

**Strategic leadership challenges at secondary schools: The case of Breyten
Circuit in Mpumalanga**

S.A. NETSWERA

**Mini-dissertation submitted in partial fulfilment of the requirements for the
degree Master of Development and Management at the Potchefstroom
Campus of the North-West University**

SUPERVISOR: MR M DIEDERICKS

March 2011

Declaration

I, **SIMON AZWITAMISI NETSWERA**, hereby declare that this study “Strategic leadership challenges at secondary schools: the case of Breyten Circuit in Mpumalanga Province” is my own original work and that all sources used or quoted have been accurately reported and acknowledged by means of complete references, and that this mini-dissertation was not previously in its entirety or partially submitted by me or any other person for degree purposes at this or any other university.

SA Netswera-----

Signature

Date

ABSTRACT

This study was initiated by the need to identify and analyse the multiple challenges that people in leadership positions are facing in Breyten Circuit public schools, in Mpumalanga Province. These challenges have resulted in poor work-related performances within the Breyten Circuit. The challenges have been investigated within the scope of this study by means of the following research objectives:

- Providing a general theoretical and practical background of leadership issues at schools in Mpumalanga, South Africa;
- Determining the theories, principles and models of strategic leadership;
- Exploring the roles and job descriptions of leadership in public schools;
- Providing empirical evidence based on a survey on the strategic leadership challenges at Breyten Circuit schools and scientifically analysing them;
- Making recommendations based on the findings in assisting leadership at secondary schools to overcome the identified challenges.

A literature review was undertaken in order to determine the approach to the collection and analysis of strategic leadership challenges. Data were collected from identified respondents in participating sampled schools through questionnaires and structured interviews. The data were sent to the Statistical Consultation Services at the North-West University, Potchefstroom Campus, for scientific analysis.

The study found that some members in leadership were not aware of their roles and responsibilities resulting in their failing to execute them well. It was also noted that there were policy-related challenges that were possibly contributing to underperformance in these schools. Recommendations for future studies were presented based on the findings of the empirical study (chapter 5).

OPSOMMING

Hierdie studie is geïnisieer deur die behoefte om die veelvuldige uitdagings waarmee mense in leierskapposities in Breyten-kring openbare skole in Mpumalangaprovincie te doen het, te identifiseer en te analiseer. Hierdie uitdagings het gelei tot swak werkverwante prestasies binne die Breyten-kring.

Die onderwysstelsel in Suid-Afrika het sekere veranderings ondergaan sedert die oorgang van Apartheid na 'n demokrasie in 1994. Dit het gelei tot vele uitdagings en skole is daarna as onderpresteerders gekenmerk.

Die uitdagings is ondersoek binne die omvang van hierdie studie en die volgende navorsingsdoelwitte is gestel:

- Voorsiening van 'n algemene teoretiese en praktiese agtergrond van leierskapkwessies by skole in Mpumalanga, Suid-Afrika;
- bepaling van die teorieë, beginsels en modelle van strategiese leierskap;
- ondersoek van die rolle en taakbeskrywings van leierskap in openbare skole;
- voorsiening van empiriese bewyse gebaseer op 'n oorsig van die strategiese leierskap-uitdagings by skole binne die Breyten-kring en die wetenskaplike ontleding daarvan; en
- maak van aanbevelings gebaseer op die navorsingsbevindinge om leierskap by sekondêre skole te help om hierdie geïdentifiseerde uitdagings te oorbrug.

'n Literatuurstudie (Hoofstukke 2 en 3) is onderneem om die benadering tot die insameling en ontleding van strategiese leierskapuitdagings te bepaal. Data is ingesamel (Hoofstuk 4) by geïdentifiseerde respondente in deelnemende steekproefskole deur gebruik te maak van vraelyste en gestruktureerde onderhoude. Hierdie data is gestuur vir wetenskaplike ontleding aan die Statistiese Konsultasiedienste by die Noordwes-Universiteit se Potchefstroomkampus.

Die studie het bevind dat sommige lede in leierskapposities nie bewus was van hulle rolle en verantwoordelikhede nie, wat daartoe gelei dat hulle dit nie goed kon uitvoer nie. Daar is ook vasgestel dat daar beleidsverwante uitdagings was wat moontlik kon bydra tot onderprestasie in hierdie skole. Aanbevelings vir toekomstige studies is voorgelê, gebaseer op die bevindinge van die empiriese studie (Hoofstuk 5).

ACKNOWLEDGEMENTS

The following people were the “wind beneath my wings” in propelling me to complete my studies and they are very special to me.

These are Julia, my dearest wife, and my children who supported me tirelessly to the end of this study, and Fhatu my best friend.

Farzanah Loonate, the programme administrator, for her inspirational talks and encouragement from the beginning of this programme.

My supervisor, Mr M. Diedericks for his patience and guidance.

Professor F.J Mundalamo and Dr F.G Netswera for their academic support and motivation.

Pastor M. Mahlangu for his leadership that inspired me to register for this study and Pastor W.K Ndebele for his determination that stimulated me to complete this study.

Mr MO Thela, the circuit manager of Breyten Circuit and all my colleagues who encouraged me to study this topic in order to improve our practices as a Circuit.

Lastly, I thank God for having given me the strength and wisdom to come to this level; if it were not for Him, it would have been a waste of time and energy.

TABLE OF CONTENTS

	Page(s)
DECLARATION	ii
ABSTRACT	iii
AFRIKAANS SUMMARY OF ABSTRACT	iv-v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii-
ix	
CHAPTER 1: ORIENTATION AND BACKGROUND	
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	2
1.3 RESEARCH OBJECTIVES	3
1.4 RESEARCH QUESTIONS	3
1.5 LEADING THEORETICAL STATEMENTS	4
1.6 RESEARCH METHODOLOGY	5
1.6.1 Literature review	5
1.6.1.1 Data bases	5
1.6.2 Empirical investigation	6
1.6.2.1 Respondents	6
1.6.2.2 Processing of data and verification	6
1.6.2.3 Procedure	7
1.7 CHAPTER LAYOUT	7
1.8 CONCLUSION	8

**CHAPTER 2: THEORY, PRINCIPLES AND MODELS OF STRATEGIC
LEADERSHIP**

2.1	INTRODUCTION	9
2.2	CONCEPTUAL CLARIFICATION OF LEADERSHIP	9
2.3	STRATEGIC LEADERSHIP	13
2.4	DIFFERENCE BETWEEN MANAGEMENT AND LEADERSHIP	13
2.5	SITUATIONAL LEADERSHIP	15
2.6	HERSEY AND BLANCHARD	16
2.6.1	Path-goal situational leadership	20
2.6.2	Leadership styles	22
2.7	CONCLUSION	25

**CHAPTER 3:NATURE AND ROLE OF LEADERSHIP IN PUBLIC SCHOOLS IN
SOUTH AFRICA**

3.1	INTRODUCTION	27
3.2	ROLES AND RESPONSIBILITIES	27
3.3	THE PRINCIPAL	29
3.3.1	General administrative duties of the principal	29
3.3.2	Personnel functions	30
3.3.3	Teaching responsibilities	31
3.3.4	Extra- and co-curricular responsibilities	31
3.3.5	Interaction with stakeholders	31
3.3.6	Communication duties	32
3.4	THE DEPUTY PRINCIPAL	32

3.4.1	General and administrative duties	33
3.4.2	Teaching responsibilities	33
3.4.3	Extra- and co-curricular responsibilities	33
3.4.4	Personnel functions	34
3.4.5	Interaction with stakeholders	34
3.4.6	Communication responsibilities	34
3.5	THE HEAD OF DEPARTMENT/SENIOR EDUCATION SPECIALIST	34
3.5.1	Teaching role	35
3.5.2	Extra- and co-curricular duties	35
3.5.3	Personnel responsibilities	35
3.5.4	General administration responsibilities	35
3.5.5	Communication duties	36
3.6	THE SCHOOL GOVERNING BODY	36
3.6.1	Roles and responsibilities relating to constitution and standing orders	37
3.6.2	Roles and responsibilities relating to school policy	37
3.6.3	Roles and responsibilities relating to school development	38
3.6.4	Roles and responsibilities relating to school administration	38
3.6.5	Roles and responsibilities relating to school funds and assets	38
3.6.6	Roles and responsibilities relating to school budget	39
3.6.7	Roles and responsibilities relating to school fees	39
3.6.8	Roles and responsibilities relating to financial records and statements	39
3.6.9	Roles and responsibilities relating to audit	39

3.6.10	Roles and responsibilities relating to the appointment of educators	40
3.6.11	Roles and responsibilities relating to the appointment of non-educators	40
3.6.12	Allocated roles and responsibilities of governing bodies	40
3.6.13	Withdrawal of roles and responsibilities from governing bodies	41
3.7	REPRESENTATIVE COUNCIL OF LEARNERS (RCL)	42
3.7.1	RCL's responsibilities	42
3.8	CONCLUSION	43
CHAPTER 4: STRATEGIC LEADERSHIP CHALLENGES IN BREYTEN		
CIRCUIT SCHOOLS: EMPIRICAL FINDINGS		
4.1	INTRODUCTION	44
4.2	BREYTEN CIRCUIT PUBLIC SCHOOLS	44
4.3	RESEARCH DESIGN	46
4.4	POPULATION AND SAMPLING	47
4.5	RESEARCH METHODOLOGY	49
4.6	RELIABILITY AND VALIDITY OF RESEARCH DATA	50
4.7	DATA COLLECTION	51
4.7.1	Quantitative data collection	51
4.7.2	Qualitative data collection	52
4.8	CONSTRUCTION OF THE QUESTIONNAIRE	53
4.9	ETHICAL CONSIDERATIONS	54
4.10	RESEARCH FINDINGS	55
4.11	ANALYSIS AND INTERPRETATION OF THE FINDINGS	55

4.11.1	Biographical information and leadership experience of school governing body members	55
4.11.2	Semi-structured interviews with the school governing body respondents	56
4.11.3	Biographical information and leadership experience of the representative council of learners	62
4.11.4	Semi-structured interview with the members of the representative council of learners	63
4.11.5	Biographical information and leadership experience of school management members	68
4.11.6	Semi-structured interview with members of the school management teams	69
4.12	CHALLENGES LISTED BY THE RESPONDENTS	80
4.13	CONCLUSION	81
 CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS		
5.1	INTRODUCTION	82
5.2	SUMMARY OF THE STUDY	82
5.3	CONCLUSIONS	84
5.4	RECOMMENDATIONS	88
5.5	FINAL CONCLUSIONS	91
6.	BIBLIOGRAPHY	92
7.	ANNEXURES	100
7.1	ANNEXURE A: LETTER OF CONSENT	100

7.2	ANNEXURE B: SMT QUESTIONNAIRE	102
7.3	ANNEXURE C: SGB QUESTIONNAIRE	107
7.4	ANNEXURE D: RCL QUESTIONNAIRE	112
7.5	ANNEXURE E: CERTIFICATE OF EDITORIALSHIP	
7.6	ANNEXURE F: RESULTS OF QUESTIONNAIRE ANALYSIS	116

CHAPTER 1

ORIENTATION AND BACKGROUND

1.1 INTRODUCTION

Public schools are mostly large complex structures to lead but regardless of their sizes, they all present challenges. This is partly because of the overlapping layers of authority at schools where, for example, principals on the one hand are employed by the Department of Education and are expected to implement departmental policies and procedures and on the other hand, they are expected to manage their school according to the wishes of the school governing body (Clarke, 2007:48).

According to Thompson and Strickland (1996:307), strategic leadership is always confronted with challenges of diagnosing the situation at hand and choosing ways to deal with it. Leadership is considered to be different from management but a good leader is expected to be a manager too (Nealer, 2008:6-7). Then again, according to Sadler (1988:148), the idea of leadership encompassing management includes effective leaders being able to exercise managerial functions such as planning, budgeting, scheduling work and monitoring performance against targets. Sadler also adds that the leader works with the emotional and spiritual resources of the institution called the “who” whereas the manager is more concerned with the physical resources which responds to the “how” (Sadler, 1988:129).

South Africa is divided into nine provinces, Mpumalanga being one of them. Mpumalanga province is divided into four education regions or districts: Ehlanzeni, Bushbuckridge, Nkangala and Gert Sibande. Gert Sibande region or district consists of 18 circuits, one of them being Breyten Circuit named after Breyten town at its centre. Breyten Circuit has six secondary schools. Three of these are combined schools and they are situated quite far away on farms within the Breyten Circuit. The researcher is currently the principal at one of the schools and has observed that there are a number

of leadership challenges that need to be addressed within the Breyten Circuit. Since 2006 a number of people have been appointed as leaders in positions of principals, deputy principals and education specialists in these schools. These people make up the leadership of the school known as the school management team (SMT). Education specialists are the leaders of specific departments like Natural Sciences; deputy principals are responsible for supervising education specialists in their departments and the principal is expected to oversee and supervise not only the deputy principals but the school in its entirety.

The aim of this study is to analyse the strategic leadership challenges at these schools by collecting data and analysing them in order to assist the leadership by revealing the challenges and providing solutions and recommendations to address them.

1.2 PROBLEM STATEMENT

Multiple problems are experienced at the Breyten Circuit secondary schools ranging from poor performance by learners, lack of discipline by educators and learners as reflected in the school records (Disciplinary Records of Learners at Masizakhe Secondary School) and Disciplinary Records for Educators Gert Sibande Regional Office. A study by Muijs and Reynolds (2005:353) indicates that a lack of mutual respect and commitment, a clash of priorities and a clash of cultures result in the above leadership challenges experienced at public schools.

The aim of this study, therefore, is to critically analyse the strategic leadership challenges within the structures of these public schools such as the school management teams, school governing bodies and representative councils of learners. As mentioned, these challenges hamper the success of persons in leadership positions. Adding to the dilemma, a number of educators have requested to be transferred to public schools in other circuits. This is a result of the learner enrolment dropping annually and a number of educators being in excess (EMIS Records, Mpumalanga Department of Education, 2010).

A number of these schools have been labelled “Niyabonwa schools” which means they have been identified by the Ayihlome Ifunde unit as needing assistance in school leadership in order to become more effective and efficient. The capacity and the competency of people in leadership positions is also an issue of concern in secondary schools since it is believed that the quality of a school is determined by its leadership. In order to address the problem, a number of objectives (1.3) and questions (1.4) must be answered, as stated in the sections below.

1.3 RESEARCH OBJECTIVES

The objectives of the study are as follows:

- Provide a general theoretical and practical background of leadership issues at public schools in South Africa.
- Determine the theories, principles and models of strategic leadership.
- Explore the roles and job descriptions of persons in leadership positions within public schools.
- Provide empirical evidence based on a survey on the strategic leadership challenges at Breyten Circuit schools and scientifically analyse them.
- Make recommendations based on the findings in assisting leadership at secondary schools to overcome identified challenges.

1.4 RESEARCH QUESTIONS

To achieve the above-mentioned objectives, the following research questions will be answered by means of this study:

- What are the strategic educational leadership challenges within the Breyten Circuit, in Mpumalanga province?
- What are the theories, principles and models of leadership?
- What are the roles and job descriptions of leadership in public schools such as school management teams, school governing bodies and representative councils of learners?
- What recommendations can be made for solving the strategic leadership challenges within the Breyten Circuit public schools?

1.5 LEADING THEORETICAL STATEMENTS

The following leading theoretical statements are made:

(i) Lack of skilled leadership in schools creates challenges because it results in a lack of vision and ownership (Clarke, 2007:2; Hoppers, Lundgren, Pampallis, Motala & Nihlfors, 2007:200).

(ii) According to Hoppers et al. (2007:200) the Organisation for Economic Cooperation and Development (OECD) initiated a project called “Improving Schools’ Leadership” which discovered that there is massive migration and mobility in schools which leaders have to manage.

(iii) Those in leadership positions in public schools are not performing to the best of their abilities because they are awaiting support from their staff members instead of providing a supportive role through facilitation, consultation, coaching and mentoring in order to perform better (Stewart, 1994:63) and to transfer potential into reality through motivation (Rabey, 1994: 170).

(iv) The funding and resource disparity in schools can adversely affect school leadership (Hoppers, et al. 2007: 68, 99).

1. 6. RESEARCH METHODOLOGY

A quantitative research design was used to conduct the study. This included a literature review, empirical investigation, semi-structured interviews and questionnaires.

1. 6. 1 Literature review

3

The literature review involves identifying and analysing documents containing information relating to the research problem as well as the approach to the analysis of strategic leadership challenges.

Information for this study was acquired both from secondary and primary sources. Books, journals, policy documents, government reports and reports from previous studies on the subject were consulted. A preliminary random search at the Ferdinand Postma Library of the North-West University, Potchefstroom Campus was initiated and this has revealed that there is enough material and literature available to do research on this topic.

1.6.1.1 Data bases

The following databases were consulted to ascertain the availability of study material for the purpose of this research:

- Catalogue of theses and dissertations of South African universities
- Catalogue of books: Ferdinand Postma Library (NWU)
- Index of South African periodicals
- Website of the National Department of Education
- SA Media
- SA ePublications

1.6.2 Empirical Investigation

Information was collected quantitatively by means of an empirical study. According to Struwig and Stead (2007:4) quantitative research is a form of conclusive research involving a large representative sample of the total population and fairly structured data collection procedures.

Research ethics were upheld as a code of moral guidelines on how to conduct research in a morally and scientifically acceptable way was followed (Struwig & Stead, 2007:66). The research complied with all the ethical standards that were expected of it, such as obtaining permission from all the secondary schools in the Breyten Circuit to conduct this study.

Data were gathered from respondents by means of an empirical survey where a questionnaire and semi-structured interviews were conducted. The questionnaire was given to the leadership cadre of all the secondary schools such as the principals, deputy principals, education specialists, school governing bodies and the representative councils of learners within the Breyten Circuit.

The questionnaire comprised of open-ended questions as influenced by the literature study. The purpose of these questions was to gather sufficient information from the respondents systematically and consistently and allow the participants the opportunity to discuss issues beyond the confined questions.

1.6.2.1 Respondents

The respondents for this study comprised the following leading persons in Breyten Circuit schools: principals, deputy principals, education specialists, school governing bodies and learner representative councils. The total population size was 146 persons.

1.6.2.2 Processing of data and verification

All data obtained from the interviews were processed and conclusions were drawn based on the data. An empirical analysis was used to interpret the research objectives.

The validity of the research was measured through content, where only relevant leadership challenges were considered such as discipline regarding learners and educators. Both criterion and face validity were used to compare the questionnaire with others used in related studies and in tailoring the questionnaire to the level of the participants. (Struwig & Stead, 2001:139-140; Rosnow & Rosenthal, 1999:145-147 & James, 1998: 151-155). Data were analysed scientifically with the help of statistical consultation services.

1.6.2.3 Procedure

Descriptive statistics, which attempt to provide a complete and accurate description of a situation using a statistical method, were used (Struwig & Stead, 2001:8). Advanced statistical procedures were then utilised to analyse the leadership challenges that were experienced by participants. A selection of specific statistics was determined after the formulation of the questionnaire.

1.7 CHAPTER LAYOUT

The exposition of chapters for this mini dissertation is as follows:

In chapter one, focus is given to the orientation, motivation, problem statement, goals and objectives, leading theoretical arguments and research methodology.

In chapter two an analysis is made of the different theories, principles and models of strategic leadership.

The nature and extent of the roles and job descriptions of leaders within public schools in South Africa are discussed in chapter three. These leaders include the principals, deputy principals, education specialists, the school governing bodies and the representative councils of learners. Relevant legislation such as the South African Schools Act 84 of 1996 and the Employment of Educators Act 76 of 1998 are interpreted as well.

Chapter four provides detailed explanations of the research design and methods, target population, data collection procedures and problems, research techniques and instrument used to explore the leadership challenges in Breyten Circuit schools. All findings are scientifically analysed and presented.

Findings with regard to the research objectives are presented in chapter five. The research concludes with recommendations for solving leadership challenges within Breyten Circuit public schools.

1.8 CONCLUSION

The aim of this orientation chapter was to explain the problems that led to the research and to set objectives for the research study. The environment in which the study was conducted was explained by giving a brief overview of public schools in Breyten Circuit, Mpumalanga Province as well as an overview of the theoretical literature that was used to conduct the research study. The central theoretical statement sheds light on the problem statement, followed by a description of the research methodology used. The contents of the different chapters were stated as an exposition of the research that was carried out.

The next chapter will discuss the different theories, principles and models of strategic leadership in order to identify the strategic leadership challenges within Breyten Circuit public schools.

CHAPTER 2

THEORIES, PRINCIPLES AND MODELS OF STRATEGIC LEADERSHIP

2.1 INTRODUCTION

The previous chapter discussed the orientation and background of the study including the problem statement, research objectives, research questions, leading theoretical statement and research methodology. This chapter focuses on the exposition of theories, principles and models of strategic leadership.

Conceptual clarifications of key concepts relating to leadership challenges in public schools are provided. The differences between management and leadership are also outlined. Different theories, principles and models are discussed with special focus on theory and models of relevance in order to identify strategic leadership challenges within the Breyten Circuit schools.

2.2 CONCEPTUAL CLARIFICATION OF LEADERSHIP

Leadership is defined by authors such as Rabey (1994:170) as the influence that leaders have over followers. It is the desire to take charge, to make things happen, the ability to see and communicate clearly which direction to go and to convince others.

A person also never outgrows the skill of knowing how to lead whilst influencing others positively to achieve direct work results. According to Thompson and Strickland (1996:307), leadership is referred to as the art of taking charge. Daft (1999:5) refers to leadership as an influence relationship among leaders and followers which comes in many shapes and sizes. It is based on personal example, good management practices

and moral responsibility. According to Maxwell (2004:132), organisations are very dependent on good leadership; hence the best way of changing the direction of organisations is by changing the leaders. Leadership is not a position but a process which articulates the vision, embodying values and creating the environment within which things can be accomplished (Brewster, Carey, Dowling, Grobler, Holland & Wárnich, 2003:47).

Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen (2008:295) and Williams and Johnson (2004:70) believe the success of leadership depends on the trust established by the leader. This includes well clarified directions to guide people; proper communication which empowers people with confidence to make the right decisions, particularly face- to-face communication; listening and speaking; encouraging others to take risks; having a source of power; decisiveness in taking decisions including difficult ones; integrity; enthusiasm and commitment; fairness; interest in people; reliability; confidence; open mindedness and forward-looking abilities.

Daniels and Daniels (2007:5) hold different views on the above. They believe leadership to be relational between the leaders and the followers, and that there would be no leader if there were no followers. They further conclude that a good model of leadership should be based on the following four pillared principles:

- Followers deliver discretionary behaviour directed towards the leader' s goal; they give more of their time, provide more energy than required.
- Followers make sacrifices for the leader' s cause; they give voluntary commitments.
- Followers reinforce or correct one another to conform to the leader' s teachings and example.
- Followers relate better with the leader and amongst themselves as influenced by the leader' s example and they respect one another for the contribution of each one to the course.

People in leadership positions operate or function differently during different situations. Leaders in public schools are responsible for taking effective and efficient decisions. Successful leadership is dependent on a number of factors including the source of power that leaders use. These are powers such as legitimate, rewarding, coercive, referent and expert power where followers respect the leader on the basis of his or her specialised knowledge and they act on the leader's recommendations (Hellriegel et al. 2008:295-296).

7

Followers also need to know which kind of leadership they are following. Maxwell (2004:148) indicates that leadership has five levels according to which leaders can increase their influence over their followers. These five levels include:

- **Level 1: Well-positioned leaders**

In this level, people follow the leader because he/she is well positioned within the institution. The leader's security is based on his/her title and not necessarily on talent or abilities. This level is normally gained by appointment and people do not follow a positional leader beyond his/her stated authority.

For leaders to advance to the next level, they must know their job description thoroughly; be team players; accept responsibility; do their job with consistent excellence; do more than expected and offer more creative ideas for change and improvements.

- **Level 2: Permissive leaders**

At this level, followers follow the leader because they want to. The leaders focus on followers' development and possess a genuine love for the people within the working relationship.

- **Level 3: Productive leaders**

At this level, people follow the leader because of what he/she has done for the organisation. Productive leaders are results-oriented and exemplary in their actions. The following characteristics, however, should be mastered before advancing to the next level: developing accountability for results beginning with the leader him-/herself, communicating the strategy and vision of the organisation or public institution; becoming a change-agent; understanding time management as well as making decisions during difficult situations.

- Level 4: People development leaders

At this level, people and or followers follow the leader because of what he/she has done for them.

The characteristics to be mastered at this level include realising that people are the leader's most valuable asset; placing a priority on developing people and being a model for others to follow.

- **Level 5: Personhood leaders**

This includes people following the leader because of who he/she is and what he/she represents. This type of leadership is also called servant leadership by Peterson et al. (2007:427). This level is characterised by followers who are loyal and sacrificial; leaders who have spent years mentoring and moulding followers to become leaders (Clarke, 2007:204).

The above levels indicate that influence becomes the bond whereby followers want to follow a leader. The next section provides a conceptual clarification of the term “strategic leadership” that is necessary for all institutions.

2.3 STRATEGIC LEADERSHIP

According to Rossouw, Le Roux and Groenewald (2003:9) strategic leadership is leadership which determines the vision and mission of an organisation through its top management. It demands that leaders maintain flexibility, think strategically and initiate changes that will create a competitive advantage for the organisation in the future (Walker & Dimmock, 2004:51). Strategic leaders *inter alia* determine the values of their organisations; do environmental scanning including a SWOT (Strength, Weaknesses, Opportunities and Threats) analysis; formulate strategic goals; do a gap analysis; identify, evaluate and select corporate strategies; review structures; institutionalise culture, and do strategic control or steering of direction for the institution (Davies, 2004:13).

Brewster et al. (2000:48) emphasise that the roles of strategic leaders go beyond crafting a vision to energise people to ensuring that such a vision is realised. This is done through influencing the practices positively towards the vision. Strategic leaders are also able to initiate improvements by facilitating change in the organisation's culture.

2.4 DIFFERENCES BETWEEN MANAGEMENT AND LEADERSHIP

The terms 'leadership' and 'management' are often used interchangeably. Management is a science of managing things whilst leadership is a learned craft by leaders to lead (Nel, Gerber, Van Dyk, Haasbroek, Schultz, Sono & Werner, 2001:350).

Management is about coping with the complexities of practices and procedures to make organisations work whilst leadership is about setting directions for the organisation and coping with change (Smit, De Crone, Brevis & Vibra, 2007:277).

Leadership provides a vision and initiates adaptive or useful changes whilst management implements changes as suggested by the leader; and promotes stability so that the organisation may run smoothly (Nel et al. 2001:350).

Leadership depends on compliance from the followers and uses its ability to influence, inspire trust and develop people whilst management uses formal authority in controlling employees to accomplish goals (Clarke, 2007:2).

Leadership is not a position but a process focusing on the long-term perspective which articulates visions, embodying values and creating the environment within which right things can be accomplished whilst management is more of a position as a result of formal authority, focusing on doing things right in a short-term perspective (Amos, Ristow & Ristow, 1999:214; Clarke, 2007:2).

Leadership is original, passionate and shows innovation whilst asking what and why and challenging the status quo; however, management is more about imitation and tends to be impersonal focusing on administration and asking how and when whilst accepting the status quo (Clarke, 2007:2).

According to Smit et al. (2007:277), management is responsible for planning, leading, organising, controlling and staffing. It assists in developing a structure for the assignment of tasks and resources. At school level, this includes the following: the number of learning areas that are required; the number of educators that are needed; timetable; classes and other resources whilst leadership aligns people through motivation to follow a vision.

Management is further responsible for controlling the media by comparing the plan and the outcome of the process or project and taking corrective action whilst leadership exercises control by steering people in the right direction through motivation and determining control mechanisms, ensuring that subordinates follow new direction (Amos et al.1999:214).

Leaders focus on the behavioural aspects of management by mobilising people to change what needs to be changed and they steer the organisation in a certain direction. Managers, on the other hand, focus on non-behavioural aspects of management such as systematic selection of goals; the development of strategies to achieve these goals;

the design of the organisation and the control of the activities required to attain the goals (Smit, Cronjé, Brevis & Vibra, 2007:278).

Schools as public institutions are in need of both management and leadership in order to be effective, efficient and economical; hence there are different leadership structures in schools such as the school management teams, school governing bodies and representative councils of learners. However, the influence that these leaders have over subordinates has a great effect on the performance of schools as organisations, and this brings questions as to which theories, principles and models of leadership should be used by leaders in order to influence their followers.

According to Swanepoel, Erasmus, Van Wyk, and Schenk (2003:344-350) and Lussier and Achua (2001:16), there are a number of leadership theories which include amongst others the trait, behavioural, situational and integrative or transactional theories. For the purposes of this study the situational leadership theory is discussed in the next section.

2.5 SITUATIONAL LEADERSHIP THEORY

According to Walters (1999:10), the situational leadership theory in organisational studies is a type of leadership theory, leadership style and leadership model that presumes that different leadership styles are better in different situations and that leaders must be flexible enough to adapt their style to the situation they are in. A good situational leader is one that is flexible enough to change his/her leadership style as the situation deems necessary.

This theory suggests that there is no best style of leadership. The most appropriate style of leadership depends on an analysis of the nature of the followers and situation facing the leader. According to Lussier and Achua (2001:166), a leadership style is a reflection of personality and behaviour. The theory is also used to determine whether the person's leadership style is task- or relationship-oriented and if the situation matches the leader's style to maximise performance (Srivastava, 1998:592).

According to Van Deventer and Kruger (2003:144) task-focused leaders at public schools prefer using an autocratic leadership style, whereby they determine, craft and impose policies on followers at the expense of good human relations. Different views of situational leadership by various scholars are presented below.

2.6 HERSEY AND BLANCHARD THEORY

According to Daft (1999:99), the purpose of the above theory is to give a better exposition of how task- and relationship-oriented leaders differ with regard to situations and the maturity levels of their followers.

The theory involves two leadership behaviours: namely, task behaviour and relationship behaviour. Firstly, task behaviour is characterised by well-defined organisational patterns, channels of communication and procedures of task execution. Leaders organise and spell out tasks for group members indicating who should do what, when, where and how (Nel et al. 2004: 341; Van Deventer & Kruger, 2003:146).

Secondly, relationship behaviour implies the degree to which leaders are likely to maintain interpersonal relationships between themselves and group members by providing for their personal needs; opening channels of communication; facilitating conflicts and allaying fears (Nel et al. 2004:341).

Gerber, Nel and Van Dyk (1998:300) emphasise that challenges which are present in every situation influence the task and relationship behaviours of leaders. These challenges are also referred to as forces and they influence task and relationship behaviours in leadership. They influence the leader's approaches when making choices. These forces include characteristics such as personality, background, knowledge and experience. Forces within subordinates and forces within the environment or situation include characteristics such as time constraints, the complexity of the problem and availability of relevant resources. The shortcomings of the situational model, however, are that it suggests that different leaders succeed in different situations. This leadership theory focuses on behaviour and does not address values that are relevant to getting

the job done and values that relate to subordinates and others, and what these values mean to them (Gill, 2006:45). According to Jones (2000) as quoted by Gill (2006:45) “ it is not leadership style that makes a great leader but the underlying personal qualities that make the style effective” .

Development levels of subordinates demand different responses from leaders since competence to perform and commitment also vary. Four developmental levels of maturity are identified by Van Deventer and Kruger (2003:146-147) which they name M1 to M4. Andriopoulos and Dawson (2009:192) name these stages R1 to R4. These maturity levels are subsequently discussed.

- M1/R1 (low maturity) low readiness level

This level is marked by low competence and high commitment. Followers are unable to take responsibility and actively pursue tasks as they show signs of complete incompetence in their skills; however, they are eager to learn and willing to take direction (Van Deventer & Kruger, 2003:146-147).

- M2/R2 (low to average maturity)

This level is marked by some competence and low commitment or drive to do the tasks. The task or the situation may be new to the follower. An example is the National Curriculum Statement (NCS) which has lately been introduced into South African schools, and the teacher needs to be supported in order to implement it well. Young and Dulewicz (2006:384), recognise an engaging leader as the best person to provide support through facilitation in such situations.

- M3/R3 (average to high maturity)

This level is marked by high competence and variable commitment. Leaders in this regard are experienced and capable, but may lack the confidence or motivation to execute tasks competently alone.

- M4/R4 (high maturity)

This level is marked by high competence levels and high commitment. Employees are experienced and well skilled, have the ability and the confidence to execute the task and are willing to do it well. They may even be more skilled than the leader.

According to Swanepoel et al. (2003:350), Hersey and Blanchard characterise leadership styles in terms of the amount of direction and support that the leader provides to his or her followers. They categorise all leadership styles into four types depending on the combination of task and relationship behaviour. The four leadership styles are indicated below as S1 to S4.

- S1 Telling leaders (high task – low relationship), are autocratic leaders that define the roles and tasks of the follower through dictating what, how, when and where whilst supervising them closely. Decisions are made by the leader making it a one-way communication to the followers.
- S2 – Selling leaders (high task – high relationship) are directive in setting tasks and their deadlines; they are also supportive; define roles and tasks, but seek ideas and suggestions from the followers. Decisions remain the leader’s prerogative, but communication is used as a two-way medium (Nel et al. 2001:360-361).
- S3 – Participating leaders (low task – high relationship), pass day-to-day decisions, such as task allocation and processes to their followers. The leaders and subordinates (educators) take decisions together with the leader as a facilitator and communicator whilst the followers are in control (Andriopoulos & Dawson, 2009:192).
- S4 – Delegating leaders (low task – low relationship) are passively involved in decisions and problem-solving as control is with the followers.

Authority is given to the followers to take independent decisions (Van Deventer & Kruger 2003:147). Figure 1 below represents Hersey and Blanchard's four leadership theories as explained above.

Figure 1: Hersey and Blanchard's four leadership theories

High	Relationship behaviours	Low
<p>Participating</p> <p>S3</p> <p>Share ideas and facilitate in decision-making</p>	<p>Selling</p> <p>S2</p> <p>Explain decisions and provide opportunity for clarification</p>	
<p>Delegation</p> <p>S4</p> <p>Turn over responsibility for decisions and implementation</p>	<p>Telling</p> <p>S1</p> <p>Provide specific instructions and closely supervise performance</p>	
Low	Task behaviours	High

Source: Hershey and Blanchard (1992:2)

None of the above styles is considered optional or desirable for all leaders to possess; however, effective leaders need to be flexible and must adapt to particular situations. Each leader tends to have a natural style, and in applying situational leadership, a leader learns to know his or her style better.

The correct leadership style will depend on the developmental levels of the followers who are being led. Such a leadership style should be based on the competence and the commitment of followers; however, it demands flexibility on the part of the leader to adapt to changing situations.

These leadership styles are matched with the progressive development (maturity) levels of the employees, suggesting that the leadership style should vary according to the situation. A cognitive ability is to be applied which promotes the flexibility of a leader's style, behavioural skills and ability to diagnose the situation.

2.6.1 Path-goal situational leadership

According to Swanepoel et al. (2003:351), the path-goal situational leadership involves leadership's success in ensuring that the subordinates get to know what their roles are, what needs to be done (goal) and how to do it. This theory also has four styles which comprise directive leadership in which subordinates are told their tasks and what is expected of them. Supportive leadership means that subordinates are treated as equals; the leader shows concern for their well-being and needs, whilst trying to create a pleasant work environment.

Achievement-oriented leadership sets challenging goals for employees; the leader communicates confidence into the employee's ability to achieve such goals and enthusiastically models the desired behaviour.

Lastly, there is participative leadership which means that decisions are taken consultatively by the leader and the subordinates (Swanepoel et al. 2003:351; Hellriegel et al. 2008:305).

According to Fox et al. (1991:103), follower maturity, as the situational moderator variable, involves job maturity which includes relevant skills and technical knowledge. It also involves psychological maturity which includes self-confidence and self-respect.

Leaders are assisted in matching the development stages of their followers with the recommended leadership style in order to get tasks done with competency. An educator with low competency and high commitment needs a leader who will provide direction in order to achieve quality tasks, whilst a highly competent and committed educator does not need to be directed. Figure 2 below represents an example of situational leadership with recommended styles.

Figure 2: Situational leadership-recommended styles

Development stage	Recommended style
Low ability; high commitment	Telling (directive; low support)
Some competency; low commitment	Selling/coaching (directive; supportive)
High ability; variable commitment	Participating/supporting (supportive; low direction)
High ability; high willingness/ commitment	Delegating low direction; low support

Source: Hershey & Blanchard (1992:3)

According to figure 2, it is recommended that in situations where followers have a low ability to perform tasks whilst showing high commitment, the leader is advised to provide low support through telling the followers how best the tasks can be done.

When the followers show some competency in doing the tasks with low commitment, it is recommended that the leader provide support through coaching by selling ideas and plans to the followers to assist them in getting the tasks done competently.

When followers show high ability in doing tasks with variable commitment, the quality of the work may be affected especially if the commitment or willingness of the followers is low. Leaders are advised to apply a participative style of leadership in order to provide support by giving low direction whilst using the followers' suggestions and ideas (Swanepoel et al. 2003:351).

When the followers show high ability in doing the task and high willingness or commitment, the leader is advised to provide low support through applying the delegating leadership style.

2.6.2 Leadership styles

Hersey and Blanchard (2010:2) believe that leadership style S1 – S4, as discussed in section 2.6 above must correspond to the development level of the follower. Leaders should be trained in how to adapt and operate effectively in various leadership styles, and how to determine the development levels of others. Cherrington (1994:641) recommends that leaders change their situations and not necessarily their followers in order to succeed.

The work environment or unique circumstances and the specific characteristics of the employees need to be analysed by the leader according to Woods (2005:19), in order to identify whether the employee's task is structured or not. In this regard, educators should know their core duty loads in terms of what they are going to be teaching. They also need to know the extra-curricula responsibilities that they will be doing at school. Consideration should be given to whether the formal authority system is compatible with a directive or participative approach, and whether the existing work group already provides for the satisfaction of the employees' social esteem needs. These issues influence the mode in which the leader should lead and manage.

Three significant variables are to be assessed for each employee. One is the locus of control that refers to alternative beliefs on whether an employee's achievements are the product of his or her own effort or the result of outside forces. The second factor is the employee's willingness to accept the influence of others. If this is high directive, the approach will be more successful; if it is low, a participative style is more appropriate.

The more the overlap and balance between the leader, follower and situation, the more effective the leadership (Gill, 2006:43). Task-oriented leaders are said to perform better in situations that are either favourable or unfavourable to them whilst relationship-oriented leaders perform better in moderately favourable situations (Robbins, 1996:423).

Daft (1999:107-109) remarks that the Vroom JAGO model of leadership is related to the situational theory of Hersey and Blanchard in that it assumes that employees are

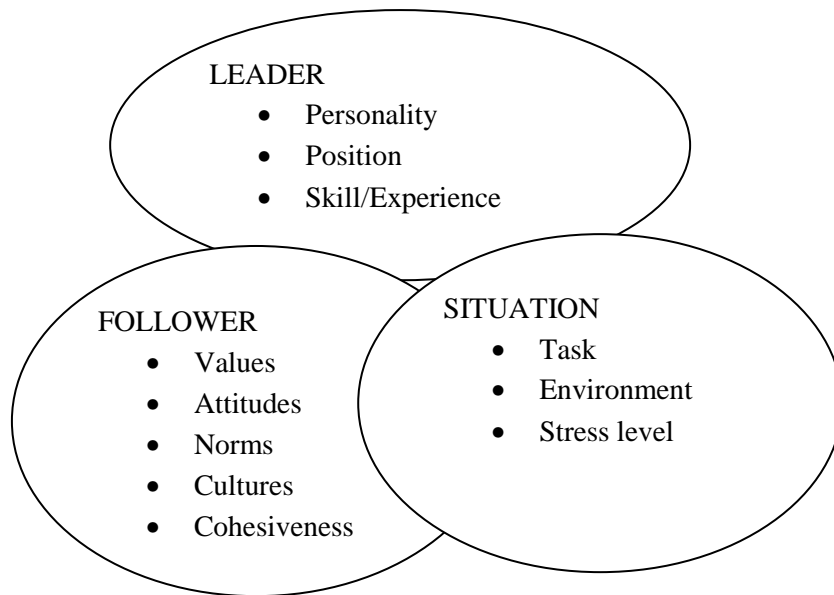
flexible in accepting the legitimacy of different styles used for different problems, as well as the validity of the leader's classification of the situation at hand.

No universal set of traits has been confirmed to guarantee leadership success since each leadership style has limitations as it overlooks the need of the followers and does not take the situation into account (Brewster et al. 2003:51; Swanepoel et al. 2003:344).

According to Peterson (2000:10), the success of leadership depends more on the situational culture than the structure. Black (2001:40-43) relates school culture to a number of factors that may build or destroy any leadership, whilst Bruner and Greenlee (2000:71-76) link effective leadership in schools to quality performance or achievements. Based on the above, it is recommended that leaders have a coping capacity, adaptive capacity, managerial wisdom and social intelligence in order to be successful.

A situational model designed for the training of women into management and leadership positions is reflected in figure 3 below. Although this model is designed for women, it is universally applicable in that in every leadership situation there is a leader, a follower regardless of the gender and a situation. It shows the link between the leader, the follower and the situation. The three influence one another. For the leader to succeed, her personality, position, skill and experience determine how successful she will be getting her followers to develop positive attitudes and a committed culture of working which will allow them to execute their tasks with low stress levels.

Figure 3: The leader-follower-situational interaction model in education



Source: Department of Education (2004:20-24).

Hersey and Blanchard's theory (section 2.5.1) focus on task and employee orientation. The leadership situation in schools consists of a leader – follower – situational interaction and is characterised by lots of demands. Leaders tend to pressure followers on the basis of tasks since they are driven by work schedules and pace setters which demand the completion of different tasks at different times. Unfortunately, this creates leadership challenges in situations where the leaders do not know their duties and how to perform them in a balanced manner (Woods, 2005:19).

More focus is placed on tasks resulting in curriculum changes that demand adjustments and coping by educators. This results in frustration for some educators who may finally quit the system as they may no longer cope with such continuous adjustments.

In South Africa, grade 12 results are used as benchmarks for schools' performances and this may put pressure on leaders to become more task focused (Hoppers et al. 2007:113).

When the formal needs of followers are not met owing to a shortage of resources, this could result in the compromising of quality. The educators' role has moved from being that of actively teaching to being active facilitators and they need to be supported by the leadership in terms of resources to make success possible; and where this does not materialise, careless attitudes are applied as measures to cope with frustration.

2.7 CONCLUSION

Leadership was viewed as being about influence between followers and leaders. It was seen to be aimed at communicating direction (section 2.2) and embodying values that act as drivers to get things done. Strategic leadership focuses on the vision and mission of an organisation (section 2.3) within specific environments.

It is a fact that not all school managers have been trained as leaders, and being in a leadership position does not guarantee that he or she will be an effective leader. Although some people believe that leaders are "born", leadership skills can be acquired and improved. It has also been found that leadership and management are not necessarily the same, but they are not mutually exclusive. Effective management requires good leadership and vice versa. In schools, for example, principals must not only be managers that plan, control, organise but also leaders who inspire and influence followers to attain the plans (Squelch & Lemmer, 1994:11).

Situational leadership is based on interplay between the amount of guidance and direction (task behaviour) the leader provides; the amount of socio-emotional support (relationship behaviour) that the leader provides; the readiness level that followers exhibit in performing specific tasks in accomplishing specific objectives and the development levels that followers possess in maturity and ability to manage themselves in organisational environments.

The situational leadership model was discussed in order to assist leaders to understand when and how to apply different methods of leadership.

If one takes into account the afore-mentioned arguments, there is a need to clarify the different leadership positions in public schools. This will assist in ensuring that challenges are best understood and well analysed.

Chapter three, therefore, focuses on clarifying the leadership roles outlined by relevant legislation such as the South African Schools Act 84 of 1996 and the Employment of Educators Act 76 of 1998.

CHAPTER 3

NATURE AND ROLE OF LEADERSHIP IN PUBLIC SCHOOLS IN SOUTH AFRICA

3.1 INTRODUCTION

The previous chapter examined conceptual definitions of leadership and compared leadership and management. It also focused on theories, principles and models of strategic leadership that leaders could use in their situational leadership contexts.

This chapter focuses on the roles of various leadership positions at secondary schools. It firstly provides an exposition of the job description of various leadership positions and mechanisms that governs schools and secondly provides a description of the roles of leadership positions in South African public schools.

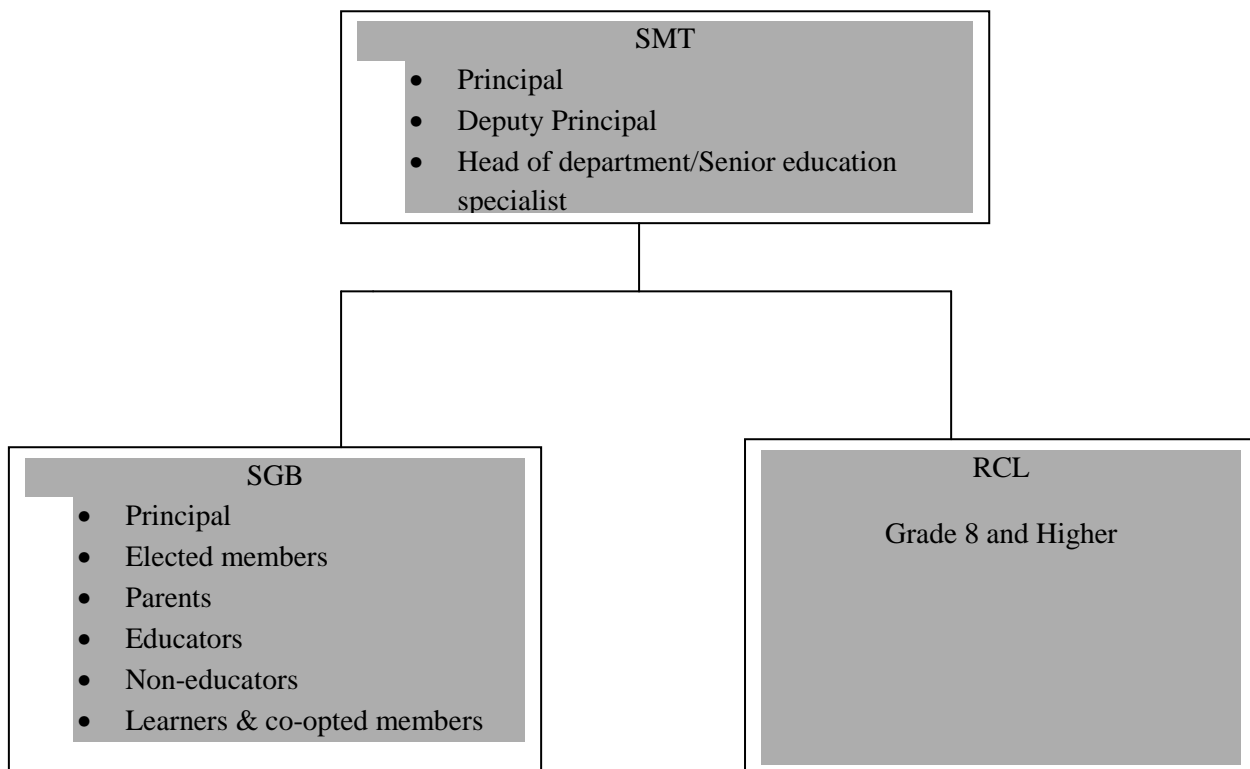
3.2 ROLES AND RESPONSIBILITIES OF SCHOOL LEADERSHIP

Leadership in public schools at the basic education level consists of representative councils of learners, educators, senior education specialists, deputy principals, principals and school governing bodies. According to Sections 11(1) & 16(1) (2) of the South African Schools Act 84 of 1996 (SASA), the school governing body is a formal body standing in a position of trust; its function is to govern the school. The representative council of learners is a structure composed of learners in all public schools that enrol learners in grade eight and higher. The school management team typically consists of the principal, deputy principal and heads of departments or senior education specialists.

All these levels of leadership are further expected to apply effective public management as per chapter 10 of the Constitution of the Republic of South Africa of 1996, which promotes democratic values in public institutions. According to Section 195 (1)(a)-(i), leadership in schools must promote high standards of professional ethics; promote the efficiency, economic and effective use of resources; be development-oriented; provide services fairly without bias; encourage people in policy making; be accountable; be transparent; have good human resource management and encourage career development practices.

The functioning and governance of leadership in basic education is illustrated in Figure 3 below.

Figure 4: Summary of the different leadership structures at schools including different members in a hierarchical order



Source: Department of Education (2001:10)

The different leadership roles and responsibilities, as indicated in Figure 3, are discussed in the next section.

3.3 THE PRINCIPAL

According to Section 16(3) of the South African Schools Act 84 of 1996, the principal under the authority of the Department of Education should manage a public school. Slegers et al. (2007:7) believe the school's culture is influenced by the personality and conduct of the principal.

According to Personnel Administrative Measures (PAM) in the Employment of Educators Act 76 of 1998 Section 4.2, the aim of the position of principal is to ensure that the school is managed satisfactorily and in compliance with applicable legislation, regulations and personnel administration measures as prescribed. The principal should also ensure that the education of the learners is promoted in a manner in accordance with approved policies.

The nature and the extent of the principal's duties are divided into general administrative functions, personnel, teaching, extra- and co-curricular activities, interaction with stakeholders and communication.

3.3.1 General administrative duties of the principal

According to Section 4.2 of the Employment of Educators Act 76 of 1998, the main administrative duties of a school principal are

- To be responsible for the professional management of a public school, to give proper instructions and guidelines for timetabling admission and placement of learners;
- To have various kinds of school accounts and records properly kept and to make the best use of funds for the benefit of the learners in consultation with the

- appropriate structures; to ensure a school journal containing a record of important events connected with the school is kept;
- to make regular inspections of the school to ensure that the school premises and equipment are being used properly and that good discipline is being maintained; to be responsible for the hostel and all related activities including the staff and learners, if one is attached to the school; and
- to ensure that departmental circulars and other information received which affect members of the staff are brought to their notice as soon as possible and are stored in an accessible manner; and to handle all correspondence received at the school.

3.3.2 Personnel functions

In terms of personnel functions, the school principal is also expected to

- provide professional leadership within the school;
- guide, supervise and offer professional advice on the work or performance of all staff in the school and, where necessary;
- discuss and write or countersign reports on teaching, support, non-teaching and other staff;
- ensure that workloads are equitably distributed among the staff;
- be responsible for the development of staff training programmes, school-based, school-focused and externally directed;
- assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school;

- participate in agreed school- or educator-appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management; and
- Ensure that all evaluation forms of assessment conducted in the school are properly and efficiently organised.

(Section 4.4(e) (iii) of the Employment of Educators Act 76 of 1998)

3.3.3 Teaching responsibilities

The principal should also serve in class teaching as per workload of the relevant post and the needs of the school, to be a class teacher if required and to assess and record the attainment of learners taught (Section 3 of the National Education policy Act 27 of 1996).

3.3.4 Extra- and co-curricular responsibilities

The principal is expected to

- serve on recruitment, promotion, advisory and other committees as required;
- play an active role in promoting extra and co-curricular activities in the school;
- plan major school functions; and
- Encourage learners' voluntary participation in sports, educational and cultural activities organised by community bodies (section 3(e) (ii) of the Employment of Educators Act 76 of 1998).

3.3.5 Interaction with stakeholders

The principal serves on the governing body of the school and renders the necessary assistance to the governing body in the performance of their functions in terms of the South African Schools Act, 1996 and participates in community activities in connection

With educational matters and community building (section 4.2(e)(v) of the Employment of Educators Act 76 of 1998).

3.3.6 Communication duties

The principal should cooperate with members of the school staff and the school governing body in order to maintain and manage the school efficiently. He or she should liaise with all the stakeholders in respect of educators and learners.

It is also the duty of a principal to liaise with relevant structures regarding school curricula and curriculum development and meet parents concerning learners' progress and conduct.

Leadership in public schools consists of the representative council of learners, the school management team and the school governing body. The principal should liaise with other relevant government departments such as the Department of Public Works as required and cooperate with tertiary institutions and other agencies in relation to learners' records and performance.

He/she should participate in departmental and professional committees, seminars and courses in order to contribute to and update professional views or standards and to maintain contacts with sports, social, cultural and community organisations (section 4.2(iv) of the Employment of Educators Act 76 of 1998).

3.4 THE DEPUTY PRINCIPAL

According to section 4.3 of the Employment of Educators Act 76 of 1998, the aim of this position is to assist the principal in managing the school and promoting the education of learners in a proper manner. The deputy principal should maintain a total awareness of the administrative procedures across the total range of school activities and functions.

The roles and responsibilities of the deputy principal are also classified according to the principal's categories and they are individual and varied, depending on the approach and needs of the particular school and include but are not limited to the following duties and responsibilities.

3.4.1 General administrative duties and responsibilities

According to section 43(e)(i) of the Employment of Educators Act 76 of 1998, the deputy principal should assist the principal in his/her duties by deputising for him/her during his/her absence from school; he/she should assist the principal, or if instructed, be responsible for school administration like duty rosters, arrangements to cover absent staff, external and internal evaluation and assessment and compilation of school calendars.

Admission of new learners; class streaming; school functions; school finance and maintenance of services and buildings, through planning and control of expenditure; allocation of funds or resources; the general cleanliness and state of repair of the school and its furniture and equipment and supervising annual stocktaking exercises.

3.4.2 Teaching responsibilities

The deputy principal is also expected to engage in class teaching as per workload of the relevant post level and needs of the school and to assess and to record the attainment of learners taught

3.4.3 Extra-and co-curricular duties

The deputy principal is responsible for the school curriculum and pedagogy such as the choice of textbooks; coordinating the work of subject committees and groups; timetabling; “INSET” and developmental programmes; arranging teaching practice; assisting the principal in overseeing learner counselling and guidance, careers, discipline, compulsory attendance and the general welfare of all learners (Section 3 of the National Education Policy Act 27 of 1996).

He/she is also responsible for playing an active role in promoting extra co-curricular activities in the school and the school's participation in sports and cultural activities organised by community bodies; for participating in departmental and professional committees, seminars and courses in order to contribute to and update professional views or standards (Section 4.3(e) (iii) of the Employment of Educators Act 76 of 1998).

3.4.4 Personnel functions

The deputy principal should guide and supervise the work and performance of staff and where necessary discuss and write or countersign reports and participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management (Section 4.3(e)(iv) of the Employment of Educators Act 76 of 1998).

3.4.5 Interaction with stakeholders

The deputy principal should supervise and advise the representative council of learners and capacitate it, in order to execute its roles competently.

3.4.6 Communication responsibilities

The deputy principal should meet with parents concerning learners' progress and conduct; liaise on behalf of the principal with relevant government departments; maintain contact with sporting, social, cultural and community organisations and assist the principal in liaison work with all organisations, structures, committees and groups that are crucial to the school (Section 4.3(e)(vi) of the Employment of Educators Act 76 of 1998).

3.5 THE HEAD OF DEPARTMENT/SENIOR EDUCATION SPECIALIST

The aim of this position according to the Employment of Educators Act 76 of 1998 Section 4.4, is to engage in class teaching, be responsible for the effective functioning of the department and organise relevant and related extra-curricular activities so as to

Ensure that the subject, learning area or phase and the education of the learners are promoted in a proper manner.

The roles and responsibilities differ according to schools but include and are not limited to the following five responsibilities that are listed below.

3.5.1 Teaching role

The head of department is expected to engage in class teaching as per workload of the relevant post level and the needs of the school, to be a class teacher if required and to assess and to record the attainment of learners taught.

3.5.2 Extra-and co-curricular responsibilities

He/she is in charge of a subject, learning area or phase and jointly develops the policy for that department; coordinates the implementation of departmental policies and provides guidance for all educators as well as providing support to inexperienced staff members on the educational welfare of learners in the department.

Responsibilities include controlling the work of educators and learners in the department; controlling reports, mark sheets, test and examination papers as well as memoranda, which must be submitted to the principal as required; the administrative responsibilities of staff members and sharing in the responsibilities of organising and conducting extra- and co-curricula activities (Section 3 of the National Education Policy Act 27 of 1996).

3.5.3 Personnel responsibilities

He/she is also expected to advise the principal regarding the division of work among the staff in a particular department and participate in agreed school or educator appraisal processes in order to regularly review the professional practice with the aim of improving teaching, learning and management (Section 4.4(e)(iii) of the Employment of Educators Act 76 of 1998).

3.5.4 General administrative responsibilities

He/she is to assist with the planning and management of school stock, text books and equipment for the department; provide the budget for the department and subject work schemes for the different learning areas in the department. He/She must act on behalf of the principal during her/his absence from school if the school does not qualify for a deputy principal or in the event both of them being absent (Section 3 of the National Education Policy Act 27 of 1996).

3.5.5 Communication duties

The head of department should cooperate with colleagues in order to maintain good teaching standards and progress amongst the learners; foster administrative efficiency within the department and the school; collaborate with educators of other schools in developing the department and conducting extra-curricular activities; meet parents and discuss with them the progress and conduct of their children and participate in departmental and professional committees, seminars and courses in order to contribute or update his/her professional views or standards.

It is also expected of the head of department that he/she cooperate with Further and Higher Education institutions in relation to learners' records, performance and career opportunities; maintain contact with sporting, social, cultural and community organisations and have contacts with the public on behalf of the principal (Section 4.4(e)(v) of the Employment of Educators Act 76 of 1998).

3.6 THE SCHOOL GOVERNING BODY

The school governing body is a democratically elected structure representing various stakeholders in the school. Section 16 of the South African Schools Act 84 of 1996 stipulates that the governance of a public school is the responsibility of its governing

body. Members of the school governing body should have the interests of the school and its learners at heart.

The school governing body according to Section 23 of the South African Schools Act 84 of 1996, regards the principal of the same school as an ex officio member. Other members include elected educators who are employed in the school and who represent other educators; parents who officially have learners registered at the school; learners who are serving on the representative council of learners at the same school; non-educators who are officially employed in the school by the department or by the school governing body (such persons are elected by other non-teaching members to represent them) and co-opted members on the basis of expertise or substitution who do not have voting rights. The roles and responsibilities of the school governing body have been clearly outlined in Section 20, 21 and 22 of the South African Schools Act 84 of 1996 and they include the following 12 responsibilities:

3.6.1 Roles and responsibilities of governing bodies relating to constitutional and standing orders

A school governing body is responsible for drawing up its own constitution and standing orders which must not be contrary to the Act, these regulations, or any other applicable law, and which must comply with the minimum requirements determined by the Member of the Executive Council (Section 18(1) of the South African Schools Act 84 of 1996).

A governing body of a school must develop and adopt a constitution and standing orders which must be submitted to the Head of Department within 90 days of its election (Section 18(1)(3) of the South African Schools Act 84 of 1996).

3.6.2 Roles and responsibilities of governing bodies relating to school policy

Subject to the Act and the constitution of a school governing body, a governing body of a school must “determine the language policy of the school; issue rules according to which religious observations may be conducted at the school; decide upon school rules, which may include the dress code for learners at the school; develop and adopt a code

Of conduct for learners and develop and adopt a code of rights and responsibilities for all sectors within the school” (Section 20 of the South African Schools Act 84 of 1996).

The following are the roles and responsibilities of the school governing body as stipulated in section 20 of the South African Schools Act 84 of 1996.

3.6.3 Roles and responsibilities of the governing bodies relating to school development

A governing body of a school must promote the best interest of the school and strive to ensure its development through the provision of quality education for learners at the school. It must develop the school’ s mission, goals and objectives; support the principal, educators and other staff of the school in the performance of their professional functions; draw up and amend a school development plan; encourage parents, learners, educators and other staff at the school to render voluntary services to the school. It may establish services and community partnerships related to social, health, recreational, nutritional and transport programmes and other matters which further assist in the objectives of the Act.

3.6.4 Roles and responsibilities of the governing bodies relating to school administration

A governing body of a school must report and recommend to the Head of Department any matter which concerns the school; administer and control the school’ s property and buildings to the benefit of the school, if applicable; determine the starting and the ending times of the school day jointly with other leaders at schools.

3.6.5 Roles and responsibilities of the governing bodies relating to school funds and assets

A governing body of a school must strive to raise funds including voluntary contributions to the school in cash or kind for the improvement of the quality of education at the school; must establish a school fund and administer it in accordance with the Public Finance Management Act 1 of 1999; pay all the money

Received by a school, including school fees and voluntary contributions into the school fund and open and maintain a banking account.

3.6.6 Roles and responsibilities of governing bodies relating to school budgets

A governing body of a school must establish budget priorities and prepare an annual budget each year, according to guidelines determined by the member of the Executive Council, which reflects the estimated income and expenditure of the school for the following year; and present the budget, before it is approved by the governing body, to a meeting of parents for consideration and approval by a majority of parents present and voting (Section 38(1)(2)(3) of the South African Schools Act 84 of 1996).

3.6.7 Roles and responsibilities of governing bodies relating to school fees

A governing body of a school may, subject to section 39 of the South African Schools Act 84 of 1996, charge fees at a school in accordance with a resolution adopted by a majority of parents present at a meeting contemplated in regulation 5 (b) if such resolution provides for the amount of fees to be charged; and equitable criteria and procedures for the total, partial or conditional exemption of parents who are unable to pay school fees; and may subject to Section 40 of the South African Schools Act 84 enforce by process of law the payment of school fees by parents who are liable to pay such fees.

3.6.8 Roles and responsibilities of governing bodies relating to financial records and statements

The governing body of a school must ensure that financial records are kept and that the PFMA is applied. This can be done through a finance committee at school which is meant to assist the school's governing body.

3.6.9 Roles and responsibility of governing body relating to audit or examination of financial records and statements

According to section 58(1) of the PFMA which is in line with section 43(1)(2) of the South African Schools Act 84 of 1996, a governing body of a school must keep records of funds received by the school and records of financial statements which must be audited by accredited financial auditors. These records should be made available to the Head of Department.

3.6.10 Roles and responsibilities of governing bodies relating to the appointment of educators at the school

A governing body of a school may recommend to the Head of Department the appointment of educators at the school, subject to the Educators' Employment Act, 1994 (Proclamation No. 138 of 1994, and the Labour Relations Act 66 of 1995).

3.6.11 Roles and responsibilities of governing bodies relating to the appointment of non-educators at the school

A governing body may apply or a school may recommend to the Head of Department the appointment of non-educator staff at the school, subject to the Public Service Act, 1994 (Proclamation No. 103 of 1994, and the Labour Relations Act 66 of 1995).

3.6.12 Allocated roles and responsibilities of governing bodies

A governing body may apply to the Head of the Department in writing to be allocated any of the following functions as reflected in Section 21 of the South African Schools Act 84 of 1996 as indicated below:

- Determine the admission policy of the school subject to the Act and to the Constitution.
- Maintain and improve the school's property and buildings and grounds occupied by the school, including school hostels, if applicable.

- Determine the extra-mural curriculum of the school and the choice of subject options in terms of provincial curriculum policy.
- Purchase textbooks, educational materials or equipment for the school.
- Pay services to the school.
- Inquire into written complaints about any member of staff employed at the school.
- Refer the complaint, together with its findings, to the Head of Department.
- Recommend that the Department institute inefficiency or misconduct procedures relating to persons employed at the school.
- Inquire into written complaints about any learner officially enrolled at the school.
- Refer the complaint, together with its findings, to the Head of Department and to recommend that the Department institute misconduct procedures relating to learners officially enrolled at the school. The Head of Department may approve such application either conditionally or unconditional.

The member of the Executive Council may, by notice in the Provincial Gazette, determine that some governing bodies may exercise one or more functions without making an application as expected, if he or she is satisfied that the governing bodies concerned have the capacity to perform such functions effectively; and there is a reasonable and equitable basis for doing so.

3.6.13 Withdrawal of roles and responsibilities from governing bodies

The Head of Department may, on reasonable grounds, withdraw a function from a governing body. The Head of Department may not take action under sub-regulation (1) unless he or she has informed the governing body of his or her intention to act and the reasons therefore; granted the governing body 30 days to make representations to

him/her regarding such intentions; and given due consideration to any such representations received. Any person aggrieved by a decision of the Head of Department in terms of this regulation may appeal against the decision to the member of the Executive Council.

3.7 REPRESENTATIVE COUNCIL OF LEARNERS

According to the South African Schools Act 84 of 1996, a representative council of learners must be established in every public school enrolling learners in grade eight and higher and such council is the only recognised and legitimate representative learner body at the school. The term of office of the representative council of learners' members is one school year, and generally two representatives for each grade are elected by the learners of each grade. In a high school where there are grades eight to twelve there will be ten members in total. Although the regulations do not prescribe that there should be boys and girls on this committee, it is usually preferable to have both. The representative council of learners forms the electoral pool for the election of the learner representatives to the school governing body. The representatives are elected by the members of the representative council of learners from among their members.

3.7.1 The responsibilities of a representative council of learners

The representative council of learners must liaise and communicate with the learners, school management team and the school governing body at the school, because it represents the learners. It must accept that the wellbeing of the school and learners is its primary task. It must foster a spirit of mutual respect, good manners and morality among the learners; promote and maintain discipline among learners and promote the general welfare of the school. It must provide a training ground for developing leaders and help each learner to feel at home in the school.

The representative council of learners must attempt to democratise its activities at the school and assist school management in implementing the school policy. It must support or contribute to the sound management of the school and act in accordance with the school authorities. It must contribute to the smooth running of the school and support the governance of the school; provide learners with an opportunity to participate in school governance and in appropriate decision-making regarding the school and provide an opportunity for learners to learn and practise a range of useful life skills.

The representative council of learners must understand that each school is unique in terms of management and governance. It must provide a voice for learner expression and it should keep learners abreast of events at school and in the community.

3.8 CONCLUSION

This chapter explored the roles and responsibilities of the different personnel and bodies in public schools such as the principal (3.3), deputy principal (3.4) and heads of department (3.5) – the people constituting the school management team – and the roles and responsibilities of the school governing body and the representative council of learners.

The main findings or deductions that can be drawn from this chapter are that all three leadership structures at school are important. Their roles complement one another. The South African Schools Act 84 of 1996 is a guide for the leadership to use as a source of reference in knowing the scope of their roles and responsibilities.

Chapter four discusses the empirical data collection which will assist in comparing the theory with the application as a way to detect the strategic leadership challenges in Breyten Circuit schools.

CHAPTER 4

STRATEGIC LEADERSHIP CHALLENGES IN BREYTEN CIRCUIT SCHOOLS: EMPIRICAL FINDINGS

4.1 INTRODUCTION

The previous chapter analysed the roles and responsibilities of the school management team members such as the principal, deputy principal, senior education specialist, school governing body and representative council of learners in public schools as informed by the different policies that govern public schools.

The purpose of this chapter is to outline the research processes that were followed in gathering and analysing information in order to arrive at solutions to the problems experienced at Breyten Circuit public schools. Having identified the multi-faceted changes that are taking place in the education system and the pressure exerted for quality results, the researcher observed that leaders in public schools are facing severe challenges. It is for this reason that such challenges need to be identified and analysed in order to assist the leadership in Breyten Circuit public schools.

This chapter also includes the analysis of data obtained from the population sample.

4.2 THE BREYTEN CIRCUIT PUBLIC SCHOOLS

Breyten Circuit has been consistently underperforming since 2002 as measured by its grade 12 results (Breyten Circuit annual statistics of results). The under-performance by the Circuit lowers the performance of the region and ultimately results in low

performance by the province. A statistical reflection of performance by schools in the Breyten Circuit over the past five years is presented below.

Table 1 Performance percentages of Breyten Circuit schools from 2005 to 2009

School	2005	2006	2007	2008	2009	Average Percentage
Lake Chrissie	91	59	49	57	63	63
Masizakhe	38	43	46	54	45	45
The Gem Combined	38	41	46	43	33	40
Ubhlebolwazi	62	31	26	31	26	35
Umzimvelo Combined	59	84	55	80	87	73
Warbuton Combined	47	71	74	43	47	56
Circuit Average	56	55	48	51	50	52

Source: Mpumalanga Provincial Department of Education statistics (2010:2-10)

Over a period of five years, the Circuit pass average was 52% which implies that of every 100 learners who sat the examination, only 52 passed whilst 48 failed annually. Schools were expected to obtain a 50% pass – the benchmark between 2005 and 2007.

In 2008, the benchmark was raised to 60% and in 2009 it was further raised to 70%. In 2010, the pass rate for matriculation exams was raised to 80%.

As part of the strategy to attain such expected results, leaders are always tasked with the responsibility of writing their improvement strategies based on the analysis of their challenges. The following common challenges were identified as per the records that are available in schools: namely, lack of discipline on the part of educators and learners; understaffing and lack of support from other stakeholders such as parents, private sectors and the Department of Education with regard to resources. As a result of these challenges, it is imperative that a study of this nature be conducted in order to determine whether such allegations are true.

According to Mouton and Marais (1996:15), empirical research is the logic of implementing scientific methods in the study of reality. It is a scientific inquiry based on experience and observation. It is associated with both quantitative and qualitative research methods. The selection of research participants from schools forms the first section of this chapter and it answers one of the research questions in chapter 1: namely, “How can strategic leadership challenges be collected and analysed from school leadership within the Breyten Circuit?” The second section of this chapter outlines technical adherence to methodological rigour in sampling, developing survey questionnaires and conducting focus group interviews.

4.3 RESEARCH DESIGN

The research design is the exposition according to which respondents are identified and information collected from them. It further involves planning, structuring and execution of the research in such a way that the validity of the findings is maximised (Welman & Kruger, 2001:46; Mouton & Marais, 1996:193). According to Babbie and Mouton (2001:72) a research design is the planning of a scientific enquiry, the drawing up of strategies to use, knowing what needs to be researched, indicating which methods to use, how to collect data and from whom it is to be collected.

The case study method was employed, focusing on certain schools that met the scope of the research problem sampled in the Breyten Circuit (Welman & Kruger, 2001:183). The study is descriptive and attempts to provide a complete and accurate description of a situation using statistical methods. Data were gathered from the population sample using a questionnaire and structured interviews. All data were scientifically analysed.

4.4 POPULATION AND SAMPLING

People in leadership positions including grade 12 learners were identified as participants for this study. The researcher was interested in getting to know more about their challenges, the causes and effects thereof with the aim of providing support through recommendations based on the findings of the study.

Probability sampling techniques were used. This involves allowing an equal chance for all the elements to be sampled (Struwig & Stead, 2001:112). In this regard, six secondary schools with grade 12 as exit level were identified to be included in the probability sample. The leadership in these schools is composed mainly of school management teams, school governing bodies and representative councils of learners.

Table 2 outlines the population size of all the participants according to the sampled schools.

Table 2: Population size of sampled schools

Name of school	No. of SMT members		No. of SGB members		No. of members
Totals					
Lake Chrissie secondary	6	9	10		25
Masizakhe secondary	9	9	10		28
The Gem Combined School	5	7	10		22
Ubuhlebolwazi Secondary	5	9	10		24
Umzimvelo Combined School	5	7	10	22	
Warbuton combined School	8	7	10		25
Totals	38	48	60		146

The participants were selected from the above population as follows: four school management team members, three school governing body members and three representative council of learners' members from each school. They were randomly selected based on their availability and willingness to participate.

The total size of the population was comprised of 146 people from whom a sample of 60 respondents was used. As mentioned, the respondents for the sample were randomly selected according to their availability and willingness to participate. Table 3 below represents a summary of the population and the sample size for the study.

Table 3: Population and Sample Summary

Stakeholders	Population size	Simple Size
SMT	38	24
SGB	48	18
RCL	60	18
Total	146	60

Of the total school management team population, 63% was sampled whilst 37% of the total school governing body population was sampled and only 30% of the total representative council of learners' population.

4.5 RESEARCH METHODOLOGY

This process involves empirical research methodologies or research processes that were followed in identifying the research population, the sample, ethical considerations, data capturing, coding and analysis. The chosen methods ensured proper exploration and understanding of human behaviour and experiences (Babbie & Mouton, 2001:79-80).

In order to answer the research questions, both qualitative and quantitative research approaches were used in the study to formulate the selection of subjects, research sites and data collection procedures. Observations, questionnaires and semi-structured interviews were used for triangulation. This was considered to be advantageous in that it uses multiple sources of data collection to increase the likelihood of factors of interest being understood from various points of view, and lends credibility to findings. This is a

form of replication that is believed to contribute to confidence in research findings, (Mouton & Marais, 1996:91).

Observations and interviews were used as part of a qualitative approach (Struwig & Stead, 2001:121-25) to discover the opinions, attitudes and experiences of the different stakeholders in leadership at the schools (school management teams, school governing bodies and representative councils of learners) with regard to their challenges as leaders. In this process the participants were watched while noting the phenomena as they occur in nature with regard to cause and effect (Welman & Kruger, 2001:187).

4.6 RELIABILITY AND VALIDITY OF RESEARCHED DATA

Reliability is consistency in the scores of a single measure, rather than identical scores on two alternative measures (Bailey, 1987:72). Reliability is tested through repeated applications of the same measure. It refers to internal consistency of question items within a specific category. Struwig and Stead (2007:130-132) regard it as the extent to which test scores are accurate, consistent or stable when administered twice to the same individuals over time. This implies that the study can be replicated or reproduced by other researchers who, if using the same instrument, should produce the same or nearly the same results over time. In this regard, pre-testing of questionnaires was carried out as indicated below to ensure reliability.

Validity according to Alreck and Settle (1985:423) is the degree to which the survey data or results are free from both systematic bias and random error. Construct validity, criterion validity and content validity were practised to ensure the validity of the study.

The questionnaires were pre-tested as a pilot study in two schools that were randomly selected. In each school, two representatives of both stakeholders were given the questionnaires to indicate their responses with regard to the leadership challenges that they were experiencing at school and comparing the responses helped to ensure the reliability of the questionnaires. Table 4 indicates how the piloting of questionnaires was carried out.

Table 4: Pre-testing of questionnaires

SCHOOLS	SMT	SGB	RCL	TOTAL
X	2	2	2	6
Y	2	2	2	6
Total	4	4	4	12

The test helped to clear any misunderstandings in the questions, overcoming ambiguity and bias. Minor adaptations were made to the final questionnaire after obtaining information from the pilot questionnaires. The final questionnaires were administered to a total of 60 respondents composed as follows: 18 RCL, 18 school governing body, and 24 school management team participants.

4.7 DATA COLLECTION

This section explains how data were collected from the participants.

4.7.1 Quantitative data collection

Questionnaires were used for quantitative data collection. This method of data collection suited the researcher as it saves a lot of time and expense in compiling and distributing questionnaires. According to Struwig and Stead (2001:86-98) and Welman and Kruger (2001:148,165-71), a questionnaire is a printed or electronic list of questions distributed to a group of selected people who respond to the same set of questions or statements in an order predetermined by the researcher.

There are two types of questionnaires. The closed form is the type in which participants choose from predetermined responses. It is easy to fill out and it takes little time to complete whilst with the open form, the subjects respond in an unrestricted manner.

The open form of questionnaire requires greater effort because the respondents have to use their own words (Babbie & Mouton, 2001:233-249).

Both structured and semi-structured questionnaires were chosen as they allow for additional information in an open form as a follow-up to structured questions. The reason for providing only a few open-ended questions and more structured questions was to minimise the response time for the overburdened leaders, resulting in time-saving, a guarantee of anonymity and economy.

The questionnaire was developed based on interviews that were conducted in a pilot study on the same sample of respondents. The respondents were asked to complete a draft questionnaire which helped to shape the questions. The questionnaire was composed of the same questions that would be directed at the school management teams, school governing bodies and the representative councils of learners. It was realised during the pre-testing stage, however, that it was necessary to have three questionnaires that would directly focus on each stakeholder in order to achieve specific responses that would not be too general. It was further realised that the challenges that were facing the school management team were not always the same as those facing the school governing bodies and the representative councils of learners.

The questionnaires were administered over a period of three weeks as per the arrangements entered into with the various individual participants.

4.7.2 Qualitative data collection

A triangulation method of data collection was used which included interviews, observations and documentary analysis such as records as a way of increasing the reliability of the observations by including multiple sources of data collection (Mouton & Marais,1996:91). The researcher was responsible for conducting this fieldwork in schools. Two schools as indicated above were sampled randomly for pre-testing and these were schools that were also used for interviews.

Structured interviews were conducted and some of the structured questions that were asked were as follows:

- What is the nature and extent of your position?
- How do you execute your roles successfully?
- What are the challenges that cause you to fail to achieve your plans?
- How would you prefer these challenges to be addressed?

While conducting interviews, the researcher also observed the feelings and gestures of the respondents. Facial expressions that had a bearing on their responses were noted. Open-ended questions were asked in order to gain more information from the participants. The interviews helped to formulate the questionnaire (Struwig & Stead, 2001:12-125).

This process of observation according to Bailey (1987:240-244) is more open and flexible in that it is not limited to a response but takes non-verbal behaviour into consideration. The process is, therefore, natural instead of being just a reaction.

The relevant steps to be followed as recommended by Bailey (1987:245) include deciding on the goals of the study; deciding on the group for subjects to be observed; gaining entry to the group; gaining rapport with the subjects being studied; conducting the study by observing and recording field notes over a period of time; dealing with crises that occur such as confrontations with participants who think you are some sort of spy; exiting from the observation study; analysing the data and writing a report presenting the findings.

4.8 CONSTRUCTION OF THE QUESTIONNAIRE

Questions were constructed in English. The questionnaire consisted of a 5-point Likert scale which focused on the respondent's view about present ethical practices, the challenges he/she faced at the workplace and how he/she perceived an ideal ethical practice to be realised. According to Babbie and Mouton (2001: 644), this type of questioning is considered to be advantageous in that it improves the levels of

Measurement in social research through the use of standardised response categories in survey questionnaires. Likert scale questions use response categories such as strongly agree, agree, disagree and strongly disagree.

The first part of the questionnaire requested biographical data from the respondents. The questionnaire was drafted using among others the amassed literature review which is documented in both chapter two, three and included the findings from the exploratory fieldwork.

The questionnaire also allowed for the participants to provide further explanations or clarification to support the choices in their answers (open-ended questions). According to Bailey (1987:120), these questions are advantageous in that they allow the respondents to answer in detail, provide more opportunity for creativity on the part of the respondents and they can be used when all the possible answer categories are unknown.

The questionnaires were tailored according to the different stakeholders.

- The school management team questionnaire consisted of 17 questions.
- The school governing body questionnaire consisted of 13 questions.
- The representative council of learners' questionnaire consisted of ten questions.

This amounted to a total of 40 questions. The pilot questionnaires are attached as Annexure B at the end of this study.

4.9 ETHICAL CONSIDERATIONS

Permission was obtained from the principals of schools and all the participants who formed part of this research in responding to the questionnaire and individual interviews. In all cases all the candidates were willing to take part. Owing to time constraints and other commitments, a telephone interview was conducted with a few members of the

school management teams as arranged with their permission. Respondents were assured that all information provided would be treated as confidential and that the results would be used for research purposes only. The rights of the participants were clearly indicated including their right to the research findings.

In order to gain their trust, participants were assured of anonymity regarding their identities and that their names would not be linked to the type of information that was used. Each respondent was also asked to complete a letter of consent. Letters were also addressed to parents of representative council of learners' members to seek permission to interact with them in the research process (attached as Annexure A).

4.10 RESEARCH FINDINGS

All questionnaires were scientifically analysed by the Statistical Consultation Services at the Potchefstroom Campus of the North-West University as indicated in chapter one. The processing of data and verification of findings are attached as annexure D.

This chapter will draw conclusions based on the discussions and scientific findings and make recommendations regarding addressing strategic leadership challenges.

4.11 ANALYSIS AND INTERPRETATION OF THE FINDINGS

The following section 4.11.1 to 4.11.5 presents the analysis and interpretation of the findings.

4.11.1 SECTION A: Biographical information and leadership experience of school governing body members

The biographical information indicates the respondents' level of experience in leadership positions within South African public schools. This information is vital in

determining the respondents' knowledge of systems, processes and procedures with regard to leading public schools.

Table 5.1 and 5.2 below illustrate the biographical data obtained from the semi-structured interviews with school governing body members.

Table 5.1: Ages of school governing body respondents

Below 30 years	30 – 35 years	35 – 40 years	More than 40 years
6%	18%	41%	35%

Table 5.2: School governing body respondents' proficiency in English

Speaking	Fair = 24%	Good = 76%
Writing	Fair = 18%	Good = 82%
Reading	Fair = 18%	Good = 82%

4.11.2 SECTION B: Semi-structured interviews with the school governing body respondents

In this section, the challenges confronting school governing body members are measured. This measurement is important to determine the competency and efficiency of school governing body members with regard to their roles and responsibilities.

Challenge B1: All the members of the governing council know exactly what their roles are and they are competent to perform them.

This statement determined whether governing body members were aware of section 16 of South African Schools Act 84 of 1996, which stipulates that governance in a public school is their responsibility. It was also meant to find out whether they had been trained to take charge of their roles fully.

Responses	Percentages
Almost always	12%
Usually	6%
Sometimes	35%
Seldom	41%
Almost never	6%

Interpretation of the results of challenge B1

Of the members, 47% indicated that they did not know their responsibilities or roles whilst 35% were not sure of the whole scope of their roles. Only 18% of the respondents indicated that they were fully aware of what their roles entailed. Since 82% of the respondents did not know their responsibilities, this was indeed a challenge within Breyten Circuit public schools.

Challenge B 2: The governing body regularly follows a programme of activities which guides them in all their meetings.

This statement was based on Hersey and Blanchard's theory of task behaviour which asserts that policies are to be communicated and implemented, indicating who should do what, when, where and how (Nel et al. 2004:341).

Responses	Percentages
Almost always	35%
Usually	41%
Sometimes	18%
Seldom	0
Almost never	6%

Interpretation of the results of challenge B2

A large majority of the respondents (94%) agreed about the necessity of having an agenda to guide them during meetings, which is recommended for successful management of tasks. Only 6% indicated that they did not plan an agenda for their meetings and programmes for their activities. This was not regarded as a challenge although the researcher did observe there are small areas that need attention.

Challenge B3: The governing body is well supported by the parent community of the school.

The statement was meant to rate the support the school governing bodies received from parents and also to identify possible challenges that parents posed to governing bodies.

Responses	Percentages
Almost always	18%
Usually	18%
Sometimes	35%
Seldom	24%
Almost never	6%

Interpretation of the results of challenge B3

Of the respondents, 65% indicated that parents did not support the leadership. The interviews revealed that parents did not attend meetings, did not pay school funds and also failed to provide uniforms for their children. This problem could, therefore, be confirmed as one of the observed challenges identified by the researcher.

Challenge B4: Is there a good relationship between the governing council, school management team and the representative council of learners?

This question was meant to determine whether the three structures operated on task- or relationship-oriented methods in which they promoted interpersonal relations over tasks in whatever situation.

Responses	Percentages
Almost always	53%
Usually	18%
Sometimes	12%
Seldom	12%
Almost never	12%

Interpretation of the results of challenge B4

The results revealed that there was a good relationship between the school governing bodies and other school leadership structures such as the school management teams and representative councils of learners. Most of the respondents (70%) agreed with the above statement with only 24% disagreeing. This was, therefore, not regarded as a challenge although the researcher did observe there are small areas that needed to be practised.

Challenge B5: The Education Department adequately supports school governing bodies in terms of achieving their tasks.

This statement was meant to determine the availability of resources as one of the forces in every situation influencing the leader's choices.

Responses	Percentages
Almost always	18%
Usually	6%
Sometimes	29%
Seldom	33%
Almost never	12%

Interpretation of the results of challenge B5

Three quarters (76%) of the respondents disagreed with the statement. They asserted that The Education Department did not support school governing bodies in their tasks. Reasons stated included poor funding as a result of wrong quintiling leading to a lack of resources. This caused school governing bodies to be ineffective in achieving their roles, and was supported by the findings of the semi-structured interviews, in which it was indicated that only one training workshop was conducted for school governing bodies during the 2006 – 2008 term. The majority of the school governing body members (83%) were not aware of the scope of their roles as indicated in challenge number 1. This problem could, therefore, be confirmed as one of the observed challenges by the researcher.

Challenge B6: How do you rate your efficiency and effectiveness in fulfilling your roles?

This question was meant to allow the respondents to rate themselves in terms of achievement of tasks and furthermore to probe regarding the challenges experienced.

Responses	Percentages
Almost always	6%
Usually	21%
Sometimes	59%
Seldom	6%
Almost never	0%

Interpretation of the results of challenge B6

Two thirds (65%) indicated that they were challenged when it came to effectiveness and efficiency of task achievement as opposed to 35% who did not deem these areas to be problematic. The 35% of respondents might have been influenced by the training they had received or their general knowledge pertaining to their roles. This problem was, therefore, confirmed as a challenge which needed to be addressed.

Challenge B7: The school governing body finds it easy to formulate the different school policies including implementing them.

This statement was meant to determine whether school governing bodies were able to draft policies and implement them effectively.

Responses	Percentages
Almost always	6%
Usually	24%
Sometimes	35%
Seldom	35%
Almost never	0%

Interpretation of the results of challenge B7

More than two thirds (71%) of the respondents agreed that they experienced difficulties in formulating different school policies and implementing them. This was mainly owing to a lack of training which resulted in inconsistencies in the implementation of relevant policies. This issue could, therefore, be indeed confirmed as a challenge.

4.11.3 SECTION A: Biographical information and leadership experience of the representative council of learners

The biographical information indicates the respondents' level of experience in leadership positions within South African public schools. This information was vital in determining the respondents' knowledge of systems, processes and procedures with regard to leading public schools.

Table 6 below illustrates the biographical data obtained from the semi-structured interviews with representative council of learners' members.

Grade	Percentage
9	10.5%
10	31.5%
11	37%
12	21%

Based on the biographical information, the majority of the representative council of learners' members were inexperienced in leadership. This was confirmed by the fact

that their leadership was valid for only a year and thereafter elections were conducted for new leadership for the following year.

4.11.4 SECTION B: Semi-structured interviews with members of the representative council of learners

In this section, challenges confronting representative council of learners’ members were measured. This measurement was important to determine how well members knew their roles and how competent they were in executing their tasks.

Challenge B8: Rate your relationship with the leadership structures of the school such as the school management team and the school governing body.

This statement was meant to identify the support the representative council of learners received from the school management team and the school governing body in order to fulfil their tasks and roles with success.

Responses	Percentages SMT	SGB	Total
Poor	5%	11%	8%
Fair	37%	37%	34%
Good	58%	58%	58%

Interpretation of the results of challenge B8

Of the respondents, 58% in this instance rated their relationship with the school governing bodies and the school management teams as good. This statement could, therefore, not be confirmed as a challenge since the relationship between the representative councils of learners, school management teams and school governing bodies was effective.

Challenge B9: Are all the members of the representative councils of learners sure of what their roles are? As indicated by Swanepoel et al. (2003:351), situational leadership expects the leadership and subordinates to know their roles. These are roles that are stipulated by South African Schools Act 84 of 1996 and were discussed in chapter 3 of this study.

Responses	Percentages
Not Very Sure	21%
Sure	47%
High	32%

Interpretation of the results of challenge B9

A majority (79%) of the respondents indicated that they understood their roles and responsibilities whilst 21% were not sure. This could be due to the developmental level or maturity of individuals as indicated above. Just over half (58%) indicated that they received average support from other learners and the same percentage rated the support they gave to one another as good. This issue could, therefore, not be confirmed as a challenge.

Challenge B10: In order to accomplish your tasks, how would you rate the support you receive from other learners whom you are leading?

The purpose of this question was to determine the leader-follower relationship between learners in Breyten Circuit public schools.

Responses	Percentages
Low	26%
Average	53%
High	16%

Interpretation of the results of challenge B10

A small percentage (26%) indicated that they received low support from other learners whilst 16% indicated that they received high support. The issue of discipline and respect was considered to be a contributory factor. Since 80% rated support from learners to be average and low, this was confirmed as a challenge.

Challenge B11: How do you rate the relationships amongst yourselves as members of the representative councils of learners?

This was to determine the inter-relationships among representative councils of learners members and the support they gave to one another to ensure that they achieved their shared vision or goals.

Responses	Percentages
Poor	5%
Fair	37%
Good	58%

Interpretation of the results of challenge B11

Only 5% indicated that they were not well supported by other representative council of learners' members. This was not regarded as a challenge since 95% rated their relationship as supportive.

Challenge B12: How do you rate the quality of tasks that you complete as leaders? This question was meant to determine the representative councils of learners' competency in and commitment to tasks and also identify possible challenges in the attainment of the above.

Responses	Percentages
Poor	11%
Fair	53%
Good	37%

Interpretation of the results of challenge B12

A small percentage (11%) of the respondents rated the tasks they completed to be of poor quality. Reasons provided in this instance included representative council of learners' members not cooperating or being fully involved in leadership processes. This could not be regarded as a challenge as 89% rated the quality of their tasks as fair and good.

Challenge B13: How often do you meet as the representative council of learners according to your programme per term?

This question was meant to determine whether the representative councils of learners had a programme in place that guided their activities and provided detailed tasks to be done such as, when, how, by whom and where the tasks would be completed.

Responses	Percentages
1 – 3 times	61%
4 – 6 times	33%
7 – 8 times	6%

Interpretation of the results of challenge B13

It was a cause for concern that 61% indicated that they held fewer than three meetings per term. There was a need for more meetings in order to ensure that the members of the representative councils of learners became skilled. However, as the respondents indicated that they had programmes that guided them in their activities, this was not regarded as a challenge.

Challenge B14: How do you rate your leadership in terms of crisis or conflict management?

This question was meant to determine the maturity of representative council of learners' members and determine their management of crisis of conflict situations.

Responses	Percentages
Poor	22%
Fair	61%
Good	17%

Interpretation of the results of challenge B14

A small percentage of respondents (17%) indicated that they were good at crisis management whilst 61% considered that they coped fairly well as opposed to the 22% who were not doing well at all. The results were, however, doubtful because of the lack

of maturity of representative council of learners' members who might not clearly understand their roles. This could, therefore, not be confirmed as a challenge since only 22% of the respondents rated their leaders as poor in terms of crisis and conflict management.

4.11.5 SECTION A: Biographical information and leadership experience of school management team members

The biographical information indicated the school management council respondents' level of experience in leadership positions within South African public schools. This information was vital in order to determine the respondents' knowledge of systems, processes and procedures with regard to leading public schools.

Table 7.1 and Table 7.2 below illustrate the biographical data obtained from the semi-structured interviews with the school management team members.

7.1 Qualifications

Responses	Percentages
M+3	4%
M+4	4%
M+5	92%

7.2 Teaching Experience

Responses	Percentages
3 – 7 years	21
7 – 1 years	37
More than 11 years	42

This biographical information was meant to determine levels of qualification and experience of the respondents.

4.11.6 SECTION B: Semi-structured interviews with members of the school management teams

In this section, the challenges confronting school management team members were measured. The measurement was important in order to determine how members coped with the challenges, the impact of such challenges and their competency in handling them.

Challenge B15: Are you appointed in a permanent or acting capacity?

This question was aimed at identifying possible challenges caused by employment conditions which leaders might be experiencing.

Responses	Percentages
Acting	29%
Permanent	71%

Interpretation of the results of challenge B15

A quarter (29%) of the respondents indicated that they held acting positions as opposed to 71% who were permanently appointed. As indicated by school management team respondents in the semi-structured interviews, acting positions were capacitative but they did not guarantee that the incumbent would automatically be appointed permanently. Acting management positions created conflict among followers but the issue could, however, not be confirmed as a challenge because 71% of respondents indicated that they held permanent leadership positions.

Challenge B16: How long have you been serving in your current position?

This question was meant to determine the maturity (experience) of management members in leadership positions.

Responses	Percentages
1 – 3 yrs	42%
3 – 5 yrs	21%
5 years and more	38%

Interpretation of the results of challenge B16

Nearly two thirds (62%) of the respondents had fewer than five years' experience in their positions, whilst only 38% had experience of five years and more in their current positions. This issue could be confirmed as a challenge since experience is also important in leadership.

Challenge 17: How many educators are you mentoring/supervising in your department?

This question was aimed at determining the number of tasks that the respondents were responsible for based on the number of followers they were supervising.

Responses	Percentages
1 – 5 followers/subordinates	33%
5 – 10 followers/subordinates	42%
10 and more followers/subordinates	25%

Interpretation of the results of challenge 17

Of the respondents, 33% indicated that they mentored fewer than five followers whilst 42% were supervising between five and ten followers and 25% were leading between ten and more followers. This might have a bearing on the quality of tasks completed especially if the leader was not well skilled or was inexperienced. This issue could be confirmed as a challenge.

Challenge B18: Since you work with policies that should assist in the monitoring of educators and learners in the class, how many policies do you currently have in your department?

This question was meant to establish the knowledge of respondents regarding policy as a means to facilitate proper management and leadership

Responses	Percentages
1 – 3	29%
3 – 5	33%
5 and more	38%

Interpretation of the results of challenge B18

Of the respondents, 38% indicated that their department had more than five policies. Although there was a need for policies in public schools in order to provide consistent practice, this could not be confirmed as a challenge as there is no study that confirms that the greater the number of policies, the fewer the leadership challenges.

Challenge B19: Are all school members (educators and learners) aware of all relevant policies?

This question was meant to determine the implementation of policies based on how the policies were communicated to followers.

Responses	Percentages
No	13%
Not sure	21%
Yes	67%

Interpretation of the results of challenge B19

Policies should be communicated to ensure their effective execution and/or proper implementation. The school management team's responsibility was to communicate with all stakeholders in terms of co- and extra-curricular policy activities. This issue

could, however, not be regarded as a challenge as 67% of respondents indicated that they were aware of all relevant policies.

Challenge B20: Were you ever inducted on the scope of work and your responsibilities after being employed?

This question was meant to establish challenges that were brought about by employment, where quality of tasks might be compromised by incompetence influenced by lack of induction programmes.

Responses	Percentages
Yes	58%
No	42%

Interpretation of the results of challenge B20

Of the respondents, 58% indicated that they had been inducted as opposed to 42% that had not been inducted. The number not inducted is very high (42%) and could further contribute to the challenges experienced in Breyten Circuit public schools.

Challenge B21: The responsibilities of leadership are demanding. How do you rate your responsibilities?

This question was meant to establish whether the respondents understood their scope of work and the demands in that regard.

Responses	Percentages
Not challenging	0%
Challenging	50%
Highly challenging	50%

Interpretation of the results of challenge B21

Half of the respondents (50%) indicated that they were challenged by their responsibilities whilst the other 50% indicated that they were not. Respondents that were not challenged might be influenced by various factors such as maturity, experience, knowing one's roles and responsibilities. This issue could, therefore, be confirmed as a leadership challenge in Breyten Circuit public schools.

Challenge B22: How successful are you in managing your department, your followers and their tasks?

This question was meant to determine respondents' competency in leadership which could be attributed to a number of factors.

Responses	Percentages
Need to be assisted	4%
Successful on average	75%
Highly successful	21%

Interpretation of the results of challenge B22

Three quarters (75%) of the respondents indicated that they were successful in managing their departments; 21% indicated that they were highly successful as opposed to only 4% that believed that they needed assistance in order to be competent. This statement could, therefore, not be confirmed as a challenge as 95% of respondents rated themselves as successful.

Challenge B23: Is there a relationship between the way you relate to your followers and the manner in which you get them to do their tasks well?

The question was aimed at establishing the knowledge of respondents regarding relationships between themselves and their followers as this influenced the quality of the tasks that they might achieve.

Responses	Percentages
I don't know	13%
I disagree	4%
I agree	83%

Interpretation of the results of challenge 23

A high percentage (83%) of the respondents believed that the relationship between the leader and followers mattered in determining the success of the accomplishments of individual and institutional tasks. In this regard, Robbins (1996:423) and Gill (2006:43) indicate that in a situational relationship, success is based on the relationship between the leader and the follower. This issue cannot be regarded as a challenge since 83% of the respondents indicated that this was not the case.

Challenge B24: Would you agree that some followers are competent but lack the commitment to do their tasks well?

This question was aimed at determining follower commitment and relations with the leaders which could be a factor creating challenges for the leaders.

Responses	Percentages
I don't know	4%
I disagree	4%
I agree	92%

Interpretation of the results of challenge B24

Of the respondents, 92% indicated that some of their followers were competent but lacked the commitment to do the tasks well themselves. In chapter 2 of this study, reference is made to leadership styles based on the developmental or maturity level of followers. In this case, the participative leadership style needs to be applied. This issue could, therefore, be confirmed as a challenge which needed to be addressed.

Challenge B25: Please rate the frequency of your usage of the following leadership styles: telling, selling, participating and delegating.

This statement was designed to determine the type of leader each respondent was. Telling leaders define the roles and tasks of the followers through dictating what, how, when and where whilst supervising them closely. They are high on task and low in relationships and are autocratic (Swanepoel et al. 2003:350)

B25.1 Telling

Responses	Percentages
Rarely	21%
Moderately	38%
Highly	42%

Interpretation of the results of challenge B25.1

Of the respondents, 42% indicated that they used the telling leadership style a great deal compared to 38% who used it moderately and 21% who rarely used it, resulting in the majority of respondents being autocratic.

Selling leaders believe in a two-way communication between them and their followers (Nel et al. 2001:360-361). They are high on task and high on relationship. They are directive. This could be understood as a challenge since the usage of this style reflects the nature of followers' level of maturity.

B25.2 Selling

Responses	Percentages
Rarely	21%
Moderately	67%
Highly	13%

Interpretation of the results of challenge B25.2

Of the respondents, 67% indicated that they used the selling style of leadership moderately as compared to the 13% who used it highly and the 21% who rarely used it. This was not a challenge since 67% of the respondents indicated moderate usage of this style.

B25.3 Participating

Responses	Percentages
Rarely	8%
Moderately	42%
Highly	50%

Interpretation of the results of challenge B25.3

Half (50%) of the participants used the participating leadership style highly as compared to 42% who used it moderately and 8% who rarely used it. This was not regarded as a challenge as 92% of respondents made use of the participative style to some degree.

B25.4 Delegating

Responses	Percentages
Rarely	38%
Moderately	46%
Highly	17%

Interpretation of the results of challenge B25.4

Fewer than half (46%) of the respondents used the delegating style of leadership moderately whilst 38% used it rarely and 17% used it highly. This was considered a challenge as there were too few respondents who used the style highly. This determined the type of relationship which existed between the leaders and the followers based on the tasks.

Leadership styles should be informed by the developmental level of the followers and require flexibility on the part of the leader as followers may not be competent in all the tasks as indicated in chapter two, by Fox et al. (1991:103).

Challenge B26: In your leadership role, how would you rate your competency in knowing what is to be done and doing it properly?

This question was meant to determine the level of competency and commitment of each leader in executing his/her roles and responsibilities.

Responses	Percentages
Low	4%
Moderate	63%
High	33%

Interpretation of the results of challenge B26

Two thirds of the respondents (67%) rated their competency as average in knowing what was to be done and doing it successfully. This was confirmed as a challenge of competency and commitment or willingness as indicated in chapter two. If, for example, policies were in place and were wrongly interpreted, there would be challenges of inconsistency and standards would be low.

Challenge B27: How do you rate yourself in terms of your willingness and ability to work with others in order to achieve shared success?

This question was meant to determine each of the respondents' developmental levels in terms of relationships and understanding of team work.

Responses	Percentages
Low	4%
Moderate	33%
High	63%

Interpretation of the results of challenge B27

Only 4% were unwilling and unable to work with others. This was not considered to be a challenge as 96% of respondents indicated their willingness to work with others.

4.12 CHALLENGES LISTED BY THE RESPONDENTS

Apart from challenges that were identified through the administration of the questionnaires, respondents were given the opportunity to list any other challenges not included in the questionnaires. The challenges identified by the respondents include:

- Lack of leadership skills in dealing with abused learners
- Leadership challenges that are caused by HIV and AIDS at school
- Unions and their influence in shaping or breaking the school
- Pregnancies and other challenges caused by child-headed families

4.13 CONCLUSION

In this chapter, detailed explanations were given regarding the research design and research methods (4.3). The scope of the study was outlined and an empirical research was conducted where data were gathered by means of questionnaires and semi-structured interviews (4.8). All data were statistically analysed. Tables were used to represent the response-related percentages with regard to the different identified challenges (4.11). Respondents also had the opportunity to list any other challenges not captured in the semi-structured interviews and questionnaires (4.12).

Chapter five provides a summary of the research. It also presents the summary of the literature and empirical findings. From discussions of the findings, recommendations are made in order to solve the research problem.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter discussed the empirical research where research methods and designs were outlined, data collected and analysed scientifically. The main outcomes of the literature study and empirical investigation, including the findings on the research objectives, are presented in this chapter. These findings, together with the literature study, form the basis for the recommendations that are made in order to address the challenges associated with leadership positions in the Breyten Circuit public schools.

In generating the conclusions for this research, five questions that were raised in the first chapter are considered individually. The conclusions for each of these questions are based on the findings presented in chapters two, three and four.

5.2 SUMMARY OF THE STUDY

In chapter one the orientation and problem statement, research objectives, central theoretical arguments and the research methodology were addressed. Five research objectives were outlined, five research questions given and four leading theoretical statements were made.

Chapter two focused on the theories, principles and models of strategic leadership. Key concepts such as leadership and strategic leadership were discussed. The difference between management and leadership was also discussed. A situational leadership theory was discussed in detail and it was made applicable to the situation in Breyten

Circuit public schools where it inter alia outlined the unique and significant challenges experienced by the leadership of each school.

Chapter three outlined the nature and roles of the relevant leadership positions in South African public schools. It discussed the legislative framework such as The South African Schools Act 84 of 1996 and the Employment of Educators Act 76 of 1998. Legislation plays an important role in the regulation of basic education in SA. Legislation and policy can be regarded as the most important influence of the government and serve as a yardstick to measure its priorities. Chapter three also reflected on the roles of the principals, deputy principals, senior education specialists, school governing bodies and representative councils of learners.

Chapters two and three concentrated on the first three objectives of the study: namely, to gain answers to the following questions:

- What do leadership issues in SA schools entail?
- What are the theories, principles and models of strategic leadership?
- What are the roles and job descriptions of leaders in public schools according to the South African Schools Act and the Employment of Educators Act?

Chapter four investigated the leadership challenges in Breyten Circuit schools. Specific challenges were identified by the researcher. The underlying logic of the empirical research used to investigate the study was elaborated on in this chapter.

A structured questionnaire and interviews formed the basis of the discussion. The questionnaire as a basic research mechanism was explained. The questionnaire included a biographical introductory section for data collection which aimed at gathering information that might help the researcher understand the responses. The collected data were scientifically analysed and findings were presented. During the discussion of findings of the empirical research, attention was paid to the following issues:

- Challenges experienced by leadership in public schools

- Any other problems identified by the respondents during the completion of the questionnaires (objective four of the study)

Chapter five summarises the study and explains the results of the empirical study. By interpreting the research results the leading theoretical arguments are evaluated as true or false.

5.3 CONCLUSIONS

To conclude, it will be indicated whether the objectives of this study were achieved and whether the leading theoretical arguments were right or wrong. An analysis of the objectives is subsequently presented to indicate whether the study was successful.

The first objective was to provide a general theoretical and practical background of leadership issues at schools in South Africa. This objective was achieved by means of an analysis made of leadership issues in South African schools (chapter 1).

The second objective was to determine the theories, principles and models of strategic leadership. This objective was achieved by means of a literature review and documented sources (chapter 2).

The third objective was to explore the roles and job descriptions of leadership in public schools. This was achieved in chapter 3.

The fourth objective was to provide empirical evidence of strategic leadership challenges at Breyten Circuit public schools and scientifically analyse the evidence. This objective was achieved through dissemination of questionnaires to the relevant leadership structures within the Breyten Circuit schools: namely, the school management teams, school governing bodies and the representative councils of learners. Twenty seven questions were asked of respondents in order to analyse the issues. The results were as follows:

- (i) All the members of the governing council knew exactly what their roles were and they proved competent in this respect. However, 82% of the respondents indicated that they did not know their responsibilities. This was indeed a challenge within Breyten Circuit public schools.
- (ii) Of the school governing body respondents, 92% indicated that they had programmes that guided their activities and this was then not considered to be a challenge.
- (iii) There was an indication of low support given to the school governing bodies by the parents as rated by 65% of the respondents and this was regarded as a challenge at Breyten Circuit public schools.
- (iv) Good relationships existed between the school governing bodies and the other leadership structures at the schools, and this was then not viewed as a challenge as it was to the advantage of the schools.
- (v) The Department of Education was viewed as not supportive of school governing bodies in terms of providing resources. Of the respondents, 76% indicated that this was indeed a challenge.
- (vi) Two thirds of the respondents (65%) considered that effectiveness and efficiency in fulfilling their roles was problematic. This was then confirmed as a challenge in Breyten Circuit public schools.
- (vii) Owing to the lack of training, 71% of respondents indicated that they had problems with regard to the formulation and implementation of policies. This was regarded as a challenge as it resulted in inconsistencies within the circuit.
- (viii) The representative councils of learners appeared to have good relationships with other leadership structures such as the school management teams and the governing bodies. This was, therefore, not considered to be a challenge.

(ix) As 79% of representative council of learners' members indicated that they understood their leadership roles, this was not considered to be a challenge.

(x) The support given by learners to the representative councils of learners was regarded as a challenge as 53% claimed that they received average support whilst 26% received low support.

(xi) Only 5% of representative council of learners' respondents indicated that they did not receive support from other council members. The majority (95%) agreed that they were adequately supported by other representative council of learners' members. This was, therefore, not regarded as a challenge.

(xii) A majority (89%) of representative council of learners' respondents rated their tasks as fair and good. This could not be viewed as a challenge.

(xiii) All the representative council of learners' respondents indicated that they had programmes in place to guide their activities. This was, therefore, not regarded as a challenge.

(xiv) Only 22% of representative council of learners' respondents rated their leadership skills as poor in dealing with crisis and conflict management as opposed to 78% who regarded them as good. This was not regarded as a challenge.

(xv) As 71% of school management team respondents were employed in permanent positions as opposed to 29% that were in temporary positions, this was not regarded as a challenge.

(xvi) Since 62% have fewer than five years' experience in their leadership positions, this was confirmed as a challenge.

(xvii) Of the SMT respondents, 67% had five or more educators that they supervised. Given the fact that 62% had little experience, this could be confirmed as a challenge to the Breyten Circuit public school leadership.

(xviii) Having no effective policies in place was also confirmed to be a challenge within Breyten Circuit public schools.

(xix) Since 67% of school management team respondents indicated that policies were known by schools, this was then not regarded as a challenge.

(xx) Of the respondents, 42% were not inducted when they assumed their leadership posts and this implied that they were not fully informed about their roles and responsibilities. This was regarded as a challenge.

(xxi) Since 50% of school management team respondents indicated that their responsibilities were demanding, this was confirmed as a challenge. Effective support systems should be put in place to assist such leaders.

(xxii) Only 4% of school management team members considered that they were in need of assistance in managing their departments effectively. Because of the low percentage, this could not be confirmed as a challenge.

(xxiii) A majority (83%) of respondents of school management teams agreed that effective relationships existed between them and their followers in order to achieve tasks. This was, therefore, not regarded as a challenge.

(xxiv) A majority (92%) of school management team respondents indicated that some followers were competent but lacked the commitment to work on their own. This was regarded as a challenge.

(xxv) A majority (79%) of the school management team respondents used a telling leadership style. This style is commonly used when followers have low levels of maturity. This was viewed as a challenge in Breyten Circuit public schools.

(xxvi) Two thirds (67%) of school management team respondents indicated that competency levels of staff were low and this was confirmed as a challenge.

(xxvii) Since 96% of school management team respondents indicated their willingness to work with all stakeholders for the benefit of the school, this was not confirmed as a challenge.

The fifth objective was to make recommendations based on the findings in assisting leadership at schools to overcome identified challenges. Recommendations are presented in the next section.

5.4 RECOMMENDATIONS

The following recommendations are made based on the findings of the empirical research in order to ensure a worthwhile contribution to the improved functioning of leaders in public schools.

A number of challenges were identified in chapter 4 of this study. These challenges in Breyten Circuit public schools, however, cannot be fully addressed through this study alone owing to its limited scope.

Some research topics that may be good for future studies emanating from this research are:

- Policy implementation challenges in schools
- The impact of relocation of educators in rural schools
- Unionisation of schools and its challenges
- A comparative study of the challenges experienced in rural schools compared with those in urban schools.

However, the following solutions to the research problems are identified:

- Encourage leadership meetings at circuit level so that leaders in the same position are able to share their experiences and their practices.

- Organise a workshop to address the identified challenges in the form of training.
- Organise an indaba in which leaders from all the leadership structures at Breyten Circuit come together, and are able to raise their problems in the presence of the circuit manager and other officials from the regional/district office.
- Share these research findings with participating schools in the Circuit with a view to encouraging them to find solutions to the problems in their respective schools.
- Organise induction workshops to focus on the roles and responsibilities of all the leadership groups, including workshops for newly appointed leaders especially in school management teams.
- Ensure that leaders are employed permanently and not in an acting capacity over a long period of time where the school qualifies for such posts.
- Outsource workshop training for the different leadership groups, encouraging proof of understanding through portfolios of evidence. Candidates will then each be awarded a certificate of competency.
- Ensure that school governing body members are financially rewarded in order to inspire them to give their best services.
- Develop schools' skills audits in which parents will be profiled according to their skills. This will help the school when requiring services from parents and it will be a way to involve parents in supporting the school.
- The school could develop parents' evening meetings, during which reports are given and challenges identified and addressed.
- Grant discounts to parents who respond quickly to the requests of the school such as payment of school funds.

- Promote fundraising so as not to rely directly on the department for support. This can be done through establishing good relationships with private sectors and non-governmental organisations.
- Ensure that grade 12 learners achieve good results as this could become a marketing tool for the school and also build confidence in the leadership.
- Since there is a unit dealing with policy matters in the district, it would be advisable for schools to outsource such training either as individual schools or as a circuit.
- Extend the term of office of representative council of learners' members to two years instead of one year. This will afford them an opportunity to improve their past practices and help them to benchmark their progress.
- Redesign the Life Orientation curriculum to include more issues on leadership so that all the learners will be trained in leadership which they can apply both at school and outside.
- Encourage more team-building exercises amongst the leaders to promote cooperation and support for one another in their various projects or tasks.
- Organise conflict and stress management workshops for all the leaders at school level.
- Ensure that all the promotional posts that schools qualify for are filled; this will ease the burden on other leaders (school management teams) who have many followers to supervise.
- Provide more developmental training to educators through the school management teams' programme such as staff meetings during which they communicate and address their challenges.

- Promote educators' development through furthering their studies and enrolling for leadership training courses.
- Ensure that the department appoints only people with leadership qualifications in the school management team positions.
- The Department of Education should appoint more people at the district office who will assist schools to cope with their various challenges especially at leadership level.

5.5 FINAL CONCLUSIONS

The study has focused on the strategic leadership challenges at Breyten Circuit public schools. The empirical investigation as guided by the literature study, documentary and

policy analysis has revealed that indeed there are leadership challenges at Breyten Circuit public schools.

Although this study focused only on identifying the challenges, recommendations have been made to try to solve some of these problems. The results of this research will be communicated to the relevant schools with the hope that the recommendations will be able to assist Breyten Circuit public schools.

Through the circuit manager of Breyten Circuit, efforts will be made to direct the recommendations for the circuit to the district and the Department of Education.

BIBLIOGRAPHY

ALRECK, P. & SETTLE, R.B. 1985. The survey research handbook. Library of Congress catalogue: Sage Publications.

AMOS, T., RISTOW, A. & RISTOW, L. 1999. Human resource management. 2nd ed. Lansdowne: Juta & Company Ltd.

ANDRIOPOULOS, C. & DAWSON, P. 2009. Managing change, creativity & innovation. London: Sage Publications.

BABBIE, E. & MOUTON, J. 2001. The practice of social research. Cape Town: Oxford University Press Southern Africa.

BAILEY, K.D. 1987. Methods of social research. USA: Macmillan Publishing Co.

BLACK, S. 2001. Morale matters: When teachers feel good about their work, research shows student achievement rises. American school board journal. 188(1), 40-43.

BREWSTER, C., CAREY, L., DOWLING, P., GROBLER, P., HOLLAND, P. & WARNICH, S. 2003. Contemporary issues in human resources management: Gaining a competitive advantage. 2nd ed. Cape Town: Oxford University Press.

BRUNER, D.Y. & GREENLEE, B.J. 2000. Measures of work culture in high and low performing schools. Journal for Research in Schools. 7(2) Dec 71-76.

CHERRINGTON, D.J. 1994. Organisational Behaviour: The management of individual and organizational performance. 2nd ed. Massachusetts: Allyn & Bacon publishers.

CLARKE, A. 2007. The handbook of school management. Cape Town: Clyson publishers.

DAFT, R.L. 1999. Leadership: Theory and practice. New York: Harcourt Brace College Publishers.

DANIELS, C. & DANIELS, J.E. 2007: Measure of a leader. New York: McGraw-Hill Publishers.

- DAVIES, B. 2004. Developing the strategically focused school. *School Leadership and Management Journal*. 24(1) Feb.:11-27.
- FINK, D. 2005. *Leadership for mortals: Developing and sustaining leaders of learning*. New Delhi: Sage Publications.
- FOX, W., SCHWELLA, E. & WISSINK, H. 1991. *Public management*. Cape Town: Juta & Company Ltd.
- GERBER, P.D., NEL, P.S. & VAN DYK, P.S. 1998. *Human resource management*. Johannesburg: Thompson Publishers.
- GILL, R. 2006. *Theory and practice of leadership*. London: Sage Publications Ltd.
- HARRIS, A. & MUIJS, D. 2005. *Improving schools through teacher leadership*. Maidenhead: Open University Press.
- HELLRIEGEL, D., JACKSON, S.E., SLOCUM, J., STAUDE, G., AMOS, T., KLOPPER, H. B., LOUW, L. & OOSTHUIZEN, T. 2008. *Management*. 3rd ed. Cape Town: Oxford University Press.
- HERSEY, P. & BLANCHARD, K. Situational theory. Wikipedia, The Free Encyclopedia. Retrieved 19:03, May 1, 2010, from http://en.wikipedia.org/w/index.php?title=Hersey-Blanchard_situational_theory&oldid=355631005 Date of access: 12 April 2010
- HOPPERS, C.O., LUNDGREN, U.P., PAMPALLIS, J., MOTALA, E. & NIHLFORS, E. 2007. *Dilemmas of implementing education reforms: Explorations from South Africa and Sweden*. Sweden: Uppsala University.
- JAMES, M. 1998. *Using assessment for school Improvement*. London: Heinemann Educational publishers.
- KENNY, G. 2005. *Strategic planning and performance management. Develop and measure a winning book strategy*. London: British Library Cataloguing in Publication Data.
- LIKERT, R. 1987. *The human organization: Its management and value*. Tokyo: McGraw-Hill Kogakusha Ltd.

LUSSIER, R.N. & ACHUA, C.F. 2001. Leadership: Theory, application, skill development. USA: South Western College Publishing.

MAXWELL, J.C. 2004. The 4 pillars of leadership: Relationships, equipping, attitude and leadership. Cape Town: New Holland Publishing (South Africa) (Pty) Ltd.

MOUTON, J. & MARAIS, H.C. 1996. Basic concepts in the methodology of the social sciences. Pretoria: HSRC Publishers.

MPUMALANGA PROVINCIAL DEPARTMENT OF EDUCATION. 2010. EMIS Records: Statistics of schools post establishment. Nelspruit: Government Printer.

MPUMALANGA PROVINCIAL DEPARTMENT OF EDUCATION. 2010. Grade 12 performance statistics. Ermelo: Government Printer.

MUIJS, D. & REYNOLDS, D. 2005. Effective teaching: Evidence and practice, 2nd ed. London: Sage Publications Ltd.

NEALER, E. 2008. Strategic leadership. Study Guide for MPMA 813 ET. Potchefstroom: North West University.

NEL, P.S., GERBER, P.D., VAN DYK, P.S., HAASBROEK, G.D., SCHULTZ, H.B., SONO, T. & WERNER, A. 2001. Human Resource Management: 5th ed. Cape Town: Oxford University Press.

NEL, P.S., VAN DYK, P.S., HAASBROEK, G.D., SCHULTS, H.B., SONO, T. & WERNER, A. 2004. Human resource management. 6th ed. Cape Town: Oxford University Press Southern Africa.

PETERSON, K.D. 2000. Positive or negative? Journal of Staff development. 23(3), October 10-15.

PETERSON, T., HAYWARD, K.S. & NEILL, M. 2007. Students' perceptions of the interprofessional team in practice through the application of servant leadership principals. Journal of Interprofessional Care. 21(4) Aug.: 425-432.

RABEY, G. 1994. In charge: Supervising for the first time. London: Pitman Publishing Company.

REPUBLIC OF SOUTH AFRICA.1995. The Labour Relations Act 66 of 1995. Pretoria: Government Printer.

REPUBLIC OF SOUTH AFRICA. 1996. The South African Schools Act 84 of 1996. Government Gazette Vol. 377 no. 17579. Pretoria: Government Printer.

REPUBLIC OF SOUTH AFRICA. 1996. The Constitution of the Republic of South Africa. Act 108 of 1996. Pretoria: Government Printer.

REPUBLIC OF SOUTH AFRICA. 1998. Employment of Educators Act 76 of 1998. Pretoria: Government Printer.

REPUBLIC OF SOUTH AFRICA. 1999. The Public Finance Management Act 1 of 1999. Pretoria: Government Printer.

REPUBLIC OF SOUTH AFRICA. Department of Education. 2000. School Management Teams. Instructional Leadership. Pretoria: Government Printer.

REPUBLIC OF SOUTH AFRICA. Department of Education. 2004. Women in & into Management & Leadership positions: Training manuals. Pretoria: Government Printer.

ROBBINS, S.P.1996. Organisational behaviour: Concepts, controversies and application. 7th ed. New Jersey: Prentice Hall.

ROSNOW, R.L. & ROSENTHAL, R. 1999. Beginning behavioral research. A conceptual primer. USA: Prentice Hall, Inc.

ROUSOUW, D., LE ROUX, S.J. & GROENEWALD, D. 2003. Strategic engagement: Applied South African perspective. Pretoria: New Africa Books (Pty) Ltd.

SADLER, P. 1988. Managerial leadership in the post industrial society. England: Gower Publishing Company Limited.

SLEEGERS, P., WITZIERS, B. & KRUGER, M.L. 2007. The impact of school leadership on school level factors: Validation of a causal model. School Effectiveness and School Improvement Journal. 18(1) March: 1-20,.

SMIT, P.J., CRONE, G.J. de J., BREVIS, T. & VIBRA, M.J. 2007 Management principles: a contemporary edition for Africa. Cape Town: Juta and Company Ltd.

SQUELCH, L. 1994. Eight keys to effective school management in South Africa. Durban: Southern Book publishers (Pty) Ltd.

SRIVASTAVA, B.N. 1998. Managerial attribution and response: An empirical test of an attributional leadership model in India. *The Journal of Social Psychology*. 138(5): March 591-597.

STEWART, A.M. 1994. Empowering people. London: Pitman Publishing Company.

STRUWIG, F.W. & STEAD, G.B. 2001. Planning, designing and reporting research. Cape Town: Maskew Miller Longman (Pty) Ltd.

SWANEPOEL, B., ERASMUS, B., VAN WYK, M. & SCHENK, H. 2003. Human resource management: Theory and practice. 3rd ed. Cape Town: Juta and Company Ltd.

THOMPSON, A.A. & STRICKLAND, A.J. 1996. Strategic management concepts and cases 9th ed. Homewood: Irwin.

VAN DEVENTER, I. & KRUGER, A.G. 2003. An educator's guide to school management skills. Pretoria: Van Schaik Publishers.

WALKER, A. & DIMMOCK, C. 2004. A new approach to strategic leadership: learning-centredness, connectivity and cultural context in school design. *Journal on school leadership and management*. 24(1) February: 39-56.

WALTERS, H. 1999. Leadership and teamwork in a hostile environment: A true inspirational challenge. *Management Today*. 15(7) Jan: 10.

WELMAN, J.C. & KRUGER, S.J. 2001. Research methodology. Cape Town: Oxford University Press Southern Africa.

WILLIAMS, K. & JOHNSON, B. 2004. Introducing management: A development guide. London: British library cataloguing in publication data.

WOODS, P.A. 2005. Democratic leadership in education. London: Sage Publications Ltd.

YOUNG, M. & DULEWICZ, V. 2006. Leadership styles, change context and leadership performance in the Royal Navy. *Journal of Change Management*. 6(4) Dec: 383-396. DEC.

7. LIST OF ANNEXURES

7.1 ANNEXURE A

Letter of Consent

Research title: Strategic Leadership Challenges: The Case of Breyten Circuit in Mpumalanga Province

Researcher' s Surname: Netswera

Initials: A.S.

Address: P.O. Box 14, BREYTEN, 2330

Telephone number: 082 3854 357/ 017 8613 127

Study Supervisor: Mr M. Diedericks

Contact Numbers: 018 299 1629

I appreciate your willingness to participate in this research project.

- Your involvement in this study is voluntary. You are not obliged to divulge information you would prefer to remain private, and you may withdraw from the study at any time.
- The researcher will treat the information you provide as confidential. You will not be identified in any document, including the interview transcripts and the research report, by your surname, first name, or by any other information. You will be referred to in the documents under a code name. No one, other than the project leader, will be informed that you participated in this research.

- The research may include risks to you, but these will be minimal and no different to those encountered by people on a daily basis. Every effort will be made to minimise possible risks.
- The research findings will be made available to you should you request them.
- Should you have any queries about the research, now or in the future, you are welcome to contact the project leader at the above address.
- I appreciate your willingness to be involved in this research project.

I understand the contents of this document and agree to participate in this research.

.....

Signature

.....

Date

7.2 ANNEXURE B

QUESTIONNAIRE: SCHOOL MANAGEMENT TEAM (SMT)

The questionnaire is based on the theoretical framework in which the situational leadership model has been explained. The theory is based on task and relationship behaviour which is central to every situation where there is a leader and followers.

INSTRUCTIONS

Please indicate with a cross X in the spaces provided below.

BIOGRAPHICAL INFORMATION

1. What is your highest qualification?

M+3		M+4		M+5	
-----	--	-----	--	-----	--

2. How many years of teaching experience do you have?

3-7 years		7-11 years		11 and more	
-----------	--	------------	--	-------------	--

SCHOOL MANAGEMENT TEAM (SMT)

Place your cross in one of the boxes

1. What is your current position in the school management team?

Senior Education specialist	1	Deputy Principal	2	Principal	3
-----------------------------	---	------------------	---	-----------	---

2. How long have you served in this position?

1-3 years	1	3-5 years	2	5 years and more	3
-----------	---	-----------	---	------------------	---

3. Are you appointed in a permanent or in an acting position?

Acting	1	Permanent	2
--------	---	-----------	---

4. How many educators do you lead/supervise in your department?

1-5	1	5-10	2	10 +	3
-----	---	------	---	------	---

5. Since you work with policies that should assist in the monitoring of educators and learners in the classes, how many policies do you have in your department?

1-3	1	3-5	2	5 and more	3
-----	---	-----	---	------------	---

5. Are all your members, (educators and learners) aware of all these policies?

No	1	Not sure	2	Yes	3
----	---	----------	---	-----	---

Please provide a reason for your answer -----

6. Were you ever inducted on the scope of work and your responsibilities after being employed?

Yes	1	No	2
-----	---	----	---

7. The responsibilities of leadership are demanding. How do you rate your responsibilities?

Not challenging	1	Challenging	2	Highly challenging	3
-----------------	---	-------------	---	--------------------	---

Please provide a supporting reason for your answer -----

8. How successful are you in managing your departments, your followers and their tasks?

Need to be assisted	1	Moderately successful	2	Highly successful	3
---------------------	---	-----------------------	---	-------------------	---

Please provide a reason for your answer -----

9. There is a relationship between the way you relate to your followers and their getting their tasks done well.

I don't know	1	I disagree	2	I agree	3
--------------	---	------------	---	---------	---

10. Would you agree that some of the followers are competent but lack the commitment to do their tasks well?

I don't know	1	I disagree	2	I agree	3
--------------	---	------------	---	---------	---

Please provide a reason for your answer -----

11. Please rate your frequency on the usage of the following leadership styles

11.1 Telling	Rarely	1	Moderately	2	Highly	3
11.2 Selling	Rarely	1	Moderately	2	Highly	3
11.3 Participating	Rarely	1	Moderately	2	Highly	3
11.4 Delegating	Rarely	1	Moderately	2	Highly	3

12. In your leadership role, how would you rate your competency in knowing what is to be done and doing it properly?

Low	1	Moderate	2	High	3
-----	---	----------	---	------	---

Please provide a reason for your answer -----

13. How would you rate yourself in terms of your willingness and ability to work with others to achieve shared success?

Low	1	Moderate	2	High	3
-----	---	----------	---	------	---

14. How would you rate your flexibility, ability to adapt and work effectively within a variety of situations with other team members, and your followers?

Have not been trained in situation-specific model of management	1
Have been trained in situation-specific model of management and am practising	2
Understand and expertly use situational-specific model of management	3

15. Rate your competency level in self-regulation during conflict and under stress.

Do not deal with conflict well	1
Deny being in conflict with others	2
Know conflict management techniques	3
Aware of different conflict management styles and apply them to different situations	4

16. What are some of the challenges that you are experiencing as a leader?
(Please list them in order of priority/urgency and complexity)

17. If you were to address the challenges you listed above, what would some of the possible solutions be?

7.3 ANNEXURE C

QUESTIONNAIRE: SCHOOL GOVERNING BODIES

The questionnaire is based on the theoretical framework in which the situational leadership model has been explained. The theory is based on task and relationship behaviour which is central to every situation where there is a leader and followers.

INSTRUCTIONS

Please indicate with a cross in the spaces provided below.

SCHOOL GOVERNING BODIES

BIOGRAPHICAL INFORMATION

Please make a cross X over the right answer.

1. How old are you?

Below 30 years	30-35 years	35-40 years	40 years and over
----------------	-------------	-------------	-------------------

2. What is the highest standard that you have passed?

Grade 1-7	Grade 8-12	Tertiary qualifications
-----------	------------	-------------------------

3. Rate your proficiency in English

Speaking	Poor	Fair	Good
Writing	Poor	Fair	Good
Reading	Poor	Fair	Good

4. What are some of the things you would love to change in order to improve your school situation

INSTRUCTIONS

5. Please use the following ratings to answer the following questions:

- Almost always 1
- Usually 2
- Sometimes 3
- Seldom 4
- Almost never 5

Make a cross X over one of the numbers

6. The governing body has a programme that it regularly follows for all its meetings.

Almost always	1	Usually	2	Sometimes	3	Seldom	4	Almost never	5
------------------	---	---------	---	-----------	---	--------	---	-----------------	---

7. All the members of the governing council know exactly what their roles are and are competent in fulfilling them.

Almost always	1	Usually	2	Sometimes	3	Seldom	4	Almost never	5
------------------	---	---------	---	-----------	---	--------	---	-----------------	---

Please provide a reason for your answer -----

8. The governing body is well supported by all the parents at the school.

Almost always	1	Usually	2	Sometimes	3	Seldom	4	Almost never	5
------------------	---	---------	---	-----------	---	--------	---	-----------------	---

Please provide a reason for your answer -----

9. There is good relationship between the governing council, school management team and the learner representative council

Almost always	1	Usually	2	Sometimes	3	Seldom	4	Almost never	5
------------------	---	---------	---	-----------	---	--------	---	-----------------	---

Please provide a reason for your answer above-----

10. The department is well supportive of school governing bodies in terms of their achieving their tasks.

Almost always	1	Usually	2	Sometimes	3	Seldom	4	Almost never	5
------------------	---	---------	---	-----------	---	--------	---	-----------------	---

Please provide a reason for your answer -----

11. How do you rate your efficiency and effectiveness in achieving your roles?

Almost always	1	Usually	2	Sometimes	3	Seldom	4	Almost never	5
------------------	---	---------	---	-----------	---	--------	---	-----------------	---

Please provide a reason for your answer -----

12. The school governing body has no difficulty in formulating the different school policies and in implementing them.

Almost always 1	1	Usually	2	Sometimes	3	Seldom	4	Almost never	5
--------------------	---	---------	---	-----------	---	--------	---	-----------------	---

Please provide a reason for your answer -----

13. What are some of the challenges that you experience as a leader? -----

What are some of the possible solutions that might be used to address such challenges?

Thank you for your participation

7.4 ANNEXURE D

QUESTIONNAIRE: LEARNER REPRESENTATIVE COUNCIL

The questionnaire is based on the theoretical framework in which the situational leadership model has been explained. The theory is based on task and relationship behaviour which is central to every situation where there is a leader and followers.

INSTRUCTIONS

Please indicate your answer with a cross X in the spaces provided below:

LEARNER REPRESENTATIVE COUNCIL

1. In which grade are you?

8=	1	9=	2	10=	3	11=	4	12=	5
----	---	----	---	-----	---	-----	---	-----	---

2. Rate your relationship with the leadership of the school management team and the school governing body

SMT	=	Poor	1	Fair	2	Good	3
-----	---	------	---	------	---	------	---

Give a reason for your answer -----

SGB	=	Poor	1	Fair	2	Good	3
-----	---	------	---	------	---	------	---

Give a reason for your answer -----

3. Are you all sure of what your roles are in the LRC?

Not very sure	1	Sure	2	Highly sure	3
---------------	---	------	---	-------------	---

Provide a reason for your answer -----

4. For you to be able to accomplish your tasks, how do you rate the support you receive from other learners whom you are leading?

Low	1	Average	2	High	3
-----	---	---------	---	------	---

Provide a reason for your answer -----

5. How do you rate the relationships amongst the members of the LRC?

Poor	1	Fair	2	Good	3
------	---	------	---	------	---

Provide a reason for your answer -----

6. How do you rate the quality of tasks that you complete as leaders?

Poor	1	Fair	2	Good	3
------	---	------	---	------	---

7. How often do you meet as per your LRC programme per term?

1-3=	1	4-6=	2	7-9=	3
------	---	------	---	------	---

8. How do you rate your leadership in terms of crisis or conflict management?

Poor	1	Fair	2	High	3
------	---	------	---	------	---

9. Leadership is marked by a number of challenges. Name some of the challenges that you are experiencing that inhibit your success? -----

10. If you were to address the above challenges, what would you do? -----

Thank you for your participation.

Annexure E

EDITOR' S DECLARATION

I, Lynette Voigt, confirm that I edited the dissertation: STRATEGIC LEADERSHIP CHALLENGES AT SECONDARY SCHOOLS: THE CASE OF BREYTEN CIRCUIT IN MPUMALANGA PROVINCE by Simon Azwitamisi Netswera.

Student Number: 21199809

Mini-dissertation submitted in partial fulfilment of the requirements for the degree Master of Development and Management at the Potchefstroom Campus of the North-West University

Lyn Voigt: B. Mus. (Eng Hons) [Wits] H. Dip. Ed. [JCE]

Language Practitioner for 35 years

Date: 12 November 2010

School Governing Bodies 21
 12:20 Monday, November 16, 2009

The FREQ Procedure

	Cumulative		Cumulative	
OLD	Frequency	Per cent	Frequency	Per cent
1	1	5.88	1	5.88
2	3	17.65	4	23.53
3	7	41.18	11	64.71
4	6	35.29	17	100.00

	Cumulative		Cumulative	
STANDARD	Frequency	Per cent	Frequency	Per cent
1	1	6.67	1	6.67
2	4	26.67	5	33.33
3	10	66.67	15	100.00

Frequency Missing = 2

	Cumulative		Cumulative	
SPEAK	Frequency	Per cent	Frequency	Per cent
2	4	23.53	4	23.53
3	13	76.47	17	100.00

	Cumulative		Cumulative	
WRITING	Frequency	Per cent	Frequency	Per cent
2	3	17.65	3	17.65
3	14	82.35	17	100.00

	Cumulative		Cumulative	
READING	Frequency	Per cent	Frequency	Per cent
2	3	17.65	3	17.65
3	14	82.35	17	100.00

	Cumulative		Cumulative	
N6	Frequency	Per cent	Frequency	Per cent
1	6	35.29	6	35.29
2	7	41.18	13	76.47
3	3	17.65	16	94.12
5	1	5.88	17	100.00

The FREQ Procedure

		Cumulative		Cumulative	
N7	Frequency	Per cent	Frequency	Per cent	
	<i>ff</i>				
1	2	11.76	2	11.76	
2	1	5.88	3	17.65	
3	6	35.29	9	52.94	
4	7	41.18	16	94.12	
5	1	5.88	17	100.00	

		Cumulative		Cumulative	
N8	Frequency	Per cent	Frequency	Per cent	
	<i>ff</i>				
1	3	17.65	3	17.65	
2	3	17.65	6	35.29	
3	6	35.29	12	70.59	
4	4	23.53	16	94.12	
5	1	5.88	17	100.00	

		Cumulative		Cumulative	
N9	Frequency	Per cent	Frequency	Per cent	
	<i>ff</i>				
1	9	52.94	9	52.94	
2	3	17.65	12	70.59	
3	2	11.76	14	82.35	
4	2	11.76	16	94.12	
5	1	5.88	17	100.00	

		Cumulative		Cumulative	
N10	Frequency	Per cent	Frequency	Per cent	
	<i>ff</i>				
1	3	17.65	3	17.65	
2	1	5.88	4	23.53	
3	5	29.41	9	52.94	
4	6	35.29	15	88.24	
5	2	11.76	17	100.00	

		Cumulative		Cumulative	
N11	Frequency	Per cent	Frequency	Per cent	
	<i>ff</i>				
1	1	5.88	1	5.88	
2	5	29.41	6	35.29	
3	10	58.82	16	94.12	
4	1	5.88	17	100.00	

School Governing Bodies 23
 12:20 Monday, November 16, 2009

The FREQ Procedure
 Cumulative Cumulative

N12	Frequency	Per cent	Frequency	Per cent
1	1	5.88	1	5.88
2	4	23.53	5	29.41
3	6	35.29	11	64.71
4	6	35.29	17	100.00

School Governing Bodies 24
 12:20 Monday, November 16, 2009

The MEANS Procedure

Variable N Mean Std Dev Minimum Maximum

ff
 fff

SPEAK	17	2.7647059	0.4372373	2.0000000	3.0000000
WRITING	17	2.8235294	0.3929526	2.0000000	3.0000000
READING	17	2.8235294	0.3929526	2.0000000	3.0000000
N6	17	2.0000000	1.0606602	1.0000000	5.0000000
N7	17	3.2352941	1.0914103	1.0000000	5.0000000
N8	17	2.8235294	1.1850788	1.0000000	5.0000000
N9	17	2.0000000	1.3228757	1.0000000	5.0000000
N10	17	3.1764706	1.2862394	1.0000000	5.0000000
N11	17	2.6470588	0.7018882	1.0000000	4.0000000
N12	17	3.0000000	0.9354143	1.0000000	4.0000000

ff
 fff

Representative Council of Learners 25
 12:20 Monday, November 16, 2009

The FREQ Procedure

Cumulative Cumulative

GRADE	Frequency	Per cent	Frequency	Per cent
2	2	10.53	2	10.53
			117	
3	6	31.58	8	42.11
4	7	36.84	15	78.95
5	4	21.05	19	100.00

	Cumulative		Cumulative	
N2A	Frequency	Per cent	Frequency	Per cent
<i>ff</i>				
1	1	5.26	1	5.26
2	7	36.84	8	42.11
3	11	57.89	19	100.00

	Cumulative		Cumulative	
N2B	Frequency	Per cent	Frequency	Per cent
<i>ff</i>				
1	2	10.53	2	10.53
2	6	31.58	8	42.11
3	11	57.89	19	100.00

	Cumulative		Cumulative	
N3	Frequency	Per cent	Frequency	Per cent
<i>ff</i>				
1	4	21.05	4	21.05
2	9	47.37	13	68.42
3	6	31.58	19	100.00

	Cumulative		Cumulative	
N4	Frequency	Per cent	Frequency	Per cent
<i>ff</i>				
1	5	26.32	5	26.32
2	11	57.89	16	84.21
3	3	15.79	19	100.00

	Cumulative		Cumulative	
N5	Frequency	Per cent	Frequency	Per cent
<i>ff</i>				
1	1	5.26	1	5.26
2	7	36.84	8	42.11
3	11	57.89	19	100.00

Representative Council of Learners 26
12:20 Monday, November 16, 2009

The FREQ Procedure

	Cumulative		Cumulative	
N6	Frequency	Per cent	Frequency	Per cent
<i>ff</i>				
1	2	10.53	2	10.53
2	10	52.63	12	63.16
3	7	36.84	19	100.00

	Cumulative		Cumulative	
N7	Frequency	Per cent	Frequency	Per cent
1	11	61.11	11	61.11
2	6	33.33	17	94.44
3	1	5.56	18	100.00

Frequency Missing = 1

	Cumulative		Cumulative	
N8	Frequency	Per cent	Frequency	Per cent
1	4	22.22	4	22.22
2	11	61.11	15	83.33
3	3	16.67	18	100.00

Frequency Missing = 1

Representative Council of Learners 27

12:20 Monday, November 16, 2009

The MEANS Procedure

Variable	N	Mean	Std Dev	Minimum	Maximum
GRADE	19	3.6842105	0.9459053	2.0000000	5.0000000
N2A	19	2.5263158	0.6117753	1.0000000	3.0000000
N2B	19	2.4736842	0.6966923	1.0000000	3.0000000
N3	19	2.1052632	0.7374684	1.0000000	3.0000000
N4	19	1.8947368	0.6578363	1.0000000	3.0000000
N5	19	2.5263158	0.6117753	1.0000000	3.0000000
N6	19	2.2631579	0.6533763	1.0000000	3.0000000
N7	18	1.4444444	0.6156988	1.0000000	3.0000000
N8	18	1.9444444	0.6391375	1.0000000	3.0000000

fff

School Management Team (SMT) 28

12:20 Monday, November 16, 2009

The FREQ Procedure

ion

	Cumulative		Cumulative	
QUALIFIC	Frequency	Per cent	Frequency	Per cent
1	6	25.00	6	25.00
2	11	45.83	17	70.83
3	7	29.17	24	100.00

EXPERIEN	Frequency	Per cent	Cumulative Frequency	Cumulative Per cent
1	1	4.17	1	4.17
2	4	16.67	5	20.83
3	19	79.17	24	100.00

N1	Frequency	Per cent	Cumulative Frequency	Cumulative Per cent
1	15	62.50	15	62.50
2	6	25.00	21	87.50
3	3	12.50	24	100.

N2	Frequency	Per cent	Cumulative Frequency	Cumulative Per cent
1	10	41.67	10	41.67
2	5	20.83	15	62.50
3	9	37.50	24	100.00

N3	Frequency	Per cent	Cumulative Frequency	Cumulative Per cent
1	7	29.17	7	29.17
2	17	70.83	24	100.00

N4	Frequency	Per cent	Cumulative Frequency	Cumulative Per cent
1	8	33.33	8	33.33
2	10	41.67	18	75.00
3	6	25.00	24	100.00

School Management Team (SMT) 29

12:20 Monday, November 16, 2009

The FREQ Procedure

N5A	Frequency	Per cent	Cumulative Frequency	Cumulative Per cent
1	7	29.17	7	29.17
2	8	33.33	15	62.50
3	9	37.50	24	100.00

	Cumulative		Cumulative	
N5B	Frequency	Per cent	Frequency	Per cent
	ff			
1	3	12.50	3	12.50
2	5	20.83	8	33.33
3	16	66.67	24	100.00

	Cumulative		Cumulative	
N6	Frequency	Per cent	Frequency	Per cent
	ff			
1	14	58.33	14	58.33
2	10	41.67	24	100.00

	Cumulative		Cumulative	
N7	Frequency	Per cent	Frequency	Per cent
	ff			
2	12	50.00	12	50.00
3	12	50.00	24	100.00

	Cumulative		Cumulative	
N8	Frequency	Per cent	Frequency	Per cent
	ff			
1	1	4.17	1	4.17
2	18	75.00	19	79.17
3	5	20.83	24	100.00

	Cumulative		Cumulative	
N9	Frequency	Per cent	Frequency	Per cent
	ff			
1	3	12.50	3	12.50
2	1	4.17	4	16.67
3	20	83.33	24	100.00

School Management Team (SMT) 30
 12:20 Monday, November 16, 2009

The FREQ Procedure

	Cumulative		Cumulative	
N10	Frequency	Per cent	Frequency	Per cent
	ff			
1	1	4.17	1	4.17
2	1	4.17	2	8.33
3	22	91.67	24	100.00

	Cumulative		Cumulative	
T	Frequency	Per cent	Frequency	Per cent
	ff			
1	5	20.83	5	20.83
2	9	37.50	14	58.33
3	10	41.67	24	100.00

	Cumulative		Cumulative	
S	Frequency	Per cent	Frequency	Per cent
1	5	20.83	5	20.83
2	16	66.67	21	87.50
3	3	12.50	24	100.00

	Cumulative		Cumulative	
P	Frequency	Per cent	Frequency	Per cent
1	2	8.33	2	8.33
2	10	41.67	12	50.00
3	12	50.00	24	100.00

	Cumulative		Cumulative	
D	Frequency	Per cent	Frequency	Per cent
1	9	37.50	9	37.50
2	11	45.83	20	83.33
3	4	16.67	24	100.00

	Cumulative		Cumulative	
N12	Frequency	Per cent	Frequency	Per cent
1	1	4.17	1	4.17
2	15	62.50	16	66.67
3	8	33.33	24	100.00

School Management Team (SMT) 31
12:20 Monday, November 16, 2009

The FREQ Procedure

	Cumulative		Cumulative	
N13	Frequency	Per cent	Frequency	Per cent
1	1	4.17	1	4.17
2	8	33.33	9	37.50
3	15	62.50	24	100.00

	Cumulative		Cumulative	
N14A	Frequency	Per cent	Frequency	Per cent
1	5	100.00	5	100.00

Frequency Missing = 19

	Cumulative		Cumulative	
N14B	Frequency	Per cent	Frequency	Per cent
1	13	100.00	13	100.00

Frequency Missing = 11

	Cumulative		Cumulative	
N14C	Frequency	Per cent	Frequency	Per cent
1	6	100.00	6	100.00

Frequency Missing = 18

	Cumulative		Cumulative	
N15A	Frequency	Per cent	Frequency	Per cent
1	2	100.00	2	100.00

Frequency Missing = 22

	Cumulative		Cumulative	
N15B	Frequency	Per cent	Frequency	Per cent
1	1	100.00	1	100.00

Frequency Missing = 23

School Management Team (SMT) 32
12:20 Monday, November 16, 2009

The FREQ Procedure

	Cumulative		Cumulative	
N15C	Frequency	Per cent	Frequency	Per cent
1	9	100.00	9	100.00

Frequency Missing = 15

	Cumulative		Cumulative	
N15D	Frequency	Per cent	Frequency	Per cent
1	12	100.00	12	100.00

Frequency Missing = 12

School Management Team (SMT) 33
12:20 Monday, November 16, 2009

The MEANS Procedure

Variable	Label	N	Mean	Std Dev	Minimum	Maximum
<i>ff</i>						
<i>fffffffffffffff</i>						
QUALIFIC	ion	24	2.0416667	0.7506036	1.0000000	3.0000000
EXPERIEN		24	2.7500000	0.5316095	1.0000000	3.0000000
N1		24	1.5000000	0.7223151	1.0000000	3.0000000
N2		24	1.9583333	0.9078961	1.0000000	3.0000000
N3		24	1.7083333	0.4643056	1.0000000	2.0000000
N4		24	1.9166667	0.7755316	1.0000000	3.0000000
N5A		24	2.0833333	0.8297022	1.0000000	3.0000000
N5B		24	2.5416667	0.7210600	1.0000000	3.0000000
N6		24	1.4166667	0.5036102	1.0000000	2.0000000
N7		24	2.5000000	0.5107539	2.0000000	3.0000000
N8		24	2.1666667	0.4815434	1.0000000	3.0000000
N9		24	2.7083333	0.6902531	1.0000000	3.0000000
N10		24	2.8750000	0.4484272	1.0000000	3.0000000
T		24	2.2083333	0.7790276	1.0000000	3.0000000
S		24	1.9166667	0.5835921	1.0000000	3.0000000
P		24	2.4166667	0.6538625	1.0000000	3.0000000
D		24	1.7916667	0.7210600	1.0000000	3.0000000
N12		24	2.2916667	0.5500329	1.0000000	3.0000000
N13		24	2.5833333	0.5835921	1.0000000	3.0000000
N14A		5	1.0000000	0	1.0000000	1.0000000
N14B		13	1.0000000	0	1.0000000	1.0000000
N14C		6	1.0000000	0	1.0000000	1.0000000
N15A		2	1.0000000	0	1.0000000	1.0000000
N15B		1	1.0000000	.	1.0000000	1.0000000
N15C		9	1.0000000	0	1.0000000	1.0000000
N15D		12	1.0000000	0	1.0000000	1.0000000
<i>ff</i>						
<i>fffffffffffffff</i>						

