having discussed the complex nature of the educational leader, the principal as an educational leader is defined.

2.12.1 The principal as the educational leader

In the previous section it was stated that the educational leader used forces to strengthen and energise stakeholders in various ways to understand the change that was taking place. This change was concerned with learner achievement, and it was also emphasised that educational leadership was more than just ensuring learner achievement. The principal as educational leader now became the focal point of discussion in the rest of the research study.

It is clear that the principal is involved in various aspects in a school, like managing and organising; establishing the school culture; and interacting with learners and staff members as well parents and all other stakeholders. The principal oversees the maintenance of the buildings and school grounds and is also actively involved in the planning and managing of everyday school activities. To be able for the principal to be effective, the principal needs certain characteristics, which were outlined and discussed.

2.12.2 Characteristics of the school principal

Mooney and Mausbach (2008:149) argue that the characteristics of a good principal are an integral part of establishing the important values the principal implements in the school. Characteristics include the trait of being able to motivate stakeholders and having strong values, to mention but a few. These characteristics can be developed when the principal intentionally focuses on developing and maintaining the values he/she holds. The characteristics of the principal shape the leadership character and this character allows the principal to maintain his/her values and to never compromise it amidst the turmoil of leadership. Williamson and Blackburn (2016:11) agree and
posit that leadership character is formed by experiences, and although values are known to most people, some will see the same value differently from others because of their experiences. Williamson and Blackburn also contend that one’s personal vision is built on one’s deepest beliefs, and that this plays an important role in one’s daily life.

Brock and Grady (2016:5) distinguish successful principals as the leaders who display a strong sense of values and argue that the values the leader hold will shape the school. They furthermore claim that successful principals are positive, patient, prudent and prayerful. Principals are able to stay positive, with the ability to make stakeholders feel good about themselves and their school. Brock and Grady also state that the principal is patient and acknowledges people’s differences and needs. In addition, the successful principal is the person who makes unwavering decisions, not based on what is popular, but based on what is best for the school. Lastly, they argue that the principal is prayerful and will offer a prayer to those who cannot be helped.

Sergiovanni (2007:82) claims that principals have the same distinguishing characteristics, namely that they are people of substance and people with important ideas and values. He adds that a leader can communicate ideas in such a way that others feel invited to reflect on and inquire about it and they therefore feel they share in developing the idea. Interacting like this, people communicate the values of the leader and they add their own values from which a shared vision is formed.

2.12.3 Motivation as a characteristic of the principal

Motivation is a process in which people’s behaviour and performance are energised and directed to enable them to perform better (Prinsloo, 2016:188). Furthermore, the process of motivation and stimulating people leads to a feeling of satisfaction and commitment to complete their jobs with greater effort and courage. Oser (2013:7) agrees and states that motivation is also goal-orientated. Guthrie and Schuermann (2010:41), on the other hand, explain motivation as the process by which a motivational leader has the ability to make followers feel a strong sense of purpose when challenging them with high expectations.

In any school where people feel a strong sense of purpose, they also feel that they work towards one common goal, and this makes them a dynamic, united force that works tirelessly to achieve their goals (Brock & Grady, 2012:116). Consequently, the influential role of the principal as motivator can never be underestimated as the principal evokes feelings of pride and enthusiasm, which is much more powerful than reward and punishment.
On the contrary, Kirtman (2014:25) is of the opinion that a team culture contributes as a motivational tool as people in a team feel safe to take risks because they know they have the support and backup of the team. In addition, positive feedback from the principal to members of a team becomes a powerful motivator for the whole team as they feel they have all contributed to the success.

Williamson and Blackburn (2016:107) agree that positive feedback is a strong motivator and praising a teacher, highlighting work well done and acknowledging a new achievement are seen as extrinsic motivation, where the motivation comes from somebody else. On the other hand, intrinsic motivation evolves from the people themselves, where they value what they do and believe they can achieve success. Teachers with intrinsic motivation prefer challenging tasks, and with the ability to motivate themselves they can improve learner performance even more.

Prinsloo (2016:189) uses the motivation cycle of Smit et al. (2011:685) to explain how the achievement of goal progresses form the person’s state of mind, which is responsible for a person’s behaviour. As illustrated in Figure 2.7, once a need to change a process appears, a psychological imbalance develops that motivates the person to reach the goal. Therefore, it can be argued that the more the person wants to fulfil a specific need, the more motivated he/she is to succeed.

**Figure 2.7: The motivation circle**
(Smit et al. 2011:385 as cited in Prinsloo, 2016:189)

Oser’s (2013:8) opinion is in line with this, and this researcher states that the motive behind achieving success should never be ignored. In accordance with this research study, one can argue that when a vision is used as a leadership strategy, the need would be to achieve the vision, and
this motivates all stakeholders to work towards effectiveness. Having discussed the characteristics of a principal, the qualities of a principal are highlighted and enable the researcher to form a complete picture of an effective principal of a school.

2.12.4 Qualities of a principal

The leader has a vision for the organisation and this quality is also relevant to principals. Senge (2013:12) elaborates and adds that a leader must not only have a vision, but also the ability to build a shared vision to foster commitment from stakeholders. The importance of all stakeholders buying into this vision, as a team, cannot be overemphasised. The significance of a shared vision received attention later in the study.

Another quality of a principal is that the leader advocates the aims and objectives embedded in the vision. Furthermore, the principal must ensure that these aims and objectives are focused on creating a culture to improve teaching and learning in the school (Van Deventer, 2016:110). To make these aims and objectives assessable, the principal must make sure that they are clear, concise and achievable, and the importance of achieving these aims and objectives must be communicated regularly (Mooney & Mausbach, 2008:82). Moreover, the principal must provide direction to establish a sense of movement towards achieving the aims and objectives of the school (Van Deventer, 2016a:115).

According to Kirtman (2014:5), the qualities of an effective principal may also include that he/she communicates messages clearly; influences others; commits to better results; and has high energy and enthusiasm qualities, to name a few.

Trust or trustworthiness is also seen as a significant quality of a principal as stakeholders are influenced only by people they trust (Brock & Grady, 2012:93). Brock and Grady argue that organisational trust is based on mutual respect between the teachers and the principal for the roles they play in the organisation. Tschannen-Moran (2013:40) states that a trustworthy school leader has the ability to inspire stakeholders, to demand accountability, and to rely on a common vision to transform the school into an effective school. Brock and Grady (2012:95) agree that trust in an organisation originates from the character of the principal, but add that a climate and culture of trust and the standards of conduct that are mandated, modelled, enforced and rewarded also play a role.

Although only the main qualities of an effective principal were discussed above, it is also vital to mention the ability of a leader to adapt to change and innovation. These qualities enable the principal to identify unique challenges to improve outstanding performance (Leithwood, Harris &
Strauss, 2013:255). In addition to the above qualities, a good principal also takes calculated risks and Barth (2013:287) argues that, although risk brings fear, it is better to fail than not taking the chance to succeed. Principals who have the quality of risk-taking bring a new dimension to principalship and drive innovation and change to improve performance.

Having explored some of the qualities of an effective principal, one can conclude that these qualities enable the principal to lead stakeholders to a new, transformed future. The principal using a vision as a leadership strategy is effective and leads the school to attain their aims and objectives. In the following section, the contribution of effective leadership towards school improvement is discussed.

### 2.12.5 Contribution of effective leadership to school improvement

Effective leadership begins with the person who leads the school. The school principal relies strongly on a personal vision that clarifies the values and beliefs that are priorities for him/her (Williamson & Blackburn, 2016:10). When the principal has mastered this he/she is able to establish a vision of what the school must achieve in the near future. The principal is also able to transform the vision into actions so that the aims and objectives can be attained.

Furthermore, it is important to know that, to become an effective school, change will always be involved. School effectiveness relies on a strong principal who foresees change and communicates the change effectively; who is approachable to discuss the uncertainties that might occur; and who understands classroom practices where this change takes place (Brighouse & Woods, 2008:6).

Avolio (2011:173) argues that the vision of an effective principal influences stakeholders indirectly, because the vision allows everyone to choose how they want to commit. It is thus important that effective leadership ensures that an alignment is established between stakeholders and the vision so as to form a unified and shared contribution towards achieving the vision. Another way to be an effective principal, using indirect influence, is by individualised interaction in which an individual receives developmental opportunities. It is claimed that, when the principal gets to know the person’s strengths, it can be explored, and with the necessary inspiration and motivation, it establishes and reinforces the individual’s confidence.

According to Gardner (2013:17), effective leadership means to be inspiring and to gain the commitment of all stakeholders. In an effective school, the energy and aspirations of the staff come from the leader, who motivates them with the focus of the vision. It is therefore argued that vision is used as a leadership strategy and consequently the concept strategy (to improve effectiveness) is explained.
2.13 STRATEGY

A strategy can be seen as a method or plan chosen to bring about a desired outcome, through the achievement of goals or the solution of problems (Business Dictionary, 2017). This definition is supported by the Oxford Dictionary (2016), which describes a strategy as a plan to achieve long-term goals or overall aims.

Davies and Davies (2009:16) argue that leaders communicate the organisation’s values and beliefs and thus the moral purpose. These values are underpinned in the vision and give direction to indicate where the organisation wants to be in the near future. In Figure 2.8, Davies and Davies (2009:16) further illustrate that a strategy is the link between the moral purpose of the organisation and the operational planning of actions.

Figure 2.8: The function of strategy

Davies and Davies (2010:11) describe a strategy as the planning that takes into account changes and contributes to the understanding of the future and achieving the set goals of the organisation. According to Davies and Davies, a strategy can further be described as:

- a vision that is direction-setting;
- a broad organisation-wide perspective;
- linked to a set time frame;
- a good strategy spans over a 3- to 5-year period;
- a template for short-term action;
- allowing for considerable organisational change, such as a culture with beliefs and values; and
- strategic thinking, more than strategic planning.

Brundrett (2013:30) agrees that a strategy is futuristic as it keeps in mind the vision as well as the long-term goals and aspirations of the organisation.
According to Tomlinson (2006:161), a strategy is a specific activity that takes place in an organisation. Tomlinson also claims that a strategy has a long-term goal, such as effectiveness, involving the whole organisation. Davies and Davies (2010:13) support Tomlinson’s definition of a strategy by explaining that a strategy is not concerned with daily business but rather with “broad major dimensions” that are embodied in the organisation’s vision.

Another way to understand the term strategy is to see it as the "bigger picture" involving continuous change towards accomplishing the ultimate goals (Crawford, 2014:121). To this effect, the leader will use all available resources, including the vision, to strategically enable and manage the change. Crawford (2014:122) also argues that the strategies the leader use must be communicated effectively in order to establish change in the organisation. Having clarified the concepts leadership and strategy, leadership strategy is discussed in the next section.

2.14 LEADERSHIP STRATEGY

Leadership strategy is said to be “direction-setting” and is concerned with the “broad major dimensions” of an organisation. Leadership strategy focuses on a medium- or long-term period from which shorter-term and day-to-day planning can be done (Davies & Davies, 2009:14). In addition, Kowalski (2010:54) posits that the leadership strategy must be all-encompassing and that it consists of collective patterns of behaviour. Soinia, Pietarinenb and Pyhältöc (2016:452) agree and add that a leader’s hands-on strategies should reflect the change required to take the organisation forward.

2.14.1 Leadership strategy, change and improvement

The purpose of a leadership strategy is to implement new ideas to improve the effectiveness of the organisation. In this study, it is argued that the vision as a leadership strategy brings change which improves effectiveness. Mooney and Mausbach (2008:36) emphasise, though, that even with the best intentions, a leader will not be able to force the vision on people in an organisation, unless those people understand the change it brings and they share in the common understandings and beliefs.

Consequently, the leadership strategy will include clarifying the change the vision enhances in order for the stakeholders to understand it and so that they have a clear understanding of what is expected from them. Furthermore, according to Mooney and Mausbach (2008:36), after change has been implemented in the organisation, it should be reviewed to determine whether it brought about effectiveness.
Van der Merwe (2016:44) is of the same opinion that the change the vision inspires must be understood by everyone. It is contended that alignment is a process of change in which unfreezing, movement and refreezing processes are described. It can therefore be argued that change requires getting rid of existing practices, whereafter new processes are to be established in order to achieve the organisational aims and objectives. The change should be implemented and reinforced, and only then, the resistance of stakeholders to change can be dealt with using the necessary alignment.

Davies and Davies (2009:18) explain that the alignment of the stakeholders to change, using the mission and strategic planning, reduces the resistance to change. It is also argued that this change automatically causes the culture and behaviour of the organisation to become different. The alignment processes are explained in an iterative way – meaning that stakeholders participate in strategic conversations in which change is discussed. In an iterative process, the change that will take place will be repeated and explained until everybody understands it. During these strategic conversations, participants are motivated, because the importance of the change that will take place is explained and agreed upon. This process of alignment leads to strategic capability to allow change to take place, whereafter effectiveness will be established (Figure 2.9).

**Figure 2.9: The iterative nature of alignment and capability**
(Davies & Davies, 2009:19)

### 2.14.2 Comparing vision and strategy

When comparing the literature on the concepts of vision and strategy, it becomes evident that both vision and strategy:

- are futuristic,
- speak of a desired state;
are goal-oriented; and
geared to create the school culture.

With the above in mind, in this study it is argued that the vision and strategy both share common characteristics which are used to achieve effectiveness in any organisation. This study was conducted in the field of education and the researcher wanted to establish whether vision as a leadership strategy leads to school effectiveness. It is thus important to relate leadership strategy to school effectiveness.

2.15 THE MISSION OF THE ORGANISATION

The mission of an organisation is informed by the vision. By using the vision as a leadership strategy, the actions the organisation wants to take to become an effective organisation and to achieve the vision are stipulated in the mission (Brock & Grady, 2012:14). In order for all stakeholders in the organisation to be aware of these actions and to understand how these actions will be implemented, the written mission statement is developed and clearly defined.

The mission statement is used to unpack the values and core beliefs of all stakeholders in the organisation (Van der Merwe, Prinsloo & Steinman, 2011:82). According to Naicker (2011:10), apart from unpacking the values and core beliefs, the mission statement helps to formulate realistic and coherent goals for the organisation. In addition, the mission statement is the clarification of how to unfold the vision and it forms a framework wherein the values for the organisation are stipulated (Naicker, 2011:10). The mission gives direction and interprets the vision, which implies change, making it a viable statement.

Often in an organisation, change brings anxiety and even fear. People find it challenging to change because of the risk of failure. A clear and well-implemented mission statement encourages and motivates stakeholders, explains the reason for change, and eases out most of the fears and unease (Brock & Grady, 2011:48). The mission can be seen as the instrument to explain the values, aims and objectives of the organisation’s vision. As the culture of the organisation is informed by the values and beliefs of stakeholders, the mission and strategic planning establish the organisational culture. The importance of strategic planning in any organisation cannot be over-emphasised and needs to be explored.

2.16 STRATEGIC PLANNING

Strategic planning is when different approaches are used to plan to reach a certain objective or goal in an organisation (Davies & Davies, 2009:23). For any strategic planning to take place, some thinking about it must take place, which needs to be done by a strategic leader. Strategic planning
is a continuous process in which changes can be made and also where smaller groups add value to the planning (Lunenburg & Ornstein, 2008:222). In addition, strategic planning is identifying a vision, the planning towards accomplishing the vision, and managing the forces of change that influence this process.

Desravines et al. (2016: 197) postulate strategic planning as a goal-setting process in which action planning takes place. They agree with Lunenburg and Ornstein (2008:222) that challenges and changes that occur must be managed and taken into account (Desravines et al., 2016:207). For an organisation to establish an organisational culture, the values of stakeholders need to be taken into account.

2.17 ORGANISATIONAL VALUES TO ESTABLISH ORGANISATIONAL CULTURE

Haydon (2007:1) claims that the values of the organisation are fundamental to establish the culture, which decides the course of action that leads the organisation to improvement of effectiveness. Moreover, it is essential that leaders constructively think about the values they foster for the organisation as this will influence the values of other stakeholders in the organisation. Brock and Grady (2012:5) emphasise that the values must be applied consistently as this consistency is what makes people believe in the successfulness of the organisation, because they know what it stands for.

Lunenburg and Ornstein (2008:74) support the argument that organisational values establish the culture of the organisation and add that the underlying values encourage stakeholders to perform better. According to Janson and Xaba (2007:131), supporting excellence and being able to work together as a team are important organisational values. They add that customer service, honesty and striving to be profitable are some of the values that make the organisation thrive towards excellence.

Organisational mission, strategic planning, the culture as well as the underlying values of the organisation are discussed. In the following paragraph, organisational culture and the role values play in an organisation are outlined.

2.18 ORGANISATIONAL CULTURE

Organisational culture is the collective assumption stakeholders hold about the organisation that distinguishes it from others (Sergiovanni, 2007:11). Furthermore, organisational culture is the values, beliefs and shared meanings of everybody involved and also how they think, feel and how they conduct themselves. Lunenburg and Ornstein (2008:47) agree with the latter statement and postulate that organisational culture reflects the character of the organisation as well as the shared
vision of stakeholders. They contend that organisational culture is also the structure that explains the hierarchy and mindscapes that explain everyday behaviour. Moreover, the leader of the organisation is the key role player in establishing and reinforcing the culture.

Van Wyk (2016:59) posits that the organisational culture embraces emotional security and it provides a sense of belonging to stakeholders. In addition, Williamson and Blackburn (2016:60) claim that culture reflects the unspoken norms of the organisation that is ongoing long after the leader is not part of the organisation anymore.

Bush and Middlewood (2013:56) furthermore characterise organisational culture as follows:

- An organisational culture holds dominant values and beliefs. It is argued that these values and beliefs underpin the way in which stakeholders conduct themselves.

- The shared norms and meanings express the way in which things are done. These norms and meanings are the clear assumptions held by everybody in the organisation and have an impact on people’s behaviour.

- Outsiders from the community observe the rituals and ceremonies of the organisation and come to terms of what values and beliefs the organisation conveys. Williamson and Blackburn (2016:60) add that these rituals and ceremonies reflect in their structure and priority what is important and valued in the organisation.

- The philosophy, rules and feelings are the guidelines and unwritten rules according to how people in and around the organisation are treated. It is also argued that the feelings between people create a specific atmosphere that people become aware of when they interact with the organisation.

- In an organisational culture, heroes and heroines who implicitly embrace the values and beliefs and are the role models for others in the organisation are identified.

The important role of the leader in establishing an organisational culture is influential because the leader lives the core values, establishes rituals and traditions, and gives recognition to those who embrace the values and beliefs. The organisational culture also affects stakeholders as it influences administrative and structural processes (Lunenburg & Ornstein, 2008:72). Stakeholders are motivated to achieve better results, which leads to organisational effectiveness. Sergiovanni
(2007:13) is of the same view and adds that the leader creates the moral order where stakeholders are unified.

It can thus be argued that organisational culture is the atmosphere of an organisation where all stakeholders embrace the same values and beliefs and therefore aim in a unified direction to accomplish the aims and objectives set in the vision of the organisation. It is also established that the important role of the leader who motivates stakeholders to reinforce the culture is indispensable and that supportive culture accomplishes effectiveness. As this research study is conducted in the field of education, the researcher wants to establish the role the leadership strategy plays to improve school effectiveness.

2.19 LEADERSHIP STRATEGY TO IMPROVE SCHOOL EFFECTIVENESS

A leadership strategy that is guided by the vision will involve strategic planning, meaning that the leader develops a plan for the school that will span over a longer period of time in an attempt to reach the vision (Kirtman, 2014:34). In addition, Özdem (2011:1888) emphasises that strategic planning is the process in which the aims of the vision and mission of an organisation are first identified in order to plan ahead. He further argues that one should stay loyal to the vision and mission and that the culture of the school should be embedded in the vision and mission.

As argued earlier (§ 2.11), leadership strategy engages in the vision of the organisation, in this case, the school and the change it brings. According to Tomlinson (2006:126), this vision can be seen as the anchor that forms a clear picture of the future. Glanz (2006:xv) agrees with Tomlinson and suggests that strategic leaders have to commit themselves to the vision, but also to the processes that clarify the future change for the school.

Davies and Davies (2010:11) agree on the importance of a vision and suggest that leaders foresee the change in a school and create ways in which the desirable future can be reached. With the change which imposes continuous challenges, the leader’s strategy will be to use methods such as the mission and the SDP to deploy the change (Guthrie & Schuermann, 2010:29). In paragraph 2.2.1.3, it was established that schools can be defined as organisations owing to their similar features and characteristics. The mission, strategic planning, and how this process establishes the culture of the organisation, need to be explained and are unpacked in the following section.

2.20 THE SCHOOL MISSION

The school’s mission provides the guidelines according which the values in the vision can be obtained (Janson & Xaba, 2007:130). A mission statement should be developed for the school
Kowalski (2010:37) proposes a framework for success (Figure 2.10), explaining the cornerstones for school improvement. According to him, the mission indicates the purpose of the school. He argues that the whole process of planning starts at the mission, in which the underlying values and beliefs are underpinned. He further states that these shared values and beliefs are the philosophy which informs the vision. Consequently, with this image of the future, the plan is formulated to achieve the goals and to set out the strategies for improving the school.

![Figure 2.10: Cornerstones for creating schools that allow success for all students](Kowalski, 2010:37)

However, in this study it is argued that the planning process starts at the vision of the leader, whereafter the shared vision is formed. The vision is the motivation behind the change and is used as the driving tool towards achieving effectiveness. Only then, the mission and SDP are formulated using the underlying values and beliefs in the vision. The researcher does thus not agree with Kowalski’s (2010:37) argument that the mission forms the foundation for further planning and the establishment of the vision afterwards.

The mission statement is the document that inspires schools to think about how to achieve the goals set in the vision, and it serves as an inspiring framework to plan for the future (Van Deventer, 2016c:137). She argues that, essential to the implementation of the mission, is an understanding of the vision and a concerted effort to achieve the aims of the organisation. Furthermore, it is argued that the mission is derived from the essential purpose of the school. Kowalski (2010:37) agrees that the mission statement originates from the required purpose of the school, but in his opinion,
the vision does not form the platform, which includes the values and beliefs, on which the mission is built.

The mission statement is focused on every area of teaching and learning and creates the culture. Williamson and Blackburn (2016:11), in contrast, state that the mission statement is short and stipulates activities to fulfil the vision. According to Van Deventer (2016c:138), the mission, using the core values in the vision, is the guidance to establish how the future educational activities will be accomplished. In order to succeed in implementing the vision and mission, the SDP is used to expand the process, explaining the daily processes and procedures.

2.21 THE STRATEGIC PLANNING OF THE SCHOOL: THE MISSION PUT INTO ACTION THROUGH THE SCHOOL DEVELOPMENT PLAN

The strategic plan is the way in which the vision and mission are put into action through the SDP. The following section outlines the way in which strategic planning is successfully implemented in schools, using the SDP.

2.21.1 Successful school development planning

An outstanding characteristic of effective schools is that strategic planning, which includes a safe and orderly platform for teaching and learning, is driven by the need to achieve the vision (Creemers & Kyriakides, 2008:13). Furthermore, planning is a deliberate action and cannot be done in isolation as this planning is within the broader context of the school and the environment (Van Deventer, 2016c:130).

When strategic planning starts, the first step is to determine the school’s strengths, weaknesses, opportunities and threats. This clearly indicates which areas should be focused on. Before setting the aims and objectives for the SDP, the vision and mission should be studied to assure alignment. Action plans, indicating how the goals are going to be obtained, are included in the SDP (Kirtman, 2014:149). The SDP is the instrument that clears up all uncertainties, gives clear direction, and leads to the achievement of the vision.

On the contrary, the literature points out that strategic planning that developed from the continuous change that takes place in education, prompted schools to find a way to cope with the change (Davies & Davies, 2010:11; Knight, 2014:8). Even with a lot of change taking place, strategic planning keeps schools focused on their essential task, namely teaching and learning.

It is argued that, from the vision, the values and core beliefs are included in the mission, which serves as a starting point, giving direction for future planning (Van Deventer, 2016c:138). In
addition, it is argued that the first step in planning is to determine the present situation: thus, what are the needs of the school. Furthermore, the second step is to use the vision to determine what needs to be done to attain this futuristic picture of effectiveness. Thereafter, the third step of planning, namely the plan of action, is initiated. The last step in the planning process is to monitor and control the planning process. The planning process is demonstrated in Figure 2.11 (Van Deventer, 2016c:135).

![Figure 2.11: The planning process](image)

Kirtman (2014:34) argues that the strategic plan is a short-term and long-term plan, although the duration of this plan is debated in the literature. According to Davies and Davies (2010:11), the time frame is 3 to 5 years, whereas Glanz (2006:4) postulates that there are different time frames in which the goals of the school can be reached.

The SDP can be seen as the plan of action to outline the process of decision-making to reach the desired outcomes. One way to keep the plan active is to involve all stakeholders in the planning process (Brock & Grady, 2012:47). Van Deventer (2016c:135) agrees and posits that as many people as possible should be involved in this process to ensure that all aspects of the planning are
covered. However, the importance of all stakeholders understanding the change and that their commitment to it is essential, is not emphasised enough.

In the literature, the importance of effectiveness in schools is, amongst others, characterised by the creation and pursuit of a vision of excellence (Green, 2009:79). The vision can only be achieved by using the mission and the SDP. The role the SDP plays in this process is argued in the following section.

2.22 THE IMPORTANCE OF THE ORGANISATIONAL VALUES FOR SCHOOL EFFECTIVENESS

The vision and values of the stakeholders form the shared vision and these organisational values are taken into account to form the characteristics of an effective school (Mooney & Mausbach, 2008:33). Kirtman (2014:32) explains that, even though the values of the stakeholders form the shared vision, the leader's vision and values still form the core around which sustainable change is established. It is also true that the shared vision and organisational values are reflected in the school and that they are aligned with the vision and values of the leader. The values of the leader and the organisational values need to focus on learner achievement, with learners as the centre piece. This implies quality teaching and learning, and if this takes place, the school can be seen as valued-driven and effective (Zengele, 2013:19).

Green (2009:2) explains that the vision defines the values of the school, which direct the school in the direction of change that the leader foresees. On the other hand, Gurley et al. (2014:18) contend that, unless the vision and organisational values of the school are aligned, little educational improvement will take place in the school. They suggest that the alignment of the vision and values must be communicated effectively by the leader who uses the vision as a leadership strategy (Gurley et al., 2014:22).

Brock and Grady (2012:56) believe that sustainable change can only be established if the values of the teachers were taken into account to form the organisational values and the vision of the school. With organisational values embedded in the vision, the teachers of the school have the power to establish the change that the vision defines if they feel that their own values are respected. It is therefore important that teachers share in the vision and the organisational values in order to establish change. They also need to be able to understand the reason for the change in the school (Brock & Grady, 2012:55).

Long lists of values and organisational values exist, such as honesty, fairness, respect, trust, etcetera. One of the organisational values that is stipulated by Brock and Grady (2012:122) is the fact that teachers have high expectations for all learners. Marzano (2013:35) expands on the idea
that high expectations are not only applicable to learners with an ability to perform well and who have an excellent background, but are also desired for each and every learner in the school.

Caring is another important organisational value that can be stipulated. Stakeholders caring for each other and caring for the learners in the school present many other values such as trust, empathy and respect, among others (Acker-Hocevar et al., 2012:198).

Cultural diversity as a value, on the other hand, expects stakeholders in the school to establish cultural proficiency in the sense that unifying values are established, which embrace the different cultures in the school (Moule, 2012:66). The unifying role of the vision clarifying the values of the school cannot be overemphasised, and although individual values of stakeholders in the school may differ, they explain clearly what values are embraced in the school.

It can be argued that the leader’s vision and values as well as the vision and values of stakeholders form the core of an effective school. These shared values form the basis of the school’s culture, which are discussed in the next section.

2.23 SCHOOL CULTURE

Naidu et al. (2011:57) assert that the culture of a school is expressed through the rituals and ceremonies at the school. The traditions, practices and symbols form the character of the school, and this set of assumptions explains the beliefs and values captured in the culture. Cultural values and beliefs, according to Davies (2011:140), express what the school stands for and what they believe in, and these values make stakeholders proud of their school.

Furthermore, the culture of a school is not only the clarification of the values and beliefs, but through the interaction and communication of all involved role players, it becomes the way in which everybody behaves (Van Deventer, 2016b:171). When the organisational values are clearly embedded in the culture, it is conducive to the effectiveness of the school (Williamson & Blackburn, 2016:60).

Van der Merwe et al. (2011:4), on the other hand, explain school culture as the stipulation of everybody’s tasks, different processes, and the general structure in which the school operates. Zengele (2013:38) agrees and describes culture as the way in which an organisation carries out the different processes in the school. Brock and Grady (2012:117) define school culture as the way in which everyday activities are carried out by all stakeholders. In addition, they claim that the culture is a clear and concise indication of what is expected from everyone, that it influences decision-making, and that it cohesively binds the stakeholders together.
However, Barth (2013:197) emphasises that establishing a new culture at a school is a difficult task and that individual and shared visions need to be taken into consideration to establish it. He also claims that people in general resist change, but with the establishment of a clear culture, confusion is eliminated. Deal and Peterson (2013:276) express the important influential role of the leader and that the leader reinforces and motivates stakeholders to live the culture. They posit that the leader has a constant evolving vision of the way traditions are established in this future-focused school culture. The prominent role of the leader creates and motivates the establishment of the culture.

2.23 CONCLUSION

Vision as a guiding leadership strategy is a strategy that is futuristic and aimed towards ensuring effectiveness in the organisation. To be able to activate the vision, one needs a mission to articulate the aims and objectives of the organisation to make the organisation effective. Since a school is seen as an organisation, the mission informs the culture of the school, in which the values of the organisation are captured. The SDP personifies the vision and mission in a manner that is understandable to all stakeholders in order to define day-to-day planning and activities.

In chapter 3, the research design and methodology, the population and sample, and how the research instrument is implemented, are discussed.
3.1 INTRODUCTION
In chapter 2, the literature was reviewed on the vision as a guiding leadership strategy for school effectiveness. The literature review formed the framework of and foundation for the self-designed questionnaire that was used as an instrument to collect data relevant to this research. In this chapter, the research methodology, the data collection procedure and the population are discussed. Furthermore attention is paid to the sampling method, ethical considerations and the data analysis. The first section outlines the research methodology, which includes the paradigm, the approach and the design.

3.2 RESEARCH METHODOLOGY
Research methodology is the process used to collect information and data for the purposes of describing or making sense of phenomena and predicting outcomes. It helps us to understand a problem and also to explain the reason why the research was conducted (Adams & Lawrence, 2015:19). The methodology is thus concerned with the way in which research methods (tools) are assembled so that the research problem can be solved.

Research methodology includes the research paradigm, which explains the lens through which the research is interpreted (Bertram & Christiansen, 2014:22). The research approach explains which approach is used, namely a qualitative, quantitative or mixed-methods approach (Creswell, 2014:2). The design explains the process in which quantitative research is conducted (Punch, 2009:214).

3.2.1 Research paradigm
This research study is based on the post-positivist paradigm and the concepts paradigm, positivism and post-positivism are clarified. Bertram and Christiansen (2014:22) explain the concept paradigm as a particular worldview that defines what is acceptable to research and how it should be done. They furthermore explain that the research question, observation, data collection and interpretation of findings are indicated by the choice of paradigm. A paradigm is thus a specific, common belief that indicates the way in which the researcher conducts the research.
To describe post-positivism, positivism is first defined, since post-positivism – the theory on which this research is based – is built on the traditional notion of positivism. Positivism is a philosophical theory claiming that positive ideas are based on natural phenomena and their properties and relations. Furthermore, the information is interpreted by believing there is only one reality that can be measured and known and that quantitative methods are used for this measurement (Patel, 2015:1).

Creswell (2014:6), on the other hand, explains that post-positivism challenges the traditional notion of the absolute truth of knowledge, because we cannot be absolutely positive about the claims of knowledge we make when it comes to human behaviour. The researcher began with a theory, namely, the vision of a school, used as a leadership strategy, improves school effectiveness. After the theory was defined, the researcher continued to collect data, and from the data, conclusions were drawn to either support or refute the theory.

Furthermore, the post-positivism paradigm is built on the idea that “causes determine effects” and that it is important to identify and assess the causes that influence the effects. Researchers cannot absolutely prove cause and effect and therefore they refer to the concept “probable causation” (Creswell, 2014:7). It was not possible for the researcher to determine as an absolute fact that the vision of the school caused the school to be more effective and therefore the effect is only a probability. This research study relied strongly on the perceptions of the teachers and on the way they experienced effectiveness, when a vision is used as a leadership strategy. For the purposes of this study, the post-positivism paradigm was used, because a theory was tested by researching the effect a vision, used as a leadership strategy, has on school effectiveness.

The research approach, as well as the research design that were chosen to collect data, are unpacked in the following sections.

### 3.2.2 Research approach

The researcher chose to make use of a quantitative research approach as it conceptualises reality and the relationships between variables (Punch, 2009:211). Creswell (2012:13) adds and explains that, when studying the relationship between variables, the researcher also tries to determine in which way or to what extent the variables influence each other.

Bertram and Christiansen (2014:6) further describe quantitative research as empirical research where data are collected, analysed and conclusions are drawn from the data. Muijs (2011:1) explains quantitative research as “phenomena that are explained by collecting numerical data which is then analysed using statistics”. Hoy and Adams (2016:1) further have the view that
quantitative research is a “scientific investigation that emphasises control and quantified measures of performance”. They also mention that “measurement and statistics are central to quantitative research because they connect empirical observation and mathematical expressions of relations”.

When quantitative research is conducted, it implies that scientific predictions are based on already existing theories. In this study, the transformational leadership theory was the underlying theory. Bertram and Christiansen (2014:117) explain a theory as a set of definitions, or variables, or a well-developed explanation of why or how things happened. Creswell (2012:13) argues that, when quantitative research is used, the researcher reviews the literature in the beginning of the study in order to “justify the research problem and to create a need for the study”. Data are collected using a specific research methodology.

3.2.3 Research design

A nonexperimental research design was used, because no manipulation was applied to effect changes (Punch, 2009:214). According to Hoy and Adams (2016:16), in a nonexperimental research or ex post facto research, no manipulation of the independent variable takes place as the change has already occurred.

Johnson and Christensen (2014:386) explain nonexperimental research as research where the researcher is not interested to conduct an experiment to influence an independent variable. They explain that nonexperimental research is where the “independent variable is not manipulated”. According to them, nonexperimental research can be used in education, even though it is not as strong as experimental research, because often, the variables cannot be manipulated. The research is set in a “world as it naturally occurs”. In the following section, the data-collection procedure and instrument are discussed.

3.3 THE DATA COLLECTION PROCEDURE

During the data collection procedure, attention was paid to which research instrument the researcher was to use and how the instrument was designed.

3.3.1 The data collection instrument

“Data refer to the evidence or information that is collected by the researcher in order to answer the particular questions they are asking.” (Bertram & Christiansen, 2014:71). In this study, a questionnaire was used as the data collection instrument.
With the help of statistical services, a self-compiled structured questionnaire, comprising 45 closed-ended questions, was used. The researcher made use of a four-point Likert scale as an ordinal scale, as indicated below. According to Johnson and Christensen (2014:208), a Likert scale can also be named a summated rating scale.

A summated scale comprises multiple items, allowing the respondent to rate the statement on a scale of 1-4, indicating the level with which they agree or disagree with the statement (Muijs, 2011:41). The questionnaire was piloted with 10 respondents at a primary school to ensure that the questions were clear and understandable. The 10 respondents’ feedback was positive and they experienced the questions as clear and understandable. A few minor adjustments were made with their inputs whereafter they agreed that they could answer the questionnaire without difficulty. This information was not used in the research.

Furthermore, an exploratory factor analysis was done and the underlying factors and the item examples that were identified were as follows: the first factor, Vision as a Leadership Strategy was retained from Section B of the questionnaire; the second two variables, Vision Guides School Planning and Vision Directing School Activities were retained from Section C.

### 3.3.2 The design of the questionnaire

Respondents had to complete three sections. **Section A** required their biographical information, namely:

- Gender;
- Age;
- Home language;
- Location of the school;
- Current post level;
- Years of teaching experience; and
- SMT member or non-SMT member.

The purpose of these questions was to obtain background information about the respondents to relate to the aims and objectives of the research.

**Section B** set out to determine how often the respondent experienced that the vision of the school was used as a leadership strategy to improve school effectiveness. A four-point Likert scale was used, as indicated in Table 3.1.
Table 3.1: Rating scale for Section B

<table>
<thead>
<tr>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Table 3.2 indicates the items that were used to determine the respondent’s experience on how often the vision was used as a leadership strategy for school effectiveness.

Table 3.2: Questions in Section B

<table>
<thead>
<tr>
<th>Item</th>
<th>Description: How often do you experience the following in your daily teaching:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>In your opinion, does your principal often refer to your school’s vision during staff meetings?</td>
</tr>
<tr>
<td>B2</td>
<td>In your opinion, does your principal often communicate the values captured in the vision during staff meetings?</td>
</tr>
<tr>
<td>B3</td>
<td>In your opinion, does your principal often use the vision to motivate you to perform better?</td>
</tr>
<tr>
<td>B4</td>
<td>In your opinion, does your principal often encourage you to contribute to the achievement of the school vision?</td>
</tr>
<tr>
<td>B5</td>
<td>In your opinion, does your principal often use the vision to set the future direction of the school?</td>
</tr>
<tr>
<td>B6</td>
<td>In your opinion, does your principal use the values of the vision to energise you to improve your teaching?</td>
</tr>
<tr>
<td>B7</td>
<td>In your opinion, does your principal often align any change taking place in the school with the vision of the school?</td>
</tr>
<tr>
<td>B8</td>
<td>In your opinion, does your principal communicate the vision as a strategy to the learners to improved performance?</td>
</tr>
<tr>
<td>B9</td>
<td>In your opinion, does your principal often align his personal vision and values with the school’s vision?</td>
</tr>
<tr>
<td>B10</td>
<td>In your opinion, does your principal often apply the vision when discussing the Code of Conduct?</td>
</tr>
<tr>
<td>B11</td>
<td>In your opinion, does your principal often inform the parents about the values that are driven by the vision of the school during school events?</td>
</tr>
<tr>
<td>B12</td>
<td>In your opinion, does your principal often communicate the vision to the parents in the form of informational letters or e-mails?</td>
</tr>
</tbody>
</table>

The aim of Section C was to determine the extent to which the respondent experienced that the vision was used as a leadership strategy to improve school effectiveness. The scale following was used to indicate the extent to which they experienced that the school’s vision was used as a leadership strategy for school effectiveness: 1 = To almost no extent; 2 = To a small extent; 3 = To a large extent; 4 = To a very large extent. The rating scale for Section C is indicated in Table 3.3.
Table 3.3: Rating scale for Section C

<table>
<thead>
<tr>
<th></th>
<th>To almost no extent</th>
<th>To a small extent</th>
<th>To a large extent</th>
<th>To a very large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

The items in Section C are presented in Table 3.4.

Table 3.4: Questions in Section C

<table>
<thead>
<tr>
<th>Item</th>
<th>Description: To what extent do you experience the following in your daily teaching:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>In your opinion, to what extent do you understand the vision of your school?</td>
</tr>
<tr>
<td>C2</td>
<td>In your opinion, to what extent do you understand that the mission of the school is based on the vision?</td>
</tr>
<tr>
<td>C3</td>
<td>In your opinion, to what extent do you describe your school’s vision as clear and focused?</td>
</tr>
<tr>
<td>C4</td>
<td>In your opinion, to what extent is the planned actions of the School Development Plan explained to you?</td>
</tr>
<tr>
<td>C5</td>
<td>In your opinion, to what extent do you understand that the vision and the mission advise the School Development Plan?</td>
</tr>
<tr>
<td>C6</td>
<td>In your opinion, to what extent does the principal use the School Development Plan to put the vision into action?</td>
</tr>
<tr>
<td>C7</td>
<td>In your opinion, to what extent does your principal use the vision to form the basis for the planning of the School Development Plan?</td>
</tr>
<tr>
<td>C8</td>
<td>In your opinion, to what extent can you evaluate your teaching effectiveness, using the vision and School Development Plan?</td>
</tr>
<tr>
<td>C9</td>
<td>In your opinion, to what extent are the goals set in the School Development Plan, assessed by the principal?</td>
</tr>
<tr>
<td>C10</td>
<td>In your opinion, to what extent does the principal employ the School Development Plan to achieve the aims and objectives of the school?</td>
</tr>
<tr>
<td>C11</td>
<td>In your opinion, to what extent does the principal seek advice in the development of the School Development Plan?</td>
</tr>
<tr>
<td>C12</td>
<td>In your opinion, to what extent does the principal provide opportunity for ongoing personal development to achieve the goals of the School Development Plan?</td>
</tr>
<tr>
<td>C13</td>
<td>In your opinion, to what extent does the principal encourage the staff to implement the School Development Plan?</td>
</tr>
<tr>
<td>C14</td>
<td>In your opinion, to what extent is the School Development Plan available for critical review before implementation?</td>
</tr>
<tr>
<td>C15</td>
<td>In your opinion, to what extent does the School Development Plan help you to achieve your aims and objectives in your daily teaching?</td>
</tr>
<tr>
<td>C16</td>
<td>In your opinion, to what extent does the principal analyse the teaching and learning in your school, using the School Development Plan?</td>
</tr>
<tr>
<td>Item</td>
<td>Description: To what extent do you experience the following in your daily teaching:</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>C17</td>
<td>In your opinion, to what extent does your share in developing the vision, energise you in your everyday activities?</td>
</tr>
<tr>
<td>C18</td>
<td>In your opinion, to what extent can the vision direct learner performance during their everyday activities to perform to their ability?</td>
</tr>
<tr>
<td>C19</td>
<td>In your opinion, to what extent does the vision guide the development of the mission during everyday activities?</td>
</tr>
<tr>
<td>C20</td>
<td>In your opinion, to what extent does the vision guide the school culture to promote effective everyday activities at your school?</td>
</tr>
<tr>
<td>C21</td>
<td>In your opinion, to what extent does the mission explain the school culture in your everyday activities?</td>
</tr>
<tr>
<td>C22</td>
<td>In your opinion, to what extent does the values in the vision and mission direct the school culture?</td>
</tr>
<tr>
<td>C23</td>
<td>In your opinion, to what extent can the vision be used as an evaluation tool to measure the school effectiveness on a daily basis?</td>
</tr>
<tr>
<td>C24</td>
<td>In your opinion, to what extent does our principal demonstrate the values embedded in the vision daily activities?</td>
</tr>
<tr>
<td>C25</td>
<td>In your opinion, to what extent does the principal use the vision to plan for improvement in school activities?</td>
</tr>
<tr>
<td>C26</td>
<td>In your opinion, to what extent does the vision create an awareness for improved individual planning of the teachers?</td>
</tr>
<tr>
<td>C27</td>
<td>In your opinion, to what extent is the mission, based on the vision, geared at improved performance of your school?</td>
</tr>
<tr>
<td>C28</td>
<td>In your opinion, to what extent is your planning based on the School Development Plan to improve your teaching?</td>
</tr>
<tr>
<td>C29</td>
<td>In your opinion, to what extent does the vision inform all actions at your school?</td>
</tr>
<tr>
<td>C30</td>
<td>In your opinion, to what extent do you keep the vision in mind to improve the planning of your teaching tasks?</td>
</tr>
<tr>
<td>C31</td>
<td>In your opinion, to what extent do you feel that sharing in the creation of the vision contribute to improving your teaching performance?</td>
</tr>
<tr>
<td>C32</td>
<td>In your opinion, to what extent do you believe that the vision, as a strategic plan, improves your school's effectiveness?</td>
</tr>
<tr>
<td>C33</td>
<td>In your opinion, to what extent does the vision provide for team planning to improve overall school performance?</td>
</tr>
</tbody>
</table>

The questionnaire (see Annexure E) was constructed in order to address the research question and objectives.

In the previous section, the research methodology was discussed by unpacking the concepts research paradigm, research approach and research design. Furthermore, attention was paid to the data collection procedure, which included the research instrument and the design thereof. In
the next section, the target and study population, as well as the sampling method and how the data were collected, is discussed.

3.4 TARGET POPULATION AND STUDY POPULATION

A target population is the “larger pool from which our sampling elements are drawn, and to which we want to generalise our findings” (Durrheim & Painter, 2016:133). Furthermore, a study population is the group that was identified with the same characteristics that provided the required information for the research study (Kumar, 2014:74).

For the purposes of this study, the target population comprised the schools in the Matlosana area (NW) with more than 500 learners, within the reach of the researcher. This population was selected to ensure that the school had at least two or more SMT members (excluding the principal).

The study population comprised available teachers who were members of the SMT as well as teachers who were not members of the SMT who availed themselves. These teachers filled in the questionnaire. The principals were excluded because several questions focused on the way the principal uses the vision as a leadership strategy in the school.

3.5 SAMPLING METHOD

Sampling refers to the selection of research respondents from an entire population that is representative of the population. Moreover, the size of the sample is important as it must be large enough for the researcher to be able to make inferences about the population (Durrheim, 2016:49).

Convenience sampling was used as a sampling strategy in this study. A convenience sampling strategy is also known as availability sampling. Newby (2014:257) claims that convenience sampling takes place because data resources are easily accessible. Teachers from the population who were available and willing to complete the questionnaire, completed the questionnaire.

3.6 COLLECTION PROCEDURE

Before the researcher started with the data collection, she had first obtained ethical clearance from the Ethics Committee of the Faculty of Education (NWU), Potchefstroom Campus (Annexure A). Permission was then obtained from the North West Department of Education (Annexure B), and then the various schools’ governing bodies and principals were approached for their consent (Annexure C).
An informed consent letter was attached to each respondent’s questionnaire, requesting his/her consent before completing the questionnaire (Annexure D). This consent had to be signed by each respondent who completed the questionnaire.

The researcher and a field worker visited the schools personally to hand out the questionnaires and to collect it. The researcher did not infringe upon the teaching and learning time of the respondents. In order to give the respondents sufficient time to complete the questionnaire, the researcher collected the questionnaires after 72 hours or as per arrangement.

3.7 ETHICAL CONSIDERATIONS
According to Kumar (2014:282), ethical considerations are “those principles of conduct that are considered correct, especially in a given profession or group”. In any research study, it is of great importance that the correct ethical practices are conducted, therefore, before the research was conducted, ethical clearance had been obtained from the Ethics Committee of the Faculty of Education (NWU) (Annexure A). Thereafter, the researcher had obtained permission from the North West Department of Basic Education (Annexure B) before approaching the schools. The researcher contacted the principals of the schools and letters of consent were sent to the governing bodies and principals (Annexure C). It was essential that, during the process, the researcher adhered to the Code of Ethics for Research.

The researcher had first obtained ethical clearance, whereafter the identified schools were visited to inform respondents about the purpose of the research. The purpose of the research was discussed, and written permission was obtained from each teacher that was included in the research.

Informed consent included the explanation of the purpose of the study as well as the confirmation that the respondent could withdraw from the study without any prejudice (Cohen, Manion & Morrison, 2011:78). It was also important to inform the respondents about the reason for the research. Participation was anonymous with the confirmation that nobody's identity would be revealed (Cohen et al., 2011:90). Confidentiality was also ensured because the data would be used for academic purposes only (Cohen et al., 2011:90).

The researcher explained to the staff that the teachers would participate voluntarily and that they were thus not obligated to participate. A cover letter was included, providing all the information concerning anonymity, confidentiality and voluntary participation. Respondents were notified that they could withdraw from the research at any time without penalties. There was no threat to the
safety of any respondent. All respondents understood that their basic rights would be respected and protected at all times.

3.8 **DATA ANALYSIS**

The aim of data analysis is to transform the data into an answer to the original research question. “A careful consideration of data analysis strategies will ensure that the design is coherent, as the researcher matches the analysis to a particular type of data to the purpose of the research, and to the research paradigm” (Durrheim, 2016:52). In the next section, the methods that were employed to analyse the data are clarified.

3.8.1 **Methods of data analysis**

Data were captured and analysed by the North-West University's Statistical Consultation Services, using SAS (SAS Institute Inc., 2016). Exploratory factor analyses were used for data reduction and to ensure construct validity. To determine whether a factor analysis was appropriate, Kaiser’s measure of sample adequacy (MSA), which gives an indication of the intercorrelations among variables, was computed (Tabachnick & Fidell, 2001:659). This index ranges from 0 to 1, reaching 1 when each variable is perfectly predicted by the other variables.

The measure can be interpreted with the following guidelines:

\[
\begin{align*}
\geq 0.80: & \quad \text{meritorious} \\
0.70: & \quad \text{middling} \\
0.60: & \quad \text{mediocre} \\
0.50: & \quad \text{miserable} \\
< 0.50: & \quad \text{unacceptable (Hair, Anderson, Tatham & Black, 1998:730).}
\end{align*}
\]

Furthermore, Cronbach’s alpha coefficients were used to assure internal reliability of the constructs and were based on the inter-item correlations (Adams & Lawrence, 2015:90). A value of 0.6 and above is an acceptable value for Cronbach’s alpha (Field, 2013:675).

To determine differences between the means of constructs for independent groups, Cohen's effect sizes, $d$, were calculated, and because no random sampling was done, comparisons between group means were interpreted (Cohen, 1988:77). Effect sizes are a measure to determine to which extent a difference is large enough to have an effect in practice (Steyn et al., 1998:761).

The following guidelines were used for interpretation purposes:
(a) Small effect: \( d = 0.2 \)

(b) Medium effect: \( d = 0.5 \)

(c) Large effect: \( d \geq 0.8 \)

The medium effect \( (d = 0.5) \) is already noticeable significant to the naked eye, while the large effect \( (d \geq 0.8) \) is also practically significant.

### 3.9 THE UNIT OF ANALYSIS

According to Trochim (2006:1), the unit of analysis is an important idea in any research. In social science research, there is a variety of units that can be studied, such as individuals, groups, or organisations. The unit of analysis, though, is the *major entity* the researcher wants to analyse when drawing a sample.

Organisations refer to structured entities – which in this research, were schools – and are often used as units of analysis. Data from different schools may differ because of the unique features of every school. Schools with more than 500 learners from the Matlosana area in North West were used as the unit of analysis in this research.

### 3.10 CONCLUSION

This chapter covered the approach to, design and methodology of this study. The data-collection instrument as well as the format and design of the questionnaire were described. The target population, study population and sampling method were discussed. Furthermore, the data collection procedures were outlined. Thereafter, the ethical considerations were clarified. Lastly, data analysis and the various methods of data analysis as well as the unit of analysis were described.

In chapter 4, the research data are reported and interpreted to determine what the perceptions of teachers were on vision as a leadership strategy for school effectiveness. Constructs are retained from the analyses and are reported. In order to attempt to determine perceptions of people, the instrument (questionnaire) needs to be valid and reliable.
CHAPTER 4
ANALYSIS AND INTERPRETATION OF A SELECTED SAMPLE OF EMPIRICAL DATA

4.1 INTRODUCTION
In chapter 3, the research methodology, namely the research paradigm, approach and design were discussed and explained. Furthermore, the data collection procedure, including the instrument and the design thereof, were explained. Attention was paid to the data analysis methods, which are covered in this chapter along with the unit of analysis.

The main aim of this chapter is to report on and interpret the research data in order to determine the perceptions of teachers on the vision as a leadership strategy for school effectiveness. The demographic background was discussed, and the biographical information was analysed. Factor analyses were done, and the results were reported and analysed. From the results, three constructs were retained and discussed. In order to attempt to determine perceptions of people using a questionnaire, the instrument needs to be valid and reliable. In the next sections, construct validity and reliability are discussed.

4.2 CONSTRUCT VALIDITY
Validity is concerned with the fact that the instrument tests what it is meant to test and how well it does so (Anastasi & Urbina, 1997:113). Defining validity, Van der Riet and Durrheim (2016:90) argue that the research conclusions and anticipated findings need to be sound.

Construct validity was used in this study. Kumar (2014:215) argues that construct validity is an indication of the quality of the instrument and agrees that the instrument measures what it is meant to test. Furthermore, construct validity is the extent to which a test measures a theoretical concept or whether a measure is reflective of the hypothetical construct of a variable (Adams & Lawrence, 2015:93). Creswell (2014:160) claims that validity helps to identify whether an instrument can be used successfully in a survey.

In this research, exploratory factor analyses were done as data reduction and to confirm construct validity. Construct validity was proven as the MSA in Constructs B and C were meritorious (§ 3.8.1).
4.3 RELIABILITY
The reliability of a test refers to the consistency of scores obtained by the same persons when they are re-examined with the same test on different occasions, or with different sets of equivalent items, or under variable examining conditions (Anastasi & Urbina, 1997:84). A reliable instrument can therefore be described as an instrument that will provide consistent results when the test is repeated under nearly the same conditions. According to Kumar (2014:215), concept reliability means that the research tool is consistent and stable, predictable and accurate, and therefore reliable. He further argues that, the greater the degree of consistency and stability in an instrument, the greater the reliability of the instrument. Cronbach’s alpha coefficient was used to measure internal reliability of the constructs and was based on the inter-item correlations (Adams & Lawrence, 2015:90).

4.4 DEMOGRAPHIC BACKGROUND
The participating schools in this study were selected from the Matlosana area and included township schools, farm schools and inner-city schools. The towns and adjacent townships that were included were Klerksdorp, Orkney, Stilfontein and Hartebeesfontein.

From the 61 selected schools in the Matlosana area, respondents from 51 schools completed and returned the questionnaires – thus an 83.6% return rate. Some schools submitted multiple responses and these were indicated where applicable. Two hundred and thirty-six (236) questionnaires were analysed.

One of the aims of the study was to get responses from SMT members as well as non-SMT members of each school to establish whether, in their experience, the vision was used as a leadership strategy. The SMT of a school usually consists of the principal, deputy principal and HoDs. The SMT has the responsibility of assisting the principal in planning and managing the school (DoE, 2000:5). Depending on the needs of the school, Post Level 1 (PL1) teachers, with leadership skills, may also be included in the SMT. In this study, this category of biographical information will be referred to as SMT members and non-SMT members. Although most schools complied with the request to involve both SMT members and non-SMT members, at some schools, only SMT members responded, and at other schools, only non-SMT members responded.

Where more than one teacher responded from a group at a particular school – for example, four Post Level 1 teachers from the same school – the average of the group was calculated and used. Having discussed the demographic background, the data are discussed under the following sections:
• Section A: Biographical information;
• Section B: Questions relating to how often the teacher experiences that the vision is used as a leadership strategy; and
• Section C: Questions relating to the extent to which the vision is used as a leadership strategy in the daily activities of the school.

4.5 BIOGRAPHICAL INFORMATION OF THE STUDY POPULATION
Table 4.1 provides a summary of the analysed bibliographical information. This table gives an overview of the biographical data and is followed by a discussion of the different categories.

Table 4.1: Biographical information

<table>
<thead>
<tr>
<th>ITEM NO.</th>
<th>CATEGORY</th>
<th>SUB-CATEGORY</th>
<th>N</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>GENDER</td>
<td>Male</td>
<td>68</td>
<td>28.81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>168</td>
<td>71.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No response</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>AGE</td>
<td>20-25 years of age</td>
<td>16</td>
<td>6.78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25-30 years of age</td>
<td>28</td>
<td>11.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31-40 years of age</td>
<td>37</td>
<td>15.68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41-50 years of age</td>
<td>67</td>
<td>28.39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>51-60 years of age</td>
<td>69</td>
<td>29.24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60+ years of age</td>
<td>18</td>
<td>7.63</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No response</td>
<td>1</td>
<td>0.42</td>
</tr>
<tr>
<td>3.</td>
<td>HOME LANGUAGE</td>
<td>English</td>
<td>10</td>
<td>4.24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Afrikaans</td>
<td>173</td>
<td>73.31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Setswana</td>
<td>39</td>
<td>16.53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IsiXhosa</td>
<td>4</td>
<td>1.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sesotho</td>
<td>9</td>
<td>3.81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other (Specify)</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No response</td>
<td>1</td>
<td>0.42</td>
</tr>
<tr>
<td>4.</td>
<td>LOCATION OF SCHOOL</td>
<td>Inner City</td>
<td>171</td>
<td>72.46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Township</td>
<td>57</td>
<td>24.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Farm Schools</td>
<td>7</td>
<td>2.97</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No response</td>
<td>1</td>
<td>0.42</td>
</tr>
<tr>
<td>5.</td>
<td>POST LEVEL</td>
<td>PL 1</td>
<td>169</td>
<td>71.61</td>
</tr>
</tbody>
</table>
The information listed in the table above assisted the researcher to compare the number of respondents in the different biographical categories (variables). The biographical variables were presented separately, with a brief discussion to indicate possible reasons for the outcomes of each variable.

4.5.1 Gender of respondents

Table 4.2 indicates the gender profile of the respondents.

**Table 4.2: Gender profile of respondents**

<table>
<thead>
<tr>
<th>GENDER</th>
<th>TOTAL RESPONDENTS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>68</td>
<td>28.81</td>
</tr>
<tr>
<td>FEMALE</td>
<td>168</td>
<td>71.19</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>236</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.2, the majority of respondents (71.19%) were female, while male respondents totalled 28.81%. This is consistent with statistics of the DoE which indicate that there are more female teachers than male teachers.
4.5.2 Age of respondents
Table 4.3 indicates the age profile of the respondents.

Table 4.3: Age profile of the respondents

<table>
<thead>
<tr>
<th>AGE</th>
<th>TOTAL RESPONDENTS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-50 YEARS OF AGE</td>
<td>148</td>
<td>62.71</td>
</tr>
<tr>
<td>51 YEARS OF AGE AND OLDER</td>
<td>87</td>
<td>36.87</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
<td>0.42</td>
</tr>
<tr>
<td>TOTAL</td>
<td>236</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 also indicates the total number of respondents in each age profile. Respondents between 20 and 50 years of age were grouped together, and respondents 51 years of age and older were grouped together. Respondents of 51 years of age and older were grouped together because they were trained and had started their teaching careers under a more conservative education department where emphasis was not as strongly placed on the use of the vision as a strategy for school improvement. On the other hand, the younger group were trained and mostly started their careers under a democratic dispensation where participation at all levels was encouraged based on the set vision as a strategy. According to the data, 62.71% of the respondents were younger than 50 years of age, while 36.87% were 51 years of age and older. Only one respondent did not indicate his/her age.

4.5.3 Academically developed languages versus indigenous languages
The language profile of the respondents is indicated in Table 4.4.

Table 4.4: Languages of the respondents

<table>
<thead>
<tr>
<th>LANGUAGES</th>
<th>TOTAL RESPONDENTS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMICALLY DEVELOPED LANGUAGES</td>
<td>183</td>
<td>77.55</td>
</tr>
<tr>
<td>INDIGENOUS LANGUAGES</td>
<td>52</td>
<td>22.03</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
<td>0.42</td>
</tr>
<tr>
<td>TOTAL</td>
<td>236</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 indicates that respondents were grouped into two language groups, namely academically developed languages (i.e. Afrikaans and English) and indigenous languages (i.e. other languages).
The table above shows that 77.55% of the respondents were Afrikaans- and English-speaking, while 22.03% of the respondents spoke indigenous languages as their home language. This was a concern for the researcher, because the results in the next category, which were explained next, were contrary to this category. One respondent did not indicate his/her home language.

4.5.4 Location of the schools

Table 4.5 shows the location of the schools.

Table 4.5: Location of the schools

<table>
<thead>
<tr>
<th>LOCATION OF THE SCHOOL</th>
<th>TOTAL RESPONDENTS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INNER CITY</td>
<td>21</td>
<td>41.18</td>
</tr>
<tr>
<td>TOWNSHIP AND FARM SCHOOLS</td>
<td>27</td>
<td>52.94</td>
</tr>
<tr>
<td>WRONG INDICATION</td>
<td>3</td>
<td>5.88</td>
</tr>
<tr>
<td>TOTAL</td>
<td>236</td>
<td>100</td>
</tr>
</tbody>
</table>

* In this table, locations of the schools are indicated as the schools and not the respondents.

The respondents had the opportunity to indicate where the school they taught at was situated. Out of the group, 41.18% indicated that their school was situated in the inner-city area, while 52.94% indicated that they taught at a township school or a farm school (see table above). For the purposes of this research, township schools and farm schools were grouped together as these schools had similar setups that differed from inner-city schools. Inner-city schools are usually former Model C schools with good facilities and systems.

Interestingly, a comparison of the results of the previous category (languages of the respondents) and this category (locations of schools) indicated that something did not correspond. With the result of 52.94% from the respondents from the township schools and farm schools, one should conclude that the percentage of 22.03% for the indigenous languages would be higher than in the inner city. The reason for this interesting outcome of the results can be explained by the fact that, in the case where more than one teacher responded from a group at a particular school – for example, if four Post Level 1 teachers from one school responded – the average of the group was calculated and used. The number of questionnaires returned per school from the inner-city schools was higher per school than those of the township and farm schools. Although more inner-city schools responded, their results were used to calculate the average of all the respondents.
It is also important to report that only 48 schools out of 51 schools were taken into consideration for this analysis, because three schools’ data were discarded as some of the teachers at these schools indicated the location of the school wrongly.

4.5.5 Post level

In Table 4.6, the post level of the respondents is indicated.

Table 4.6: Post level of the respondents

<table>
<thead>
<tr>
<th>POST LEVEL</th>
<th>TOTAL RESPONDENTS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL 1</td>
<td>169</td>
<td>71.61</td>
</tr>
<tr>
<td>PL 2</td>
<td>40</td>
<td>16.95</td>
</tr>
<tr>
<td>PL 3</td>
<td>20</td>
<td>8.47</td>
</tr>
<tr>
<td>PL 4</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>7</td>
<td>2.97</td>
</tr>
<tr>
<td>TOTAL</td>
<td>236</td>
<td>100</td>
</tr>
</tbody>
</table>

The percentage of each post level was as follows: Post Level 1 teachers – 71.61%; Post Level 2 teachers – 16.95%; and Post Level 3 teachers – 8.47%. Seven respondents did not indicate their post level at the time of the research (see Table 4.6). There was a higher percentage of Post Level 1 respondents, because usually, in a school with more than 500 learners, there are more teachers with only one or two HOD’s and deputy principals.

4.5.6 Years of teaching experience

Table 4.7 shows the years of teaching experience of the respondents.

Table 4.7: Years of teaching experience

<table>
<thead>
<tr>
<th>YEARS OF TEACHING</th>
<th>TOTAL RESPONDENTS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 10 YEARS</td>
<td>62</td>
<td>26.27</td>
</tr>
<tr>
<td>11 – 20 YEARS</td>
<td>52</td>
<td>22.04</td>
</tr>
<tr>
<td>20+ YEARS</td>
<td>121</td>
<td>51.27</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>1</td>
<td>0.42</td>
</tr>
<tr>
<td>TOTAL</td>
<td>236</td>
<td>100</td>
</tr>
</tbody>
</table>
As indicated in the table above, 26.27% of teachers had 0-10 years of teaching experience. Furthermore, 22.04% of the teachers had 11-20 years' teaching experience, and 51.27% had more than 20 years' teaching experience. With 51.27% of the teachers having more than 20 years’ teaching experience, it is clear that the respondents were representative of experienced teachers. Teachers with more than 20 years of teaching experience could mean that they were part of a “Do as you are told” era and therefore filled in the questionnaire out of loyalty towards the system.

The group of teachers with 0-10 years’ teaching experience was slightly larger than the group with 11-20 years of teaching experience. The reason for this could be because the younger group still complied with everything coming their way. The percentage of the middle group (those with 11-20 years of teaching experience) may have been smaller because participating in a research survey perhaps was not important to the respondents and perhaps they did not deem it important to comply with everything. One respondent did not indicate his/her years of teaching experience.

### 4.5.7 Number of SMT members and non-SMT members

Table 4.8 shows the information on SMT members and non-SMT members.

<table>
<thead>
<tr>
<th>SMT MEMBER OR NON-SMT MEMBERS</th>
<th>TOTAL RESPONDENTS</th>
<th>PERCENTAGE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMT MEMBERS</td>
<td>78</td>
<td>33.05</td>
</tr>
<tr>
<td>NON-SMT MEMBERS</td>
<td>153</td>
<td>64.83</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>5</td>
<td>2.12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>236</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The school management team (SMT) of a school usually consists of the principal, deputy principal and HOD’s. The SMT has the responsibility of planning and managing the school (DoE, 2000:5). Depending on the needs of the school, Post Level 1 (PL1) teachers, with leadership skills, may also be included in the SMT.

In Table 4.8, the results indicate that 64.83% of the respondents were non-SMT members and 33.05% of the respondents were SMT members. Not all schools complied with the request that respondents had to be representative of both SMT and non-SMT members: at some schools, only SMT members filled in the questionnaire, whilst at other schools, only non-SMT members filled in the questionnaire. It could be that fewer SMT members filled in the questionnaire due to their busy schedule, or it may simply be that the larger percentage of 64.83% of non-SMT members is normal.
as it represents the ratio of SMT members to non-SMT members in a school. The five respondents who did not indicate whether or not they were SMT members were not taken into consideration. In the next section, the results were reported and discussed.

4.6 RESULTS AND INTERPRETATION OF PERCEPTIONS OF THE STUDY POPULATION IN SECTION B

Out of the 236 questionnaires, only 222 questionnaires were usable to describe the outcome of the twelve items in Section B. Table 4.9 reports the results of the exploratory factor analyses done on the items in Section B.

Table 4.9: Factor analyses

<table>
<thead>
<tr>
<th>SECTION</th>
<th>N</th>
<th>NUMBER OF FACTORS RETAINED</th>
<th>ITEMS ON QUESTIONNAIRE</th>
<th>MSA</th>
<th>VARIANCE RETAINED (%)</th>
<th>FINAL COMMUNALITIES VARY BETWEEN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION B</td>
<td>222</td>
<td>1</td>
<td>B1-B12</td>
<td>0.95</td>
<td>71.56</td>
<td>0.64 and 0.79</td>
</tr>
</tbody>
</table>

Please note that factor analysis was performed using the entire data set.

As reported in the table above, the factor analysis in Section B yielded 1 factor, namely the construct Vision as a Leadership Strategy and it explained 71.56% of the variation. The communalities varied, with values between 0.64 and 0.79, while the MSA equalled 0.95, which is meritorious (see § 3.8.1).

One construct was retained from Section B: Vision as a Leadership Strategy.

The first research objective was: How often do you experience that the vision as a leadership strategy forms the basis for all activities? Respondents had to choose from a four-point scale, namely “Almost never” to “Almost always”. Where “Almost never” resembles 1 and “Almost always” resembles 4, 2.5 can be seen as the average. The mean response for B was 2.93 for the study population, which indicated that teachers often experienced that the vision was used as a leadership strategy to form the basis of all school activities. Therefore, the conclusion drawn from the results is that, the schools used as the study population were effective as the regular use of the vision by the leader is an indication of school effectiveness.

For the vision to form the basis of all school activities, it needs to be communicated regularly and effectively. This, in effect, is supported by the literature (§ 2.7.1). Creemers and Kyriakides (2008:13) argue that one of the characteristics of effectiveness is a concise, well-communicated vision. With the communication of the vision, the principal uses the vision as a strategy for
leadership. The two definitions, vision and strategy, are explained as futuristic and goal-oriented. Furthermore, it speaks of a desired state and it is geared to create the school culture (§ 2.14.2). When the vision is used as a leadership strategy, it unites the staff in order to achieve fluidity and synergy. If the principal often uses the vision as a leadership strategy, it could result in school effectiveness (§ 2.2.2.1).

To be able to answer the research question on whether there are practical significant differences between the biographical groups Age, Location and SMT members, regarding how often teachers experience that the vision is used as a leadership strategy, the following report and interpretation are put forward.

### 4.7 THE REPORT AND INTERPRETATION OF THE DIFFERENCE BETWEEN BIOGRAPHICAL GROUPS OF THE STUDY POPULATION IN SECTION B

In the bibliographical independent variable Gender, Home Language, Current Post Level and Years of teaching experience, there was no practical significance. In the following independent variables, namely Age, Location of the School and SMT members, the data showed that there was a practical significant difference in the opinion of the respondents. In the following section, the results are reported and interpreted. The items, their mean score, the standard deviation, the p-value and d-value are included in the following tables.

#### 4.7.1 Descriptive statistics and effect sizes on the construct Vision as a Leadership Strategy for the differences between age groups

As indicated earlier, the respondents were grouped into two age groups: respondents between the age of 20-50, and respondents 51 years of age and older. In Table 4.10, the results on the differences between these age groups are reported.

**Table 4.10: Descriptive statistics and effect sizes on the construct Vision as a Leadership Strategy for differences between age groups**

<table>
<thead>
<tr>
<th>Construct</th>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>p-value (in case of random sampling)</th>
<th>d-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision as a Leadership Strategy</td>
<td>1</td>
<td>50</td>
<td>2.86</td>
<td>0.70</td>
<td></td>
<td>0.54Δ</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>34</td>
<td>3.23</td>
<td>0.66</td>
<td>0.01*</td>
<td></td>
</tr>
</tbody>
</table>

*Note- 1 = 20-50 years; 2 = 51 years and older; SD = Standard Deviation; M=Mean; N = Number in group

* Statistically significant at 0.05 level according to t-test results for independent groups.

^ Medium effect in practice.
As can be seen from Table 4.10, there is a difference with a medium effect size in practice ($d = 0.54$) and thus noticeable to the naked eye, between the means of the specific age groups. This implies that Group 2 (M=3.23) experienced that Vision as a Leadership Strategy was used more often than Group 1 (M=2.86).

It can thus be concluded that teachers in the age group 51 years and older experienced to a medium effect more that the vision as a leadership strategy was used more often than the younger group. This could be ascribed to the possibility that many respondents from Group 2 were in a promotion post and would have therefore held the opinion that the vision was used more often as a leadership strategy.

### 4.7.2 Descriptive statistics and effect sizes on the construct Vision as a Leadership Strategy for groups of the Location of the School

Respondents were grouped into two groups: teachers who taught in schools in the inner city, and teachers who taught in township schools or farm schools. The results are reported in Table 4.11.

**Table 4.11: Descriptive statistics and effect sizes on the construct Vision as a Leadership Strategy for groups of the Location of the School**

<table>
<thead>
<tr>
<th>Construct</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>$p$-value (in case of random sampling)</th>
<th>$d$-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision as a Leadership Strategy</td>
<td>1</td>
<td>21</td>
<td>3.30</td>
<td>0.27</td>
<td>&lt; 0.05*</td>
<td>1.05▲</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>27</td>
<td>2.66</td>
<td>0.61</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Statistically significant at 0.05 level according to t-test results for independent groups.

▲ Large effect and also practically significant.

The effect size on the construct Vision as a Leadership Strategy for groups of the Location of the School in Table 4.11 indicates a large effect and also practical significant ($d = 1.05$) difference between the means of the teachers who taught in schools in the inner city and those who taught in township schools and farm schools.

This implies that Group 1 (M = 3.30) might have experienced to a larger effect that the vision as a leadership strategy was used more often than Group 2 (M = 2.66). Therefore, it could be that teachers who teach in schools in the inner city experienced to a larger effect that the vision was
used more often as a leadership strategy than those who teach in township schools and farm schools, and the inner-city schools could thus be more effective.

4.7.3 Descriptive statistics and effect sizes on the construct Vision as a Leadership Strategy for groups of SMT members

The information regarding respondents who were SMT members and respondents who were non-SMT members and their experiences on how often the vision was used as a leadership strategy, is presented in Table 4.12.

Table 4.12: Descriptive statistics and effect sizes on the construct Vision as a Leadership Strategy for groups of SMT members

<table>
<thead>
<tr>
<th>Construct</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>p-value (in case of random sampling)</th>
<th>d-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision as a Leadership Strategy</td>
<td>1</td>
<td>44</td>
<td>3.10</td>
<td>0.60</td>
<td>0.08</td>
<td>0.35</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>45</td>
<td>2.85</td>
<td>0.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: 1 = SMT members; 2 = Non-SMT members; SD = Standard Deviation; M = Mean; N = Number in group

The effect size on the construct Vision as a Leadership Strategy for groups of SMT members of the schools in Table 4.12 indicates a small effect size ($d = 0.35$) for differences between the two groups, meaning that, in practice, in this regard, there was no difference between the perceptions of the respondents who were SMT members and those who are non-SMT members.

This implies that Group 1 ($M = 3.10$) could experience to a small effect that the vision as a leadership strategy was used more often than Group 2 ($M = 2.85$). Therefore, it could be that SMT members experienced a little more often that the vision was used as a leadership strategy than teachers who were non-SMT members.

4.8 THE REPORT AND INTERPRETATION OF THE STUDY POPULATION IN SECTION C

Out of the 236 questionnaires, only 218 questionnaires were usable to describe the outcome of the 33 items in Section C.

In Table 4.13, the results of the exploratory factor analyses done on the items of Section C are reported.
Table 4.13: Factor analyses

<table>
<thead>
<tr>
<th>SECTION</th>
<th>N</th>
<th>NUMBER OF FACTORS RETAINED</th>
<th>ITEMS ON QUESTIONNAIRE</th>
<th>MSA</th>
<th>VARIANCE RETAINED (%)</th>
<th>FINAL COMMUNALITIES VARIES BETWEEN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION C</td>
<td>218</td>
<td>2</td>
<td>C1-C16 and C28</td>
<td>0.98</td>
<td>76.28</td>
<td>0.62 and 0.87</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C17-C27 and C29-C33</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note that factor analyses were done on data from the entire data set.

In Table 4.13, it can be seen that, from Section C, two factors were retained, namely the constructs: Vision Guides School Planning and Vision Directing School Activities.

In Construct 1, namely Vision Guides School Planning, the items C1 – C16 and C28 were retained from Section C.

In Construct 2, namely Vision Directing School Activities, the items C17 – C27 and C29 – C33 were retained from Section C.

The two constructs in Section C explained 76.28% of the variation, as reported in the table above. The communalities vary values between 0.62 and 0.87, while the MSA equalled 0.98 and is thus meritorious (§ 3.8.1).

In order to answer the second and third research questions, respondents had to choose from a 4-point scale, namely “To almost no extent” to “To a very large extent”. “To almost no extent” resembled a 1, and “To a very large extent” resembled a 4. The average can be seen as 2.5.

The second research objective was: To which extent do you experience that the vision as a leadership strategy of the school guides school planning?

The mean response for Construct 1, namely Vision Guides School Planning, was 2.67. This is an indication that respondents to a large extent were of the opinion that the vision guided the planning at the school. The results are supported by the literature, as Creemers and Kyriakides (2008:13) claim that one of the characteristics of an effective school is strategic planning. Strategic planning forms the platform for teaching and learning and is driven by the quest to achieve the vision in order to establish school effectiveness.

The literature furthermore confirms that the process of planning at a school starts at the vision, which guides the mission and SDP (§ 2.21.1). Although Construct 1 showed a slightly lower mean
response than Construct 2, the study population still experienced that the vision to a large extent guided the planning at the school, which indicates that these schools were effectively using their vision as a guiding leadership strategy.

The third research objective was: To which extent do you experience that the vision of the school directs the everyday activities in the school?

For Construct 2, namely Vision Directing School Activities, the mean response was 2.88 for the study population. Planning at a school needs to be based on the vision as well as the shared vision of the school (Marishane, 2013:137) in order to be effective. In addition, the mission is the clarification of how to apply the vision and how to implement the vision in school activities (Van Deventer, 2016:133).

Effective school activities are based on values and are clearly stipulated in the SDP (§ 2.2). This process of strategic planning, using the vision, the mission and the SDP establishes the culture of the school (Figure 1.1). The culture, on the other hand, is the way in which a school implements the values in everyday activities (§ 2.23). In this study, the study population indicated that they experienced to a large extent that the school activities were directed by the vision, which confirms that these schools were effective.

4.9 THE REPORT AND INTERPRETATION OF THE DIFFERENCE BETWEEN BIOGRAPHICAL GROUPS OF THE STUDY POPULATION IN SECTION C

There was no practical significance between the biographical variables Gender, Home Language, Current Post Level and Years of teaching experience. With the variables Age, Location of the School and SMT members, the data indicated a practical significant difference between the opinions of the respondents. In the following section, these results are reported and interpreted. The items, their mean score, the standard deviation, and the \(p\)-value and \(d\)-value are tabulated.

4.9.1 Descriptive statistics and effect sizes on constructs Vision Guides School Planning and Vision Directing School Activities for different age groups

As indicated previously, respondents were grouped into two age groups: 50 years of age and below, and 51 years of age and older. In Table 4.14 the results are reported.
Table 4.14: Descriptive statistics and effect sizes on constructs Vision Guides School Planning and Vision Directing School Activities for different age groups

<table>
<thead>
<tr>
<th>Construct</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>p-value (in case of random sampling)</th>
<th>d-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision guides school planning</td>
<td>1</td>
<td>50</td>
<td>2.61</td>
<td>0.86</td>
<td>0.03*</td>
<td>0.50Δ</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>34</td>
<td>3.04</td>
<td>0.84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vision directing school activities</td>
<td>1</td>
<td>50</td>
<td>2.78</td>
<td>0.72</td>
<td>&lt; 0.05*</td>
<td>0.65Δ</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>34</td>
<td>3.24</td>
<td>0.58</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: 1 = 20-50 years; 2 = 51 years and older; SD = Standard Deviation; M=Mean; N = Number in group

* Statistically significant at 0.05 level according to t-test results for independent groups.

Δ Medium effect in practice.

**Construct 1:** According to the information presented in Table 4.14, the researcher concludes that there is a difference with a medium effect size in practice (d = 0.50), and thus, noticeable to the naked eye, between the means of the specific age groups. Group 2 (M = 3.04) experienced that the vision guided school planning to a larger extent than Group 1 (M = 2.61).

It can thus be concluded that the teachers of 51 years and older experienced to a larger extent that the vision guided school planning than those younger than 51 years of age. This is congruent with the previous section because in Section B, the indication was that Group 2 also experienced that the vision was used more often than Group 1.

**Construct 2:** The information in Table 4.14 indicates that there is a difference with a medium effect size in practice (d = 0.65), and thus, noticeable to the naked eye, between the means of the specific age groups. Group 2 (M = 3.24) experienced that the vision directed school activities to a larger extent than Group 1 (M = 2.78).

Teachers aged 51 years and older experienced to a larger extent that the vision of the school directed school activities than those teachers younger than 51 years of age. This correlates with the perception that people older than 51 years of age experienced that the vision was used more often than those younger than 51 (§ 4.7.1).
4.9.2 Descriptive statistics and effect sizes on constructs Vision Guides School Planning and Vision Directing School Activities for groups of Location

In Table 4.15, the two groups of location were reported. The first group comprised teachers who taught in schools in the inner city, whereas the second group comprised teachers who taught in township schools and farm schools. The results are presented in Table 4.15.

Table 4.15: Descriptive statistics and effect sizes on constructs Vision Guides School Planning and Vision Directing School Activities for groups of Location

<table>
<thead>
<tr>
<th>Construct</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>( p )-value (in case of random sampling)</th>
<th>( d )-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision Guides School Planning</td>
<td>1</td>
<td>24</td>
<td>3.30</td>
<td>0.30</td>
<td>(&lt; 0.05^*)</td>
<td>1.67(\uparrow)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>30</td>
<td>2.17</td>
<td>0.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vision Directing Daily Activities</td>
<td>1</td>
<td>24</td>
<td>3.24</td>
<td>0.27</td>
<td>(&lt; 0.05^*)</td>
<td>1.02(\uparrow)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>30</td>
<td>2.62</td>
<td>0.61</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: 1 = Inner city; 2 = Township; SD = Standard Deviation; M=Mean; N = Number in group

* Statistically significant at 0.05 level according to t-test results for independent groups.

\(\uparrow\) Large effect and also practically significant.

**Construct 1:** The descriptive statistics and effect sizes on the constructs Vision Guides School Planning and Vision Directing Daily Activities for groups of the Location of the school in Table 4.15 indicate a large effect and also a practical significant \((d = 1.67)\) difference between the means of the teachers who taught in schools in the inner city and those who taught in townships and farm schools. This is an indication that Group 1 \((M = 3.30)\) experienced that vision guided school planning to a larger extent than Group 2 \((M = 2.17)\).

Therefore, it can be concluded that it could be that teachers from schools in the inner city experienced to a large effect more that the vision guided school planning than those from the township and farm schools. The same was indicated in Section B: Group 1 could experience to a large effect more that the vision as a leadership strategy was used more often by the leader than the teachers in Group 2 (§ 4.7.2).

**Construct 2:** In conclusion, Table 4.15 indicates a large effect and also a practical significant \((d = 1.02)\) difference between the means of the teachers who taught in schools in the inner city and those who taught in township schools and farm schools. This is an indication that Group 1 \((M = 3.30)\) experienced that vision guided school planning to a larger extent than Group 2 \((M = 2.17)\).
3.24) could experience that the vision directed school activities to a larger extent than Group 2 (M = 2.62).

According to the statistics at hand, teachers from schools in the inner city could experience to a large extent more that the vision directed school activities than those from the township schools and farm schools. In Section B, it was also established that vision could be used more often as a leadership strategy in the inner-city schools than in the township schools and farm schools (§ 4.7.2).

### 4.9.3 Descriptive statistics and effect sizes on the constructs Vision Guides School Planning and Vision Directing School Activities for groups of SMT members or Level 1 teachers

The results of two groups of SMT members or Level 1 teachers are reported in Table 4.16.

#### Table 4.16: Descriptive statistics and effect sizes on the constructs Vision Guides School Planning and Vision Directing School Activities for groups of SMT members

<table>
<thead>
<tr>
<th>Construct</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>p-value (in case of random sampling)</th>
<th>d-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision Guides School Planning</td>
<td>1</td>
<td>44</td>
<td>2.87</td>
<td>0.77</td>
<td>0.16</td>
<td>0.27</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>45</td>
<td>2.62</td>
<td>0.91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vision Directing Daily Activities</td>
<td>1</td>
<td>44</td>
<td>3.08</td>
<td>0.60</td>
<td>0.04*</td>
<td>0.42</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>45</td>
<td>2.79</td>
<td>0.68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Statistically significant at 0.05 level according to t-test results for independent groups.*

Construct 1: In Table 4.16, the researcher can conclude that the descriptive statistics and effect sizes on the construct Vision Guides School Planning for groups of SMT members indicate a small effect (d = 0.27) difference between the means of the respondents who were SMT members and those who were non-SMT members. This is an indication that Group 1 (M = 2.87) experienced to a small extent more that the vision guided school planning than Group 2 (M = 2.62).

According to the statistical information, it is concluded that the teachers who were SMT members experienced to a small extent more that the vision guided school planning than non-SMT members, which is in line with the results in Section B (§ 4.7.3).
Construct 2: The descriptive statistics and effect sizes on the construct Vision Directing Daily Activities in Table 4.16 indicate a small effect \( (d = 0.42) \) difference between the means of the respondents who were SMT members and those who were non-SMT members. This is an indication that Group 1 \( (M = 3.08) \) experienced that the vision directed daily activities to a larger extent than Group 2 \( (M = 2.79) \).

The information in Table 4.16 indicates that the teachers who were members of the SMT experienced to a small extent more that the vision directed school activities than non-SMT members. In Section B, the results were similar, where there was a small effect size difference between the two groups (§ 4.7.3).

4.9.4 The \( d \)-values of biographical variables Age, Location and SMT members for the three constructs

The results of the fourth objective for the first three objectives, namely biographical variables Age, Location and SMT members, had similar effect sizes, as presented in Table 4.17.

Table 4.17: The \( d \)-values of biographical variables Age, Location and SMT members for the three constructs

<table>
<thead>
<tr>
<th>BIOGRAPHICAL VARIABLES</th>
<th>VISION AS A LEADERSHIP STRATEGY</th>
<th>VISION GUIDES SCHOOL PLANNING</th>
<th>VISION DIRECTING SCHOOL PLANNING</th>
<th>PRACTICAL SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( d )-value</td>
<td>( d )-value</td>
<td>( d )-value</td>
<td></td>
</tr>
<tr>
<td>AGE</td>
<td>0.54 ( \Delta )</td>
<td>0.50 ( \Delta )</td>
<td>0.65 ( \Delta )</td>
<td>Medium effect</td>
</tr>
<tr>
<td>LOCATION</td>
<td>1.05 ( \triangle )</td>
<td>1.67 ( \triangle )</td>
<td>1.02 ( \triangle )</td>
<td>Large effect</td>
</tr>
<tr>
<td>SMT MEMBERS</td>
<td>0.35</td>
<td>0.27</td>
<td>0.42</td>
<td>Small effect</td>
</tr>
</tbody>
</table>

\( \Delta \) Medium effect in practice.

\( \triangle \) Large effect and also practical significant.

In Table 4.17, the biographical variables Age, Location and SMT Members were listed with the \( d \)-values for each construct. The reason for doing so is to indicate that the \( d \)-value for each construct is very similar, namely, in the variable Age, the three constructs had a medium effect size difference. In the variable Location, there was a large effect size difference, while, in the variable SMT Members, there was a small effect size difference. In chapter 5, the findings of the variables Age, Location and SMT Members are discussed separately, the three constructs, namely Vision as
a Leadership Strategy, Vision Guides School Leadership and Vision Directing School Planning, are discussed simultaneously as one construct.

4.10 CONCLUSION

In this chapter, construct validity and reliability were discussed. The demographic background of the respondents was given, which was followed by the biographical information. The questionnaire, used as research instrument, was analysed and three constructs were identified. In addition, the data drawn from the three constructs were reported and analysed. The study population indicated that the vision as a leadership strategy was used by the principal, although, in township schools and farm schools, there was a large practical significant difference from the inner-city schools, where they experienced that the vision of the school was used as a leadership strategy.

In chapter five, a summary of the research is given and an in-depth discussion on the empirical findings follows. Recommendations based on the findings, as well suggestions, for further research, are also made.
5.1 INTRODUCTION

In the previous chapter, the results of the data analysis were discussed. This discussion included the demographic background, followed by the biographical information of the respondents. The data collected through the questionnaire were analysed and three constructs were identified. In addition, the data drawn from the questionnaire were reported and analysed. The study population believed the vision was used as a leadership strategy by the principal to improve school effectiveness. The researcher also found that there was a large practical significant difference between township schools and farm schools, on the one hand, and inner-city schools, on the other, regarding their experiences on how the vision of the school was used as a leadership strategy.

In this chapter, an overview of the study is presented, and the empirical findings are discussed. To conclude, the researcher makes recommendations based on the findings on the use of the vision as a guiding leadership strategy for school effectiveness.

5.2 SUMMARY OF THE STUDY

The focus of this study was on the vision as a guiding leadership strategy to ensure effectiveness in schools. The importance of a vision in a school, as argued in the literature review, is to guide the direction, motivate and inspire stakeholders, since the organisation aims to become effective (Srinivasan, 2013:149). Using the vision as a leadership strategy, amongst others, enables the leader to set the aims and objectives and to create the organisational culture of the school in order to achieve school effectiveness (§ 2.21.1).

Chapter 1 presented a general overview of the topic under investigation. This chapter included the problem statement, the aims and objectives, the ethical aspects that were adhered to, as well as an introduction to the literature and the theoretical framework that formed the basis of this research. It was important to clarify relevant concepts and the research methodology that were going to be used. The researcher furthermore elaborated on the background against which the study took place and how it led to the aim and objectives of the study. In addition, the researcher demarcated the study and provided the scope of the study. The limitations of the study were mentioned, and an overview of the chapters was presented.

In chapter 2 the researcher dealt with the review of relevant research literature. The literature review formed the empirical basis for further investigation on whether a vision as a leadership
strategy can be used for school effectiveness. In this chapter, the importance of a vision in any organisation was highlighted (§ 2.2.1). The researcher clarified the concepts leadership and leadership strategy and the relevance of these concepts to this study. In addition, the literature on organisations and the school as an organisation were discussed and how effectiveness can be enhanced through the vision as a strategy in schools. The vision strategy was extended to include the mission and the SDP as intricate components to the vision, as defined by this research.

Chapter 3 explicated the chosen research methodology – namely the approach, design and methodology – and also explained why it was best suited to this research study. A self-constructed, closed-ended questionnaire as data collection instrument was developed in order to gather empirical data from the target population in the Matlosana area (NW).

The questionnaire consisted of three sections. Section A requested biographical information from the respondents. Section B consisted of 12 questions, requesting the opinions of teachers on the research topic. The questions in Section B set out to determine how often the respondents experienced that the vision was used as a leadership strategy. This was followed by Section C, which consisted of 33 questions. These questions were used to establish to what extent teachers experienced that the vision was used as a leadership strategy in daily activities.

Furthermore, the sampling method and the collection procedure were described in chapter 3. In addition, the ethical considerations, the data analysis as well as the unit of analysis were outlined and discussed.

Chapter 4 firstly dealt with construct validity and reliability. An in-depth analysis of the empirical data from the sections in the questionnaire were carried out and discussed. Three constructs were identified:

1. Vision as a Leadership Strategy;
2. Vision Guides School Planning; and

These constructs were analysed, and the relevant results were reported and discussed.

In the final analysis, it was found that the respondents experienced that the vision was used by the leader as a strategy for school effectiveness. However, it was concluded that there was a large effect size difference between the inner-city schools vis-à-vis township schools and farm schools.
5.3 FINDINGS FROM THE LITERATURE

5.3.1 The importance of a vision in a school

It is argued that a vision statement unifies stakeholders and puts them on the same productive page (Arlene, 2014:1). Furthermore, it is argued that a clear and well-defined vision gives direction and that this powerful instrument leads the school to achieve effectiveness (§ 1.2.1).

Deventer (106:130) posits that deliberate planning forces the school to focus on the future. It is also indicated that this planning needs a directive-giving platform from which the planning can take place to lead the school to effectiveness. Davies and Davies (2010:11) argue that a vision is such a direction-giving platform as it is defined as a realistic dream of what is hoped to be achieved in the future. Moreover was indicated that a vision in itself serves a purpose only if all stakeholders buy into it and participates in the process of establishing it. According to Latham and Wilhelm (2014:24) teachers want to experience that they were participating in establishing the vision. They want to believe they contributed with their own visions and needs in establishing the direction of the school. A shared vision allows teachers to develop their skills, to share their experiences and to listen to each other in order to focus on the one and only goal they want to reach (§ 1.2.2).

Not only is it important to establish a shared vision, but also to communicate the vision regularly and effectively. The regular communication of the vision helps stakeholders to focus on the main reason they are there. Brock and Grady (2012:13) clarify that this focus establishes a unity in order to create teamwork, directing everyone towards the direction of the leader’s vision. In addition, Williamson and Blackburn (2016:62) argue that the vision sets the tone of the culture of the school and therefore the principal must reinforce it daily.

With the vision as a cornerstone for further planning, it needs to be established how this vision can be achieved, and therefore steppingstones are used to make sure that all stakeholders stay focused on the directive outcomes of the vision (Naaranoja et al., 2007:659). One of these steppingstones is the mission of the school which is based on the vision (§ 2.15).

The empirical findings in this research study indicated that, in teachers’ experience, the vision was being used by the principal and that the vision was used as a basis for the directing of the daily activities at their schools (§ 5.4.1). These findings corresponded with the reasoning in the literature on the importance of the vision in a school.
5.3.2 The role of the mission to achieve the vision

The mission of a school, according to the literature, is the statement that describes why the school exists (Kowalski, 2010:37). On the other hand, Adams (2012:5) states that the mission of a school is “the first step in strategic planning”. In addition, Fallon (2015:2) argues that the mission statement must be founded on the vision in order to accomplish the aims and objectives of the school. Even though the mission is founded on the vision, it needs to be reviewed from time to time to make sure the current needs of the school are still addressed (Williamson & Blackburn, 2016:12).

If the vision is the aspirational, futuristic picture in people’s minds of where the school wants to be in a few years’ time, the mission is the way to get there. Van Deventer (2016c:133) agrees that “the mission is the ‘engine’ that drives the stakeholders to set aims and objectives to achieve the vision.” In addition, Williamson and Blackburn (2016:12) state that the mission is the way in which the staff members recommit to the values and beliefs of the school. The mission, linked to the vision, will explain how the school will go about in their daily activities to achieve effectiveness (§ 2.20).

The vision informs the mission, which becomes the action plan that underpins the aims and the objectives of the vision for the school. If it is argued that a vision statement unifies stakeholders, the mission indicates how to get there (Arline, 2014:1). In addition, Fallon (2015:2) argues that the mission statement must be founded on the vision in order to accomplish the aims and objectives of the school. Not only does the mission underpin the aims and objectives, but it also gives rise to the strategic plan or, in the case of a school, the SDP.

5.3.3 The school development plan as the strategic plan

The strategic plan holds methods to unfold the values in the vision and to establish the school culture. It can be reasoned that, if the inner core of a school is the vision and mission, we can refer to the culture and values in a strategic plan as the outer core of the school (Srinivasan, 2013:150). Srinivasan (2013:152) further argues that the culture, values, aims and objectives are linked and can be seen as the qualities in the plan according to which people will act in the school to make it effective.

The SDP explains the details of how the aims and objectives of the school are attained. In this entire process, the culture of the school is established. Findings indicated that teachers experienced that the vision was used as a leadership strategy for all further planning at the school. By using the vision as a leadership strategy, the mission and the SDP are developed (§ 2.21).
These results were in line with the arguments in the literature explaining the importance of further planning based on the vision of the school.

5.3.4 The role of the principal as leader

In an effective school, the principal needs to have distinguished characteristics and qualities to motivate the staff to achieve the vision of the school. Brock and Grady (2016:5) distinguish successful principals as the leaders who display a strong sense of values, such as positivity, loyalty, commitment, creativity, respect and courage, to name a few. Principals are able to stay positive and the successful principal is the person who makes unwavering decisions, based on what is best for the school (§ 2.12.2).

Another important component to establish a vision all stakeholders will believe in, is by communicating it regularly and effectively. The effective communication of the vision as the futuristic picture in the principal's mind is the only way in which stakeholders will implement the vision. The principal, communicating the vision, carries little importance, unless the followers understand and buy into the values that are underpinned. Sergiovanni (2007:82) claims that a principal can communicate ideas in such a way that others feel invited to reflect on it and they therefore feel they share in developing the idea. Interacting like this, people communicate the values of the principal and they add their own values from which a shared vision is formed. Kirtman (2014:5) is of the same opinion and adds that to be able to communicate effectively enables the principal to motivate stakeholders to better performance. Van Deventer (2016a:115) agrees that principals are motivators and that they have good interpersonal skills, because they find a balance between tasks and people. Interpersonal skills such as principals’ genuine concern for people and their awareness of stakeholders’ abilities and weaknesses distinguish them as leaders (§ 2.10).

Apart from being able to communicate effectively, another quality of a principal is that the leader advocates the aims and objectives embedded in the vision. To make these aims and objectives assessable, the principal must make sure that they are clear, concise and achievable (Mooney & Mausbach, 2008:82). Moreover, the principal must provide direction to establish a sense of movement towards achieving the aims and objectives of the school (Van Deventer, 2016a:115).

According to Kirtman (2014:5), the qualities of an effective principal may also include that he/she is able to influence others; commit to better results and has high energy and enthusiasm qualities. Trust or trustworthiness is also seen as a significant quality of a principal as stakeholders are influenced only by people they trust (Brock & Grady, 2012:93). Brock and Grady argue that school trust is based on mutual respect between the teachers and the principal for the roles they play in the school. Tschannen-Moran (2013:40) states that a trustworthy principal has the ability to inspire
stakeholders, to demand accountability, and to rely on a common vision to transform the school into an effective school.

An effective principal also has the ability to adapt to change and innovation. These qualities enable the principal to identify unique challenges to improve outstanding performance (Leithwood et al., 2013:255). In addition to the above qualities, a good principal also takes calculated risks and Barth (2013:287) argues that, although risk brings fear, it is better to fail than not taking the chance to succeed. Principals who have the quality of risk-taking bring a new dimension to principalship and drive innovation and change to improve performance (§ 2.12.4).

5.3.5 The culture is established through the vision, mission and school development plan

The culture is used to explain the values of the school, which are embedded in the vision, mission and aims and objectives. Through the mission and SDP, everyone in the school lives the culture by striving to attain the aims and objectives, which are informed by the vision (McCombs & Miller, 2009:87). On the other hand, Van der Merwe et al. (2011:4) explain school culture as the stipulation of everybody’s tasks, different processes and the general structure in which the school operates. Zengele (2013:38) agrees with them and describes culture as the way in which a school carries out the different processes in the school.

Brock and Grady (2012:117) agree that school culture can be defined as the way in which everyday activities are executed by all stakeholders. In addition, they argue that the culture is a clear and concise indication of what is expected from everyone, that it influences decision-making, and that it cohesively binds the stakeholders together (§ 2.23). The creation of a clear vision and using the mission and SDP to inform the culture of the school inaugurates school effectiveness. A further argument is that schools are effective when teaching and learning reach the desired outcomes and when learner performance is according to high standards (Acker-Hocevar et al., 2012:200). Good performance of learners, though, is established by using strong leadership, having a shared vision, and having high expectations of all stakeholders (Lunenber & Ornstein, 2008:345). In this research study, the results supported the literature with regard to the importance of a culture that reflects values embedded in the vision.

5.4 EMPIRICAL FINDINGS

The empirical findings were based on the analysis of the questionnaires filled in by teachers. In this study, a self-compiled structured questionnaire comprising 45 questions was used. The questions were closed-ended, and a four-point Likert scale was used.
The MSA was meritorious for all three constructs: Vision as a Leadership Strategy; Vision Guides School Planning and Vision Directing School Activities. As the results of the three constructs correlated, it was an indication that teachers experienced that vision as a leadership strategy leads to school effectiveness.

In addition, although there were differences in some of the biographical variances, it was reported that teachers from both genders, different age groups, different years of experience, as well as those speaking different languages had experienced the importance of the vision as a leadership strategy to ensure school effectiveness. In the biographical variance SMT members, who formed part of the management and leadership of the school, there was a small indication that non-SMT members did not experience that the vision was used as a leadership strategy. On the other hand, it was implied that perhaps teachers from township schools and/or farm schools did not experience that the vision was used as often or to the same extent as the teachers in the inner-city schools. The same trend in the results was obtained in all three constructs.

The empirical findings on the four research objectives are discussed.

5.4.1 The findings on objective 1: How often does the vision as a leadership strategy form the basis for all activities in the school?

One of the best qualities of a good and effective leader is that he/she has a vision for the school. Not only is this relevant, but the buying into the vision of all stakeholders as a team cannot be overemphasised, as it leads to a shared vision. Colette et al. (2014:568), on the other hand, argues that, if a principal is able to communicate the vision effectively, it is the first step to inspire and empower stakeholders in the school. Implementing the vision is a process in which the change the vision informs is established. Successful principals who are guided by a vision for the school use this implementation process as a leadership strategy to ensure school effectiveness (Brock & Grady, 2012:13). All the stakeholders have to experience the vision of the school in every activity and also on a daily basis. Gabriel and Farmer (2009:2) posit that the direction the vision implies is the inspirational factor of the school. An inspirational vision encourages everybody to work tirelessly to achieve it and to enable effectiveness in the school. The vision is not only inspirational but, when revisited regularly, it is also the most effective way to motivate all stakeholders (§ 2.3).

The mean response for Section B indicated that teachers often experience that the vision is being used as a leadership strategy. Teachers indicated that the vision is used by the principal during staff meetings and general events at the school. There was also an indication that the vision inspires them and that the vision is in their opinion future directive. The respondents were also of
the opinion that the values captured in the vision are inspirational and that when communicated to them, they feel inspired.

The literature indicates that regular communication of the vision motivates all stakeholders and forms the basis for all the activities in the school, which informs school effectiveness. The vision also keeps everybody focused: it establishes unity and it creates teamwork (§ 2.5.1). The finding that the principals often use the vision as a leadership strategy to form the basis for all activities is in line with the literature and therefore it can be assumed that these schools are effective.

5.4.2 The findings on the objective 2: To which extent does the vision as a leadership strategy of the school guide school planning?

School effectiveness is guided by the vision of the school and uses the vision to base all further planning thereupon. To explain this concept, Özdem (2011:1888) conceptualises school planning as the process in which the values and therefore the aims and objectives of the vision of a school are identified in order to do strategic planning (§ 2.21.1). In a school, the strategic planning is indicated in the SDP and focuses on a medium to long-term period.

When strategic planning starts, the first step is to determine the school’s strengths, weaknesses, opportunities, and threats. This clearly indicates which areas should be focused on. Before setting the aims and objectives for the SDP, the vision and mission should be studied to assure alignment. Action plans, indicating how the goals are going to be obtained, are included in the SDP (Kirtman, 2014:149). The SDP is the instrument that clears up all uncertainties, gives clear direction, and leads to the achievement of the vision.

The mean response for Construct 1, Vision Guides School Planning, in Section C, was an indication that the teachers experienced to a large extent that the vision guided school planning. In objective 1, teachers also indicated that the vision was often communicated by the principal and is therefore in line with the findings for Construct 1 in Section C. The focus in objective 2 shifted to the extent in which the vision as a leadership strategy is used in school planning. The respondents in this research study were of the opinion that the vision and mission form the platform for further planning at the school. Furthermore, they experienced that the SDP encourage them to improve learning and teaching at the school.

Once the principal communicates the vision, it informs the direction of the school. Therefore, this communication of the vision is the verbalisation of the strategic planning, conceptualised as the mission and SDP. In this study, it was established that the teachers from the study population to a large extent experienced that the vision of the school guided the school planning (§ 4.8) and is
therefore in line with the literature stipulating that effective planning is future-directive, motivates stakeholders, and keeps them focused on establishing school effectiveness (§ 2.21.1).

5.4.3 The findings on objective 3: To which extent does the vision of the school direct the everyday activities in the school?

The literature emphasises the importance of a vision to direct the school activities to achieve a desirable future, as mentioned in paragraph 2.3.1. In addition, the vision should form the basis for all activities in the school as it is the directive factor in a school. When the vision is directive, everybody in the school should experience that the achievement of the vision ensures school effectiveness. To elaborate, the vision ensures that all stakeholders have a clear picture in their minds as to how this school effectiveness is going to be achieved (§ 2.3.1).

In this research study, teachers indicated that they experienced to a large extent that the vision directed everyday activities. The importance of learner performance was acknowledged and the need for it to be the essence of everyday activities was established, indicated by the mean response for Construct 2 in Section C. The respondents indicated that the culture of the school was established by the vision. As the culture of a school is the depiction of the way in which daily activities take place, in which way stakeholders behave and what values are important, it is the actual implementation of the vision of the school. To continue, the findings indicated that the principal directs everyday activities through regular communication, using the mission as well as the SDP. School effectiveness is established once there is a culture of learner achievement; improved performance and strive to achieve the vision (§ 2.22) and the findings revealed that teachers experienced that everyday activities are directed by the vision.

5.4.4 The findings on objective 4: To determine if there are biographical differences in the way teachers experience the first three objectives.

In the biographical variables Gender, Home Language, Current Post Level and Years of Experience there was no difference of any practical value to the research. Each variable is discussed separately.

5.4.4.1 Gender

No practical significant difference could be found between the perceptions of male and female teachers in the way they experienced how the vision was used as a leadership strategy.
5.4.4.2 Home language

The home languages of the participating teachers were grouped into academically developed languages and indigenous languages. From the results of the data analysis, it was clear that there was no practical significant difference between teachers with different home languages.

5.4.4.3 Years of teaching experience

Interestingly enough, the data analysis indicated that teachers from the groups with more than 20 years of experience and those with less than 20 years of experience showed no practical difference in their experience of the use of vision as a leadership strategy for school effectiveness. However, when comparing with the age groups, it was found that there was a medium effect size difference between younger teachers and those in the age group 51 and over whereby the older group felt that vision was used more effectively as a leadership strategy (this is discussed later). These teachers were, however, in the minority and therefore when they were grouped in the 20+ years of experience group, their impact on the results was miniscule and the statistical analysis thus indicated no practical difference.

5.4.5 The findings on objective 4: To determine if there are biographical differences in the way teachers experience the first three objectives

The results of the fourth objective for the first three objectives – namely biographical variables Age, Location and SMT members – had similar effect sizes. This is discussed as an objective to answer the research question, which was informed by the first three objectives. There were practical significant differences, and therefore they are discussed separately. The results were presented in the Table 4.17.

5.4.5.1 Age

As discussed earlier there was a medium practical difference between the age groups in schools. Older teachers, above the age of 51 years, had experienced the use of the vision as a leadership strategy more often than the younger teachers.

Brock and Grady (2012:69) indicated the importance of involving all stakeholders in creating the vision to establish teamwork in a school. If younger teachers do not experience the vision used as a leadership strategy, it could lead to poor teamwork in the school (§ 2.2.2.1). Furthermore, the importance of a shared vision, according to Marishane (2013:137), can contribute to a more effective school. A shared vision means that all stakeholders contribute to the vision, which leads to school effectiveness (§ 2.5.1).
5.4.5.2 Location

It was implied that teachers in the township schools and farm schools perhaps did not experience that the vision was used as often as a leadership strategy by the principal since there was a large practical difference between the two locations. Inner-city schools were often former Model C schools. Principals from these schools were more likely to adhere to instructions from the DoE.

The Education Department demands schools to have a vision in their aim to improve school effectiveness. If teachers in township schools and farm schools should experience that the vision is not used as a leadership strategy that often, it could be an indication that these schools do not function as effectively as they should. Acker-Hocever et al. (2012:200) argue that using the vision as a leadership strategy, the principal has high expectations and expects stakeholders to excel above what is expected from them (§ 2.2.2.2).

5.4.5.3 SMT members and non-SMT members

There was a small practical difference indicated between SMT members and non-SMT members on how they experienced how often the vision was used as a leadership strategy in all the activities in a school. When the principal uses the vision as a leadership strategy, it is likely that it is used when communicating with the staff during staff meetings or during daily discussions. Not only SMT members but all staff members had experienced the use of the vision as a leadership strategy by the principal.

5.5 RECOMMENDATIONS

The aim of the research was to investigate whether principals use the vision as a leadership strategy for school effectiveness.

5.5.1 The importance of a vision for school effectiveness

The literature is clear about the importance of a concise, future-directive vision to enhance school effectiveness (§ 2.2.2.2). Every school should compile a vision, involving all stakeholders in the school. Once all the stakeholders are involved in compiling the vision, they feel that they were part of the decision-making process and they buy into it. Principals should use the values they embrace most, to create a vision for the school. Although the principal’s vision is imperative, the rest of the stakeholders should embrace the values and only then will they foster a genuine commitment to this vision. The contribution of the stakeholders in the school to create a shared vision leads to school effectiveness where everybody works relentlessly towards achieving it (§ 2.5.1). Once a vision is already compiled, it should be revisited regularly to decide whether the content is still
relevant. Schools should realise that establishing a vision for a school is an ongoing process to ensure that the vision augments change that takes place.

When principals use a vision and a shared vision as a leadership strategy, it is important to note that the vision should be communicated regularly. A written vision is of no use unless everybody uses it in their daily school activities. The more the values in the vision are communicated, the more the vision becomes a reality. The communication of the vision assures that stakeholders hear it, see it and experience it on a daily basis. Although the principal is the driven force behind implementing the vision, everybody should live the vision. Any visitor to the school should be able to experience a culture of values which depicts the vision. Often more needs to be done to unfold and explain the vision and this is achieved, using the mission and SDP, in order to establish the culture of the school (§ 2.22).

5.5.2 Activate the vision, using the mission and the SDP

The famous quote from Benjamin Franklin: failing to plan is planning to fail should be a common part of every school’s existence. The core function or goal of any school is to improve the effective teaching and learning and how it is going to be achieved, is explained by the mission (Fallon, 2015:2). Every school should therefore also have a mission with a mission statement, based on the vision. The purpose of the mission statement of a school is to set a framework that will guide those concerned in a specific direction. The mission statement is thus a clear plan to improve teaching and learning, how it will be achieved, and when it will be achieved (§ 2.20). Furthermore, the mission is clarified and unfolded using the SDP.

In the SDP firstly a SWOT-analysis is done where the school’s strengths and weaknesses are identified. After that, priorities are signposted to achieve the aims and objectives set in the vision and mission. A vision implies change, which often brings forth fear and therefore the use of the SDP is very important because the clear guidelines erase confusion. The SDP explains which strategies are going to be used to implement the vision and should therefore, be distinct and direct – informing everyday activities. This document should be such a guideline as to when referring to it, stakeholders know exactly where they are in reference to the planning of the school. Schools should refer to the School Development Planning Gazette which was released in June 2005 by the DoE (Government Gazette, June 2005)
5.5.3 The establishment of a school culture

The traditions, practices, and symbols define the character of the school, and this set of assumptions, explain the beliefs and values captured in the culture. Cultural values and beliefs, according to Davies (2011:140), express what the school stands for and what they believe in, and these values make stakeholders proud of their school. The school's culture can therefore not be decided by one single person but is rather something that is established over years by a group of people acting in the same way.

Therefore, the culture of a school is not only the clarification of the values and beliefs but through the interaction and communication of all involved role players, it becomes the way in which everybody behaves (Van Deventer, 2016b:171). When school values, such as performance improvement, caring for each other and respect for each other, for example, are clearly embedded in the culture, it is conducive to the effectiveness of the school (Williamson & Blackburn, 2016:60).

On the other hand, the school culture is the stipulation of everybody’s tasks, different processes and the general structure in which the school operates. The establishment of the school culture starts at the values that are embedded in the vision. The school culture is furthermore established through the vision, mission and the SDP, which stipulate the details of what distinguishes it from other schools in the way they achieve effectiveness (§ 2.20).

5.5.4 Vision as a leadership strategy

The purpose of a leadership strategy is to implement new ideas to improve the effectiveness of the organisation. Vision as a leadership strategy is the way in which the principal as the leader of the school introduces change to assure improvement. This leadership strategy the principal uses often relates to the success of the school and how effective the school is. The inner core of a school is the vision and mission and once the vision is utilized as a leadership strategy it yields success in all facets of the school.

Throughout the literature the importance of a vision is stipulated, but the principal will not be able to force the vision on stakeholders in the school, unless they understand the change it brings and they share in the common understandings and beliefs. The best way for the principal to explain the change, brought forward by the vision, is the alignment of the stakeholders to change, using the mission and strategic planning. Furthermore, after change has been implemented in the school, it should be reviewed to determine whether it brought about effectiveness (§ 2.1.16).

It is also argued that this change automatically causes the culture and behaviour of the school to become different. The principal has to encourage alignment processes, meaning that stakeholders
participate in strategic conversations in which change is discussed. During these strategic conversations, the principal needs to motivate stakeholders to understand the importance of the change that will take place, because it needs to be agreed upon. Vision as a distinct leadership strategy of the principal, assures that all stakeholders remain focused as to what is expected of them. An outstanding characteristic of effective schools is that strategic planning, which includes a safe and orderly platform for teaching and learning, is driven by the quest to achieve the vision (Creemers & Kyriakides, 2008:13).

5.6  SUGGESTIONS FOR FURTHER RESEARCH
This research was conducted in the Matlosana area, North West. The study was limited to this small area and it would be interesting to find out whether the same results would be obtained in other areas. Research could also be done on how schools incorporate functional methods to improve the way the vision is unfolded to all stakeholders in the school. It would also be exciting to be able to compare schools where the vision is fully functional in daily activities with schools where the vision is only a document against a wall.

5.7  CONCLUSION
The aim of the research was to establish whether the vision as a guiding leadership strategy is used by the principal as a leadership strategy. The study population experienced that the vision was used as a leadership strategy; however, after analysing the biographical information, it could be that teachers from the township schools and farm schools to a lesser extent experienced that the vision was used as a leadership strategy than teachers teaching in the inner-city schools.


Crawford, M. 2014. Developing as an Educational Leader and Manager. Los Angeles: SAGE.


ANNEXURE A
ETHICS CERTIFICATE

ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the Ethics Committee of the Faculty of Education Science (ESREC) on 19/11/2016 after being reviewed at the meeting held on 25/08/2016, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Vision as a guiding leadership strategy for school effectiveness.
Study Leader/Supervisor: Prof LN Conley
Project team: S Marx & P Rabie

Ethics number: NWU-IRERC-2016-11-15
Application Type: N/A
Commencement date: 2016-11-15
Expiry date: 2017-11-15
Risk: N/A

Special conditions of the approval (if applicable):
- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the ESREC if applicable.
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the ESREC. Ethics approval is required before approval can be obtained from those authorities.

General conditions:
This ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:
- The study leader (principal investigator) must report to the prescribed format to the NWU-IRERC via ESREC:
  - annually (or as otherwise requested) on the progress of the study, and upon completion of the project
  - without any delay in case of any adverse event (or any matter that appears against ethical principles) during the course of the project.
  - Annually, a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the proposal as stipulated in the application form. Without any changes to the proposal deemed necessary during the course of the study, the study leader must apply for approval of these changes at the ESREC. Would there be deviations from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically revoked.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via ESREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and ESREC retains the right to:
  - require access to any information or data at any time during the course or after completion of the study,
  - ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
- Withdraw or postpone approval if:
  - any unethical principle or practice at the project are revealed or suspected
  - it becomes apparent that any relevant information was withheld from the ESREC or that information has been false or misrepresented,
- the required annual report and reporting of adverse events was not done timely and accurately,
- any institutional rules, national legislation or international conventions deemed it necessary.
- ESREC can be contacted for further information or any report templates via EthicConsult@nwu.ac.za or 012 394 4556.

The IRERC would like to remain at your service as a scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or ESREC for any further inquiries or requests for assistance.

Yours sincerely,
Prof LA Du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)
3 October 2016

The Regional Executive Office District

North-West Department of Education

Attention: District Director

Dr Kenneth Kaunda

Potchefstroom

2531

Dear Sir/Madam

I am a student at the NWU doing my master’s degree. I am about to embark on the field research and hereby apply for permission to conduct research at schools in the Matlosana area. I hereby request permission to invite all SMT members (excluding the principal) and 4 Post Level 1 teachers with more than 3 years teaching experience at each of the selected schools to complete a questionnaire.

The research information is as follows:

1. RESEARCH TITLE

Vision as a guiding leadership strategy for school effectiveness.
2. THE RESEARCH TEAM

The research team consists of myself, Selma Marx, as well as a field worker, Dr Piet Rabe under the guidance of Prof L. Conley of the faculty of Education Sciences NWU.

3. PERMISSION TO DO THE RESEARCH

The research content and procedure have been approved by the ethical committee of the Faculty of Education Sciences. The researcher intends to obtain informed consent and permission from all relevant parties.

4. AT WHICH SCHOOLS WILL THE RESEARCH BE CONDUCTED?

The research will be conducted at schools in the Matlosana area. The School Management Teams (excluding the principal) and teachers not serving on the School Management Team will be asked to participate in the research. The researcher intends using all schools, Primary as well as High Schools, with more than 500 learners as the research sample.

5. PURPOSE OF THE STUDY

Education in South Africa still struggles with an on-going crisis of the underperformance of some schools and learners in South African schools perform poorly according to world-wide benchmarks. International assessment tests such as PIRLS indicate that South Africa ranked 10th of the 14 education systems on the African continent for reading, and the TIMSS ranks South Africa 8th for mathematics. These shocking results cause people to seriously question the ability of South African Schools to improve their performance.

The Department of Basic Education (DBE) hoped that the creation of visions in schools would ignite the required action to turn around the poor performances in schools. Therefore the purpose of this study is to investigate whether the use of a vision as a guiding leadership strategy contributes to effectiveness in schools.

This study will provide schools with the opportunity to reflect deeply on the use of their vision and to determine its contribution to the effectiveness of the school. The research findings will be shared with the participating schools for the purpose of an improved use of the school’s vision as a guiding leadership strategy.
6. RESEARCH PROCEDURES

The selected teachers will be required to complete a questionnaire and return it within 72 hours. It will be expected of the teachers to use non-contact time to complete the questionnaire so that no teaching and learning time is compromised. The questionnaires will be collected at a pre-arranged time.

7. POTENTIAL RISKS AND DISCOMFORTS

The researcher does not foresee any possible risks or discomforts to any respondents in this study, other than the possibility of experiencing some discomfort answering questions concerning the school leadership. It is important to note though, that all information will be treated confidentially and that respondents or schools will not be identified.

8. POTENTIAL BENEFITS TO FIELD AND / OR TO SOCIETY

There will not be any direct benefits to you as respondent. The research findings will be shared with the participating schools for the purpose of an improved implementation of the school’s vision as a guiding leadership strategy by the leadership of the school.

9. PAYMENT FOR PARTICIPATION

Participation in this study is voluntary. There will be no remuneration for the respondent in this study.

10. CONFIDENTIALITY

The research will strictly adhere to the ethical guidelines prescribed by the Ethics Committee of the Faculty of Education Sciences at the NWU. Confidentiality will be assured as the data will be used for academic purposes only and no information will be divulged at any time.

11. PARTICIPATION AND WITHDRAWAL

Respondents will be informed that they can withdraw from the research at any time without penalty. All respondents will be assured that the researcher and the research assistant will respect their privacy and that all their rights will be upheld and the school will be protected at all times.
12. STORAGE OF THE INFORMATION

All information will be safely stored for three years by the study leader after which it will be destroyed.

Should you need more information, please feel free to contact me, or my study leader.

I trust that my request will meet your favourable consideration.

Kind regards

Mrs Selma Marx

----------------------------------------

Student Researcher (MEd):
Selma Marx
Faculty of Education Sciences
Cell: 084 511 8497
selma.marx2@gmail.com

Study leader:
Professor Lloyd Conley
Faculty of Education Sciences
NWU, Potchefstroom Campus
Tel: +27 (0)18 299 4752
Cell: 072 244 8927
Lloyd.Conley@nwu.ac.za
3 October 2016

Dear Sir/Madam

I am a student at the North West University doing my master’s degree. I am about to embark on the field research and hereby apply for permission to conduct a research at your school. I request permission to invite your SMT members of your school (excluding yourself as principal) and teachers not serving on the SMT at your school to complete a questionnaire.

The research information is as follows:

1. **RESEARCH TITLE**

   Vision as a guiding leadership strategy for school effectiveness.

2. **THE RESEARCH TEAM**

   The research team consists of myself, Selma Marx, as well as a field worker, namely Dr Piet Rabe under the guidance of Prof L. Conley.

3. **PERMISSION TO DO THE RESEARCH**

   The researcher has obtained permission from the Motlosana-area office of the Department of Basic Education to conduct the research. The research content and procedure have been approved by the ethics committee of the Faculty of Education Sciences of the North West University. The researcher intends to obtain informed consent and permission from all relevant parties.
4. **AT WHICH SCHOOLS WILL THE RESEARCH BE CONDUCTED?**

The research will be conducted at schools in the Matlosana area with the SMT (excluding the principal) and teachers not serving on the SMT. Respondents from Primary as well as High Schools, with more than 500 learners, will be requested to participate.

5. **PURPOSE OF THE STUDY**

Education in South Africa still struggles with an on-going crisis of the underperformance of some schools and education in South Africa performs poorly according to world-wide standards. International assessments such as PIRLS, SAQMEC and TIMSS indicate that South Africa ranked 10th of the 14 education systems on the African continent for reading and 8th for mathematics. These shocking results cause people to seriously question the ability of South African Schools to improve their performance.

The Department of Basic Education (DoBE) hoped that the creation of visions in schools would ignite the required action to turn around the poor performances in schools. Therefore the purpose of this study is to investigate whether the use of a vision as a guiding leadership strategy contributes to effectiveness in schools.

This study will provide schools with the opportunity to reflect deeply on the use of their vision of the school to contribute to the school’s effectiveness. The research findings will be shared with the participating schools for the purpose of an improved implementation of the school's vision as a guiding leadership strategy by the leadership of the school.

6. **RESEARCH PROCEDURES**

The selected teachers will be required to complete a questionnaire and return it within given 72 hours. Teachers will be requested to use non-contact time to complete the questionnaire so that no teaching and learning time is compromised. The questionnaires will be collected at a pre-arranged time.

7. **POTENTIAL RISKS AND DISCOMFORTS**

I do not foresee possible risks or discomforts to the respondents in this research, other than the possibility of experiencing some discomfort when answering questions concerning the leadership of the school. It is important to note though, that all information will be treated with strict confidentiality and that your teachers or your school will in no way be identified.
8. **POTENTIAL BENEFITS TO FIELD AND / OR TO SOCIETY**

There will not be any direct benefits to the respondents. The research findings will be shared with the participating schools for the purpose of an improved implementation of the school’s vision as a guiding leadership strategy by the leadership of the school.

9. **PAYMENT FOR PARTICIPATION**

Participation in this study is voluntary. There will be no remuneration for the respondent in this study.

10. **ETHICS AND CONFIDENTIALITY**

The research will strictly adhere to the ethical guidelines prescribed by the Ethics Committee of the Faculty of Education Sciences at the NWU. Confidentiality will be assured as the data will be used for academic purposes only and no information will be divulged at any time.

11. **PARTICIPATION AND WITHDRAWAL**

Respondents will be informed that they can withdraw from the research at any time without penalty. All respondents will be assured that the researcher and the research assistant will respect their privacy and that all their rights will be upheld and your school will be protected at all times.

12. **STORAGE OF THE INFORMATION**

All information will be safely stored for three years in the safe keeping of my study leader and after the successful completion of the project, it will be destroyed. Should you need more information, please feel free to contact me, or my study leader. I trust that my request will meet your favourable consideration.

Kind regards
Mrs Selma Marx

---

**Student Researcher (MEd):**

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Faculty of Education Sciences
Cell: 084 511 8497
selma.marx2@gmail.com
Study leader:

Professor Lloyd Conley  
Faculty of Education Sciences  
NWU, Potchefstroom Campus  
Tel: +27 (0)18 299 4752  
Cell: 072 244 8927

Lloyd.Conley@nwu.ac.za
Informed consent form

I hereby declare myself willing to participate in the above-mentioned study. I am aware of the purpose of the study and all uncertainties were cleared. The information above was described to me in the language I understand. I was also given the opportunity to ask questions and the questions were answered to my satisfaction. I am aware that I can withdraw from the research at any time without penalties and my rights will be respected and protected at all times.

My school’s confidentiality, as well as my own, will be assured as the data will be used for academic purposes only and no information will be divulged to anyone.

Name of respondent: __________________________

Signature: __________________________

Date: __________________________

Thank you very much for your participation.

Mrs S. Marx

__________________________
Researcher
3 October 2016

Dear Sir/Madam

I am a student at the North West University doing my master’s degree. I am about to embark on the field research and I am of the opinion that you can make a valuable contribution to my research. I hereby invite you to participate, by completing the questionnaire that accompanies this letter.

The research information is as follows:

1. **RESEARCH TITLE**
   Vision as a guiding leadership strategy for school effectiveness.

2. **THE RESEARCH TEAM**
   The research team consists of myself, Selma Marx, as well as a field worker, namely Dr Piet Rabe under the guidance of Prof L. Conley.

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   The researcher have obtained permission to conduct the research from the Motlosana-area office of the Department of Basic Education. The research content and procedure have been approved by the Ethics committee of the Faculty of Education Sciences at the North West University. The researcher intends to obtain informed consent and permission from all relevant parties.
4. **AT WHICH SCHOOLS WILL THE RESEARCH BE CONDUCTED?**

The research will be conducted with School Management Teams, excluding the principal, and teachers not serving on the School Management Team, in the Matlosana area. Respondents from Primary as well as High Schools, with more than 500 learners, will be requested to participate.

5. **PURPOSE OF THE STUDY**

Education in South Africa still struggles with an on-going crisis of the underperformance of some schools and education in South Africa performs poorly according to world-wide standards. International assessments such as PIRLS, SAQMEC and TIMSS indicate that South Africa ranked 10th of the 14 education systems on the African continent for reading and 8th for mathematics. These shocking results cause people to seriously question the ability of South African Schools to improve their performance.

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This study will provide schools with the opportunity to reflect deeply on the use of their vision of the school to contribute to the school’s effectiveness. The research findings will be shared with the participating schools for the purpose of an improved implementation of the school’s vision as a guiding leadership strategy by the leadership of the school.

6. **RESEARCH PROCEDURES**

You will be required to complete a questionnaire and return it within given 72 hours. It would be appreciated if you could use non-contact time to complete the questionnaire so that no teaching and learning time is compromised. The questionnaires will be collected at a pre-arranged time.

7. **POTENTIAL RISKS AND DISCOMFORTS**

I do not foresee possible risks or discomforts to you in participating in this research, other than the possibility of experiencing some discomfort when answering questions concerning the leadership at your school. It is important to note though, that all information will be treated with strict confidentiality and that neither you nor your school will be identified.
8. POTENTIAL BENEFITS TO FIELD AND / OR TO SOCIETY

There will not be any direct benefits to you as respondent. The research findings will be shared with the participating schools for the purpose of an improved implementation of the school's vision as a guiding leadership strategy by the leadership of your school.

9. PAYMENT FOR PARTICIPATION

Participation in this study is voluntary. There will be no remuneration for you as respondent in this study.

10. ETHICS AND CONFIDENTIALITY

The research will strictly adhere to the ethical guidelines prescribed by the Ethics Committee of the Faculty of Education Sciences at the NWU. Confidentiality will be assured as the data will be used for academic purposes only and no information will be divulged to anybody at any time.

11. PARTICIPATION AND WITHDRAWAL

Please note that your participation is voluntary and that you can withdraw from the research at any time without penalty. Be assured that the researcher and the research assistant will respect your privacy and that all your rights will be upheld and you and your school will be protected at all times.

12. STORAGE OF THE INFORMATION

All information will be safely stored for three years in the safe keeping of my study leader and after the successful completion of the project, it will be destroyed.

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Kind regards

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Informed consent form

I hereby declare myself willing to participate in the above-mentioned study. I am aware of the purpose of the study and all uncertainties were cleared. The information above was described to me in the language I understand. I was also given the opportunity to ask questions and the questions were answered to my satisfaction. I am aware that I can withdraw from the research at any time without penalties and my rights will be respected and protected at all times.

My school’s confidentiality, as well as my own, will be assured as the data will be used for academic purposes only and no information will be divulged to anyone.

Name of respondent: ________________________________

Signature: ________________________________

Date: ________________________________

Thank you very much for your participation.

Mrs S. Marx

______________________________

Researcher
ANNEXURE E
QUESTIONNAIRE FOR SMT-MEMBER TEACHERS AND NON-SMT TEACHERS AT THE SCHOOL

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender</td>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

Please complete all the questions.

SECTION A
Biographical information

1. Gender

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25 years</td>
<td>1</td>
</tr>
<tr>
<td>26-30 years</td>
<td>2</td>
</tr>
<tr>
<td>31-40 years</td>
<td>3</td>
</tr>
<tr>
<td>41-50 years</td>
<td>4</td>
</tr>
<tr>
<td>51-60 years</td>
<td>5</td>
</tr>
<tr>
<td>60+ years</td>
<td>6</td>
</tr>
</tbody>
</table>

3. Home Language

<table>
<thead>
<tr>
<th>Language</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
</tr>
<tr>
<td>Afrikaans</td>
<td>2</td>
</tr>
<tr>
<td>Setswana</td>
<td>3</td>
</tr>
<tr>
<td>IsiXhosa</td>
<td>4</td>
</tr>
<tr>
<td>Sesotho</td>
<td>5</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>6</td>
</tr>
</tbody>
</table>

4. Location of the school

<table>
<thead>
<tr>
<th>School Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner city</td>
<td>1</td>
</tr>
<tr>
<td>Township</td>
<td>2</td>
</tr>
<tr>
<td>Farm School</td>
<td>3</td>
</tr>
</tbody>
</table>

5. Your current Post Level

<table>
<thead>
<tr>
<th>Post Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>PL 1</td>
<td>1</td>
</tr>
<tr>
<td>PL 2</td>
<td>2</td>
</tr>
<tr>
<td>PL 3</td>
<td>3</td>
</tr>
<tr>
<td>PL 4</td>
<td>4</td>
</tr>
</tbody>
</table>
6. Your years of teaching experience

<table>
<thead>
<tr>
<th>Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10 years</td>
<td>1</td>
</tr>
<tr>
<td>11-20 years</td>
<td>2</td>
</tr>
<tr>
<td>20+ years</td>
<td>3</td>
</tr>
</tbody>
</table>

7. Are you part of the School Management Team?  Yes  No

SECTION B
In your opinion, how often do you experience the following in your daily teaching? Use the following scale.
1 = Almost never
2 = Seldom
3 = Often
4 = Almost always

Example: In your opinion, how often...
Answer each question with an X on the appropriate number.

<table>
<thead>
<tr>
<th>Scale</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost never</td>
<td>1</td>
<td>2</td>
<td>X</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Almost always</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. In your opinion, does your principal often refer to your school's vision during staff meetings?

2. In your opinion does your principal often communicate the values captured in the vision during staff meetings?

3. In your opinion does your principal often use the vision to motivate you to perform better?

4. In your opinion does your principal often encourage you to contribute to the achievement of the school vision?

5. In your opinion does your principal often use the vision to set the future direction of the school?

6. In your opinion, does your principal often use the values of the vision to energise you to improve your teaching?
7. In your opinion does your principal often align any change taking place in the school with the vision of the school?

Almost never  1  2  3  4  Almost always

8. In your opinion, does the principal often communicate the vision as a strategy to the learners for improved performance?

Almost never  1  2  3  4  Almost always

9. In your opinion, does your principal often align his personal vision and values with the school’s vision?

Almost never  1  2  3  4  Almost always

10. In your opinion, does the principal apply the vision when discussing the Code of Conduct?

Almost never  1  2  3  4  Almost always

11. In your opinion, does your principal often inform the parents about the values that are driven by the vision of the school during school events?

Almost never  1  2  3  4  Almost always

12. In your opinion does the principal often communicate the vision to the parents in the form of informational letters or e-mails?

Almost never  1  2  3  4  Almost always

SECTION C

In your opinion, to what extent do you experience the following in your daily teaching? Use the following scale.

1 = To almost no extent
2 = To a small extent
3 = To a large extent
4 = To a very large extent

Example: To what extent...
Answer each question with an X on the appropriate number.

To almost no extent  1  2  X  4  To a very large extent

1. To what extent do you understand the vision of your school?

To almost no extent  1  2  3  4  To a very large extent

2. To what extent do you understand that the mission of the school is based on the vision?

To almost no extent  1  2  3  4  To a very large extent
3. To what extent do you describe your school's vision as clear and focused?
   To almost no extent [1 2 3 4] To a very large extent

4. To what extent is the planned actions in the School Development Plan explained to you?
   To almost no extent [1 2 3 4] To a very large extent

5. To what extent do you understand that the vision and mission advise the School Development Plan?
   To almost no extent [1 2 3 4] To a very large extent

6. To what extent does the principal use the School Development Plan to put the school's vision into action?
   To almost no extent [1 2 3 4] To a very large extent

7. To what extent does the principal use the vision to form the basis for the planning of the School Development Plan?
   To almost no extent [1 2 3 4] To a very large extent

8. To what extent can you evaluate your teaching effectiveness, using the vision and School Development Plan?
   To almost no extent [1 2 3 4] To a very large extent

9. To what extent are the goals, set in the School Development Plan, assessed by the principal?
   To almost no extent [1 2 3 4] To a very large extent

10. To what extent does your principal employ the School Development Plan to achieve the aims and objectives of the school?
    To almost no extent [1 2 3 4] To a very large extent

11. To what extent does the principal seek advice in the development of the School Development Plan?
    To almost no extent [1 2 3 4] To a very large extent

12. To what extent does the principal provide opportunity for ongoing personal development to achieve the goals of the School Development Plan?
    To almost no extent [1 2 3 4] To a very large extent

13. To what extent does the principal encourage the staff to implement the School Development Plan?
    To almost no extent [1 2 3 4] To a very large extent
14. To what extent is the School Development Plan available for critical review before implementation?
   To almost no extent [1 2 3 4] To a very large extent

15. To what extent does the School Development Plan help you to achieve your aims and objectives in your daily teaching?
   To almost no extent [1 2 3 4] To a very large extent

16. To what extent does your principal analyse the teaching and learning in your school, using the School Development Plan?
   To almost no extent [1 2 3 4] To a very large extent

17. To what extent does your share in developing the vision, energise you in your everyday activities?
   To almost no extent [1 2 3 4] To a very large extent

18. To what extent can the vision direct learner performance during their everyday activities to perform to their ability?
   To almost no extent [1 2 3 4] To a very large extent

19. To what extent does the vision guide the development of the mission during everyday activities?
   To almost no extent [1 2 3 4] To a very large extent

20. To what extent does the vision guide the school culture to promote effective everyday activities at your school?
   To almost no extent [1 2 3 4] To a very large extent

21. To what extent does the mission explain the school culture in your everyday activities?
   To almost no extent [1 2 3 4] To a very large extent

22. To what extent do the values in the vision and mission direct the school culture?
   To almost no extent [1 2 3 4] To a very large extent

23. To what extent can the vision be used as an evaluation tool to measure the school effectiveness on a daily basis?
   To almost no extent [1 2 3 4] To a very large extent

24. To what extent does your principal demonstrate the values embedded in the vision during daily activities?
   To almost no extent [1 2 3 4] To a very large extent
25. To what extent does the principal use the vision to plan for improvement in school performances?
   To almost no extent 1 2 3 4 To a very large extent

26. To what extent does the vision create an awareness for improved individual planning of the teachers?
   To almost no extent 1 2 3 4 To a very large extent

27. To what extent is the mission, based on the vision, geared at improved performance of your school?
   To almost no extent 1 2 3 4 To a very large extent

28. To what extent is your planning based on the School Development Plan to improve your teaching?
   To almost no extent 1 2 3 4 To a very large extent

29. To what extent does the vision inform all actions at your school?
   To almost no extent 1 2 3 4 To a very large extent

30. To what extent do you keep the vision in mind, to improve the planning of your teaching tasks?
   To almost no extent 1 2 3 4 To a very large extent

31. To what extent do you feel that sharing in the creation of the vision, contribute to improving your teaching performance?
   To almost no extent 1 2 3 4 To a very large extent

32. To what extent do you believe that the vision, as a strategic plan, improves your school's effectiveness?
   To almost no extent 1 2 3 4 To a very large extent

33. To what extent does the vision provide for team planning to improve overall school performance?
   To almost no extent 1 2 3 4 To a very large extent

Thank you for participating in this survey!