

**PERCEPTION OF STUDENTS AND  
TEACHERS ABOUT THE STYLES OF  
LEADERSHIP IN SECONDARY  
SCHOOLS IN THE MOLOPO DISTRICT  
OF THE NORTH - WEST PROVINCE.**

**BY**

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**SUBMITTED IN PART FULFILMENT OF  
THE REQUIREMENTS FOR THE  
DEGREE OF MASTER OF EDUCATION  
(EDUCATIONAL PSYCHOLOGY).  
UNIVERSITY OF BOPHUTHATSWANA.**

**DEPARTMENT: FOUNDATIONS OF EDUCATION**

**SCHOOL: EDUCATION**

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**DATE: MARCH 1995 /**

## ACKNOWLEDGEMENT

I am grateful to my supervisor, Prof Muhammad Maqsud, for his kind assistance and encouragement which he rendered throughout the duration of this project.

I would also like to express my gratitude to teachers and students of the three schools who participated as subjects in this study. My thanks go to the principals of three high schools who allowed me to draw samples from their schools.

Many thanks also to my colleagues for their cooperation and words of encouragement. Special thanks to Elda Smit, the librarian at Batswana High for providing valuable literature, Ilse Jacobs, and Mpho Tlhabanyane for providing me with their typing skills.

Finally, I am deeply indebted to my creator and cherisher; without divine assistance this research project would not have been possible.

**ABSTRACT**

In early 1994, there were a lot of disturbances in schools in Mmabatho-Mafikeng area of former Bophuthatswana. Among several other reasons, it was generally held by teachers in the affected schools that principals of these schools were more autocratic and less democratic in their leadership styles. Similarly, it was generally believed by students of high schools that their teachers and principals did not apply democratic principles in administering the schools. In addition, there was an issue in staffrooms that morale of teachers in schools affected by student disturbances was low and female teachers were more affected than their male counterparts. The above mentioned feelings of teachers and students were just beliefs and perceptions without being substantiated by any empirical data. This researcher therefore became interested in collecting some relevant data to explore if such beliefs are based on reality.

Some research questions were formulated to focus on two aspects of the aforementioned issue: (i) perception of students and teachers about leadership styles; and (ii) morale of teachers. From the high schools in Mmabatho-Mafikeng area where serious student disturbances took place, two schools were randomly chosen. And one high school was also randomly chosen out of those high schools where no such student disturbances occurred. A sample, based on 60 teachers and 150 std. 9 & 10 students, was randomly drawn. Four questionnaires, containing Likert-type items, were constructed by the researcher to take estimates of perception of students and teachers about leadership styles and those of teachers' morale.

These questionnaires were given to the selected students and teachers with the request that they should complete and return them to the researcher. Despite repeated verbal reminders, a small number of teachers and students returned the completed questionnaires. It was not possible for the researcher to select other samples of subjects because the chosen high schools were closed due to the political turmoil. Under these circumstances, the researcher decided to analyse the available data and complete the research project.



The analysis of the data revealed that:

- (i) students perceived their teachers and school principals having characteristics of all three leadership styles (democratic, autocratic, and laissez-faire) but they apply democratic style of leadership significantly more than autocratic and laissez-faire styles of leadership;
- (ii) teachers perceived their school principals having characteristics of all three leadership styles, but they employ democratic style of leadership significantly more than autocratic and laissez-faire styles of leadership;
- (iii) in students' perception of leadership styles of their teachers, no significant sex differences were found;
- (iv) some sex differences in students' perception of leadership styles of their school principals were observed;
- (v) in teachers' perception of leadership styles of their school principals, no significant sex differences were found;

- (vi) there was no evidence to believe that teachers' morale working in the schools affected by the student disturbances was lower than those working in the schools not affected by the student disturbances; and
- (vii) female teachers' morale in the ~~S~~chools where disruptions occurred tended to be lower than their male counterparts.

The above findings led the researcher to believe that the variable of leadership styles adopted by the school principals and teachers was not the main cause of student disturbances in high schools in Mmabatho-Mafikeng area of former Bophuthatswana. Some other factors (e.g. political) were perhaps in operation to stir students in order to create unhealthy and chaotic circumstances in some schools in Mmabatho-Mafikeng area.

## DECLARATION

I, Noorullah Shaikhmag, hereby declare that "Perception of students and teachers about the styles of leadership in secondary schools in the Molopo District of the North-West Province of South Africa" is my own work and it is submitted in part fulfilment for the degree of Master of Education (Educational Psychology) to the University of Bophuthatswana, Mmabatho. It has not been submitted before for any degree or examination at any other university.

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*Capitol Texas  
and country*

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## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1 Schools as Social Organisation

The school is an organization wherein people hold different positions. The main role players in schools are: principals, teachers and students. Behaviours of these role players are guided by formal rules and regulations as well as strongly held expectations regarding role relationships (Guskin & Guskin, 1970: 140). Guskin & Guskin (1970) added that expectations can emerge from four main sources in a school: colleagues, supervisors, subordinates and individuals' own experiences. Bany & Johnson (1975: 166) wrote that organisational structures of schools assign certain responsibilities and duties to teachers but additional types of expectancies develop in the interrelationships of teachers, administrators and students.

Rhea (1968) suggested that high school students are helpless recipients of orders from teachers and administrators, but these students do not tend to be dissatisfied with their powerlessness. The findings of Rhea's study indicated that high school students thought highly of their superiors, particularly their teachers. Some other research in the USA indicated that the teachers are also subjected to a lack of power in running schools and they are vulnerable to

school administrators and the community (Guskin & Guskin, 1970: 153).

## 1.2 **Researcher's Observation**

This researcher has been working as a teacher at a high school in Mmabatho area of the North-West Province for many years. The routine activities of several high schools in the area were stopped by disruptions caused by students and sometimes by teachers. Discussions in staffrooms generally lead to believe that teachers appear to be dissatisfied with styles of leadership adopted by school principals. Students' grumblings also suggest their dissatisfaction with performance of both teachers and principals as leaders of their schools. In disruptive situations at high schools, teachers and students appear to be demoralized and female members of the affected school community are said to experience more stress as compared to their male counterparts. At present, these are all observations without any data to substantiate them. A research question therefore arises: How far are these perceptions supported by empirical data?

## 1.3 **Leadership**

Bany and Johnson (1975: 143) suggested that there are various types of leaders: (i) one who rises to power because of a unique ability; (ii) one who has some social position; (iii) one who is assigned to a position. There are several definitions of leadership. Bass (1960) considered "leadership as a kind of interaction that takes place between or among people" (Bany & Johnson, 1975:

143). In leadership, attempts are made to change the behaviour of one or more members of a group. And the functions of leadership include the following:

- (i) formulating policies and plans
- (ii) creating a positive group atmosphere
- (iii) maintaining morale
- (iv) building unity
- (v) avoiding threats
- (vi) facilitating communication
- (vii) providing knowledge of procedures and regulations
- (viii) adhering to a consistent set of principles
- (ix) providing opportunities for the group to participate in the solutions of group problems (Bany & Johnson, 1975: 155)

#### 1.4 **School Principal as Leader**

Edem (1982: 49) wrote that a school administrator is expected to have a clear understanding of the objectives of his school. Generally speaking, the aim of education is to: (i) enrich an individual's knowledge, (ii) foster the development of his personality, and (iii) prepare him for work. The principal of a school has to utilize and direct the behaviour of the available human resources of his school toward the realization of the aforesaid general objectives of education. Edem further suggested that the school principal is a leader with legal power

to protect his students against the excesses of his teachers and he is expected to resolve conflicts between pupils and teachers.

### 1.5 **School Teacher as Leader**

In their book entitled "Educational Social Psychology", Bany and Johnson (1975) wrote that the teacher in the classroom is a leader who is expected to achieve the learning objectives through successful leadership. His leadership aspect of teaching involves promoting internal environment which is conducive to encouraging the release of human potential and to enabling children to work together in classroom groups in order to achieve educational objectives. Johnson and Bany (1970) suggested two major functions of classroom leadership: facilitation and maintenance. Facilitative tasks include: (i) achieving cooperation and unity of effort, (ii) establishing standards and coordinating work procedures, (iii) improving conditions in the system by using problem solving, and (iv) modifying or changing conditions in the classroom system. The maintenance tasks include the following: (i) maintaining and restoring morale, (ii) handling conflict to advantage, (iii) helping groups to meet changes in the environment, and (iv) reducing stress and anxiety.

### 1.6 **Leadership Styles**

In an earlier study, Lippit and White (1958) identified three types of leadership: authoritarian, democratic and laissez-faire. These researchers specified general characteristics of the three types of leadership. For instance, the

authoritarian leader issues orders, gives disruptive commands, criticizes in nonconstructive manners and at times gives approval and praise. With regard to the democratic leaders, they present constructive suggestions, stimulate self-direction, and are more congenial. As far as the laissez-faire leaders are concerned, they are permissive, passive and friendly, but they do not give much assistance to their colleagues. The findings of Lippit and White's (1958) study also suggested that the three types of leadership have different effects on group behaviour. It was generally found that a democratic leader is more effective than other two types of leaders to change behaviour of his group. Further research (Anderson, 1963) pointed out that available evidence did not suggest that either authoritarian or democratic leadership was consistently related to high productivity. Recently, Good and Brophy (1990) summarized the results of earlier studies on leadership styles and wrote in this way: "Laissez-faire leadership is generally ineffective, authoritarian leadership is efficient but otherwise unattractive, and democratic leadership produces positive attitudes and good group relations, although at some cost in efficiency" (p.521).

### 1.7 **Styles of Principal's Leadership in Schools**

While the teacher plays the role of leader in the classroom, the headteacher plays the role of leader in administration of school. The style of principal's leadership can influence his teachers' morale, effectiveness and professional growth (Edem, 1982). Getzels and Guba (1955) identified three types of leadership employed by headteachers: (a) the leader who focuses his attention

on the institution's rules and procedures and tends to judge teachers on how well they adhere to fixed rules and procedures; (b) the leader who attaches more importance to the needs of his staff than the rules of the institution; and (c) the leader who stands as intermediate between the first two categories. These researchers concluded that the third type of leadership was more effective in American schools. The results of a study carried out in Nigeria (Ohikhena and Anam, 1974) also stressed the effectiveness of transactional leadership of headteachers.

#### 1.8 **Styles of Teacher's Leadership in Schools**

Good and Brophy (1984) suggested that in order to play an effective role of a leader in classroom, the teacher should:

- (i) have an extensive knowledge of his teaching subject;
- (ii) have an extensive human understanding;
- (iii) have an ability to listen to his pupils and solve their problems;
- (iv) have developed the habit of delegating some aspects of his authority as a teacher; and
- (v) encourage participation of his pupils in making decisions about classroom learning.

To be an effective leader, the teacher should repeatedly pose the following questions to him:

- (i) What must be done in a classroom?

- (ii) How can the work be divided?
- (iii) Who will do the work?
- (iv) Who is competent to do the work?
- (v) When should the work finish?
- (vi) Who will coordinate and control the work?

Bany and Johnson (1975) implied teacher's leadership by suggesting that teacher must motivate, plan, initiate and present structured tasks to students (p.159). Baumrind's (1971) research on children provides a data-based argument to support authoritative methods over authoritarian ones in handling young children, as authoritative methods are better perceived. On the other hand, authoritarian approaches generate conflict and tension.

### 1.9 **Legitimacy of Leadership**

In an experiment conducted by Raven and French (1958), it was found that the elected supervisor, who was perceived as having more legitimate power, was able to exert a greater influence over the work of his group than the nonelected supervisor. In another study, Horwitz (1963) demonstrated that the arousal of hostility toward the teacher is associated with the extent to which the teacher violated the legitimate expectations of his students. Secord and Backman (1975: 365) concluded that leaders are often respected if they have earned respect by means of skillful handling of their group members.

### 1.10 Expectations



Tuckman (1992: 237) wrote that "expectations are beliefs people hold about how they and others will behave in various situations and what the results of those behaviours will be". Expectations are very influential in changing and shaping behaviours of other individuals (Good & Brophy, 1984). It has been generally understood that the expectations of teachers influence the performance of students (Thorndike, 1968). For example, students whom teachers perceive as having high ability tend to receive more praise, more coaching and more time in answering questions (Good and Brophy, 1984). Classroom groups often hold expectations about a leader's performance. When the leader violates the expectations of group members, dissatisfaction is generated in the group (Zaleznik, 1956). Walberg (1969) suggested that teachers must become aware of how they are perceived by their students. In any school, there is a web of expectations, which include: (a) expectations of the headteacher about the role teachers should play; (b) pupils' expectations of the teacher's role behaviour; (c) community's expectations about the roles of teachers and headteachers, and (d) expectations of the government (Siann and Ugwuebu, 1980). These writers added that the school administration cannot be run smoothly if the expectations are contradictory. Perceptions of the roles of headteachers, teachers and pupils vary from person to person, from time to time and from school to school. High variability in perceived role expectations in any school system may cause school

disturbances and low academic achievement. Expectancies are to grow out of a culture; misunderstandings, for instance, may be generated between members of different cultures because of divergent expectancies (Hollander 1976: 263).

### 1.11 Person Perception

"Person perception focuses on the process by which impressions, opinions, or feelings about other persons are formed" (Secord and Backman, 1964: 49).

These writers added that the following three varying situations greatly influence individuals while forming impressions and judgments of other persons: (i) the amount of information available to the perceiver; (ii) the extent of interaction between the perceiver and the other person; and (iii) the degree to which the relation between the perceiver and the other person is established (p.50).

Nash (1976) found that elementary students generally perceive their teachers as leaders and they expect the following characteristics of teachers:

- (i) they are able to keep order (strict rather than lenient);
- (ii) they reach students and keep them busy;
- (iii) they help students when they are in need of help;
- (iv) their teaching materials are interesting;
- (v) they handle students fairly; and

- (vi) they are sympathetic and friendly

Metz (1978) reported similar findings for high school students. High school students expect content mastery and intellectual challenges from their teachers. Good and Brophy (1990: 499) summarized that in general students expect their teachers to act as authority figures and they will accept a variety of leadership styles if their teachers are consistent.

#### 1.12 Research Questions

This study was aimed at finding answers of the following questions:

- (a) How do high school students in Molopo District of the North-West Province perceive leadership styles of their teachers?
- (b) How do high school teachers in Molopo District of the North-West Province perceive leadership styles of their school principals?
- (c) Are there significant sex differences in the perception of leadership styles by students and teachers of high schools in Molopo District of the North-West Province?
- (d) Are there significant sex differences in morale of high school teachers in Molopo District of the North-West Province?
- (e) How do high school students in Molopo District of the North-West Province perceive leadership styles of their school principals?
- (f) Are there significant sex differences in teachers' perception of leadership styles of their high school principals in Molopo District of the North-West Province?

### 1.13 **Significance of the Study**

It is generally accepted that poor academic performance by students and lack of interest in their work by teachers can be attributed to poor leadership qualities of school administrators. The findings of some earlier studies suggested that democratic leadership styles adopted by school managers tend to have positive influences on teachers and students, while autocratic leadership styles tend to demotivate and demoralise them. The laissez-faire leadership approaches tend to have no significant impact on staff and students. The styles of leadership are perceived and felt by those who are directly or indirectly affected by them. Since this study focussed on perception of students and teachers as to leadership styles adopted by teachers and principals the findings would indicate the extent and nature of perception of students and teachers about leadership styles of their superiors. The findings would possibly be helpful in taking measures to turn the school climate conducive to the realization of educational objectives.

### 1.14 **Definitions and Explanations of Terms**

1.14.1 **Leadership**: Fiedler and Cooper (1991) associated leadership with people who can influence activities of a group. A teacher may thus be regarded as a leader because he or she is given some power to effectively influence the behaviour of others.

(Siann and Ugwuebu,1980).

- 1.14.2      **Democratic Leaders:** They are persons who believe in team-work. Under their leadership, discipline is less strict, authority is delegated and subordinates are allowed greater freedom in performing their tasks (Good and Brophy, 1990).
- 1.14.3      **Autocratic Leaders:** They are domineering, strict, make decisions themselves and do not delegate easily. They expect subordinates to carry out orders precisely. They make subordinates completely dependent on them (Kroon, 1990).
- 1.14.4      **Laissez-faire leaders:** They behave like any other member of the group and they allow their subordinates to act as they choose (Kroon, 1990).
- 1.14.5      **Management.** It refers to planning, organising, activating and control which a manager employs in order to manage an enterprise successfully to ensure that the objectives are achieved and profit is made. (Brits and Reese, 1978).
- 1.14.6      **Principals.** For the purpose of this study, principals are heads of high schools.

1.14.7 **Morale.** It refers to the state of an individual's psychological well-being and buoyancy based upon such factors as physical or mental health; it includes a sense of purposefulness, usefulness and confidence. (Webster, 1976).

1.14.8 **School.** It is an institution in which children are educated. For the purpose of this study, a school will refer to a high school.

#### 1.15 **Limitations**

The sample for this study was drawn from only three of the fourteen high schools in the Molopo District of the North-West Province and only standard 9 & 10 pupils studying commercial subjects served as subjects. Hence, it is limited in scope for generalization purposes.

The researcher had to drastically reduce the size of the sample to complete the field work as soon as possible because most schools were either closed or about to be closed due to the political unrest in the former Bophuthatswana. This factor played a major part in limiting the scope of this research project.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Since the main objective of this investigation was to examine perception of students and teachers about leadership styles adopted by people having some power in the organisation of school activities, the review of literature focused on perception, social perception and leadership styles. In addition, morale of teachers with special reference to sex differences in morale of teachers received some attention.

#### **2.2 Perception**

##### **2.2.1 Definitions of Perception**

Wallerstein (1984) explained that perception is the process of recognizing or identifying something which affects a sense organ. Atkinson et al (1993:165) suggested that "perception is the study of how we integrate sensations into percepts of objects and how we then use these percepts to get around in the world". These authors added that the study of perception has two main functions of the perceptual system: localization, and recognition. By localization, it is determined where objects are, while recognition determines what objects are. Earlier, Mussen et al (1984) suggested that perception is the

detection, recognition and interpretation of stimuli; they explained that individuals relate what they experienced to what they experienced in the past and to what they may experience in the future. Woolfolk (1993:245) wrote that the meaning an individual attaches to the information received through his/her senses is called perception. Perceptual meaning is constructed by two factors: (i) objective reality, and (ii) organization of the information.

### 2.2.2 Perception and the Child

According to Piaget (1963), a normal child is born with the capacity to see, hear, and feel things around him. Piaget added that the pre-speech child learns about his world through his senses. Through his eyes, ears, mouth, nose and skin he learns about his environment in which he finds himself. Denial of the normal input to the senses of the child culminates in his behavioural deficits (Marshall, 1984:26). To learn about an object the child has to perceive its attributes, such as shape, texture, sound, smell, taste, and look etc. Several researchers observed some developmental differences in children belonging to different geographical and ethnic groups (Ainsworth, 1967, 1989). Marshall (1984) explained that some of these developmental differences can be attributed to different child rearing practices. The extent and progression of the child's perceptual development became one of the most exciting research areas in the field of developmental psychology (Berger, 1983). The research focused on curiosity and habituation, vision, depth perception, coordination of perceptual and motor skills, and looking at faces. It was earlier found that infants are

generally more interested in people than in most other objects they experience. But recent research drew our attention to the point that infants tend to look at faces because they have an interesting pattern (Berger, 1983).

### 2.3 Social Perception

Human beings perceive inanimate objects as well as persons. In both cases, the internal representation of a stimulus is involved and it is called a "percept". According to Allport (1955:23), a percept is defined as "a phenomenological experience of the object, that is to say, the way some object or situation appears to the perceiver ---". This definition implies that knowledge and understanding of the object come through senses, rather than by means of thought or intuition (Shaver, 1977). In terms of the nature of mediation, the perception of an object involves physical entities - light waves, sound waves, temperatures, pressures etc. But when the distal stimulus is another person, the perceiver's proximal stimulus may not necessarily be coming through first hand contact with the person, it may be in the form of verbal description made by someone else. This kind of mediation by third parties would not present an accurate reflection of the distal object. Shaver (1977) suggested that there is an additional possibility for error in mediation of social perception. While perceiving another person, the perceiver would be influenced by the motive behind the behaviour of a person. Heider (1958) classified the reasons for acting into two categories of mediation: synonymous mediation and ambiguous mediation. According to Shaver (1977), the perceiver of a person is able to get

a limited amount of information, while the perceiver of an inanimate object is very likely to receive more information about important qualities of the object (size, weight, colour, movement). Shaver added that certain expectations about the behaviour of people could easily influence the internal process of perception about other persons.

#### 2.4 **Attribution Theory and Social Perception**

The information integration theory explains how an individual integrates information from his social world, attribution theory analyses how this knowledge is interpreted (Shaver 1977:153). There are three stages of attribution: evaluation of the stimulus person's behaviour, judgment of intention of the stimulus person, and determination of personal disposition of the stimulus person. According to Shaver (1975), the perceiver first observes the action of the stimulus person, he then decides about the intention of the stimulus person while doing the action, and finally he looks at the stimulus person's enduring personality or motivational characteristics. We as human beings are more likely to make attributions when: (1) unusual events grab our attention, (2) events have personal consequences for us, (3) people behave in expected ways, and (4) others ask us for our explanations of events (Weiten, 1989:597).

There are many theoretical ideas which explain the attribution process to account for the perceiver's social perception. Shaver (1977), however, identified three major theories put forward by Heider (1958), Jones and Davis

(1965) and Kelley (1973). According to Heider's theory, the perceiver acts as a philosopher in order to identify the factors that were necessary for the stimulus person's action to occur. Heider further explained that the stimulus person's "ability" and "task difficulty" play a significant role in accomplishing the task and there is a relationship between the actor's ability (personal force) and the inherent task difficulty (environmental force). The extent to which the stimulus person is held responsible for his action largely depends on the relative shares of environmental and personal forces (Shaw and Shulzer, 1964). Heider contended that we tend to look for the reason of behaviour either within a person (personal factors) or outside of a person (environmental factors). Internal attributions include personal disposition, traits, abilities and feelings, whereas external attributions refer to situational demands and environmental constraints (Weiten, 1989:597). Jones and Davis's (1965) correspondent inference theory lends support to Heider's (1958) naive psychology of attribution and added that the perceiver considers the choices available to the stimulus person. Each choice will have certain effects for the stimulus person and those around him. This theory suggested two types of effects: common effects and non-common effects. The number of non-common effects produced by a choice and the assumed desirability of such non-common effects largely guide the perceiver to understand the stimulus person's reasons for making a certain choice.

There are three main elements in Kelley's (1973) attributional model: persons,

entities, and time. In his model, 'persons' refer to individual differences, 'entities' means stimuli perceived, and 'time' has reference to the sequence of observations (Hollander, 1976:273). In any situation of attribution, there should be a stimulus on the entities (other persons, things activities, situations and attitudes), a perceiver included with other individuals and context on the time dimension. When the perceiver makes an attempt to locate the causes of an actor's behaviour, he usually considers three types of information: consistency, distinctiveness, and consensus. Consistency refers to the same behaviour over time, distinctiveness means uniqueness of behaviour, and consensus refers to similar behaviour of other people. Kelly hypothesized that when distinctiveness and consensus are low, perceivers tend to make internal attributions and when these two variables are high they are likely to favour external attributions. According to Kelley (1973), each of the three factors of attribution (consistency, distinctiveness and consensus) can vary along a continuum and there are many possible combinations of these factors.

Weiner (1979) put forward another theory of attribution by adding the stable-unstable dimension to the internal-external one. He contended that attributions for success and failure can be explained when the stable-unstable dimension cut across the internal-external dimension. Later on, Weiner (1986) added a third dimension, the controllability of events, to his model (Weiten, 1989). Weiner's theory of attribution deals primarily with four explanations for success and failure in achievement related situations and these are: ability, effort, task

difficulty, and luck. Ability and task difficulty are considered as stable characteristics while effort and luck are regarded as external ones.

The brief description of the above four theories of attribution lead us to believe that the process of attribution is a rational attempt on the part of a perceiver who tries to make a sense out of his social world, and out of the actions of other persons around him. Shaver (1977:162) concluded in these words; "A thorough understanding of attribution requires consideration of situational variations and consensus, study of the elements of action and knowledge of the process of inference".

## 2.5 **Perception of others: Sources of Error**

Weiten (1989) wrote that attributions are only inferences. Our attributions may not be the accurate explanations for events. We are sometimes inaccurate in locating causes of our own behaviour. Weiten added that attributions in most cases represent guesswork about the causes of events. Buckhout (1980) suggested that we tend to see each other inaccurately and mistakes in perceiving others appear to be quite common. Weiten et al (1991) listed a multitude of factors which may contribute to inaccuracy in person perception. Some of these factors are: stereotypes, excessive focus on physical appearance, the fundamental attribution error, defensive attribution, implicit theories of personality, the power of first impressions, false consensus and false uniqueness, and racial prejudice. These authors (Weiten et al, 1991:142-

147) provided definitions and explanations of the above factors in these words:

- . Stereotype are widely held beliefs that people have certain characteristics simply because of their membership in a particular group.
- . Attractive people are more likely to be deemed as sociable, independent interesting and exciting than unattractive ones (Brigham, 1986).
- . The fundamental attribution error refers to observers' bias in favour of internal attributions in explaining others' behaviour.
- . Defensive attribution is a tendency to blame victims for their misfortunes, so that we feel likely to be victimized in a similar way.
- . Implicit theories of personality consist of our own personal assumptions about what personality traits go together.
- . The illusory correlation effect occurs when we estimate that we have encountered more confirmations of an association between social traits than we have actually seen.
- . A primacy effect occurs when initial information carries more weight than subsequent information.
- . The false consensus effect involves our tendency to overestimate the degree to which others think and behave as we do.
- . The false uniqueness effect involves our tendency to underestimate the likelihood that others possess our admirable qualities.
- . Prejudice is a negative attitude toward members of a group and racial prejudice involves behaving differently, usually unfairly, toward the members of a group.

Kagan and Segal (1992) noted that the perceiver tends to attribute others' behaviour to dispositional factors rather than to situational factors. And we expect other people to behave in a certain way. In other words, we tend to push others into exactly the type of behaviour we expect.

## 2.6 **Leadership**

### 2.6.1 **Definition**

Psychologists do not generally agree on the precise meaning of leadership. An early definition of the term leader refers to an individual in a given office. This definition covers a president of a country, principal of a school or a chairman of an organisation. Worchel and Cooper (1976) suggested that though this definition is empirical and can easily be applied to groups where definite offices exist, it has serious limitations because many groups lack a clearly defined position or office of a leader. A good example of leaders without defined positions or offices are Dr Nwamdi Azikiwe of Nigeria, Julius Nyerere of Tanzania, Dr Nkrumah of Ghana and Mahatma Gandhi of India (Siann and Ugwebu, 1980).

To Walker (1979), leadership is the ability to recognize when a group requires direction and to effectively interact with a group so as to guide it to a task. Walker's definition implies that leadership is the ability to influence individuals and groups, inducing them to work willingly for the attainment of an organisation's predesigned goals (Cronje, 1991). Since the influence exerted by leaders on their subordinates has such an important impact on the output of an organisation, several attempts have been made to determine precisely what it is that enables leaders to influence their followers to enhance their productivity.

Reynders (1977) suggested that the fundamental characteristics of leadership are to bring people to work effectively together as a team, to inspire their loyalty towards the group and generally bringing them to make a meaningful contribution to the achievement of objectives. Monahan and Hengst (1982) emphasized that leadership based on the traits of the leader alone is not complete unless it includes attributes of the transactions between the leader and the followers. These authors further suggested that the interpersonal interaction between the principal and his teacher must be supportive and be understood as such even by the teacher if the objectives of the school must be achieved.

#### **2.6.2 Powers and characteristics of leaders**

Cronje (1991) believed that leaders who are worthy of the name can influence their subordinates since they possess power of one kind or another, and can therefore exercise their authority effectively. Without power, it is believed, a leader would not be able to influence his subordinates sufficiently to induce them to direct their activities voluntarily towards the productive accomplishment of organisational goals. They added that power or ability to influence the behaviour of others has nothing to do with the position occupied by a manager in the hierarchy and it is not acquired through a title or an entry in an organisational structure. A person who holds both authority and power is a leader with power and is far more effective than a leader who possesses only authority.

Research by French and Raven (1991) identified the following types of power a leader can possess: legitimate, coercive, referent, and expert. Legitimate power refers to the authority granted by an organisation to a particular position. Accordingly, a leader has the right to insist on the execution of certain duties by subordinates and the right to dismiss them if they fail to comply. Legitimate power is therefore the same as authority. Though a leader may possess this power, it does not necessarily make him a good leader. French and Raven, <sup>Referent</sup> further indicated that a leader may have coercive power, enforcing compliance through fear, whether psychological, emotional or physical. Physical force is not a consideration in modern society, but psychological or emotional fear of being retrenched or of social exclusion from a group constitute forms of power that may be exercised by leaders to bring pressure upon subordinates. Referent power refers to personal power and is rather an abstract concept, based on identification, imitation or charisma. In such a case, a subordinate obeys a leader simply because he likes him, respects him and identifies himself with him. The leader's personal characteristics make him attractive to others. Such leaders are said to have charisma. Expert power is derived from expertise, knowledge and professional ability. A leader who possesses some expertise has power particularly over those who need that knowledge or information. The more important the information and the fewer the people who possess it, the greater the power of the person who commands it. A person who holds all of the above kinds of power may be a strong leader (Cronje, 1991).

Several studies have indicated that effective leadership does not in fact depend upon a particular set of characteristics, but rather upon how well the leader's own personal traits fit the needs of a given situation (Cronje, 1991). Medinnus and Johnson (1978) suggested that structuralists regard leadership as a trait or a set of traits. Functionalists view it as a function of the situation. These two positions may be synthesized if leadership is considered in terms of role theory and role expectancy. They also point out that children who later become leaders possess in childhood, the earmarks of leadership. The inclusion of leadership capacities in the child's concept of the self results from the successful use of these characteristics in opportunities to lead. Effective leadership in one situation inspires the child to assert it in others. Through repeated successes, the notion of leadership becomes an integral part of the self concept (Medinnus and Johnson, 1978).

Kroon (1990) pointed out that leadership has become one of the favourite subjects of quasi-scientists, and much of what is written on this topic does not deserve serious attention. Nevertheless, there is a great magnitude of experience of leadership in history. He further suggested that leadership in the industrial situation can best be analysed by looking at the group and the expectations of individuals and groups; the circumstances as well as the personalities of the leaders.

Bone (1984) recommended that the leader in any situation should deliberately achieve his actual as opposed to his assumed leadership position by acknowledging the needs and aims of the people he leads. Kroon (1990) believed that a leader should recognise the skill required for each position; give the task of his subordinates enough content; give the people working under him the opportunity for observation, understanding and performance; give them the opportunity to learn their task properly and to do it as well as possible; provide the required training for the individual members of the team; and recognise the importance of fair treatment as well as promotion and development opportunities for the subordinates and implement them fairly.

Cronje (1991) emphasized that a leader should recognise the needs and expectations of his subordinates as part of his function of activating, accept the leadership situation and take the necessary steps to motivate the group in attaining a high level of communal effort. Swanepoel (1984) proposed that a leader should have strong personality as well as insight and the ability to make quick, and correct decisions. Leaders must show initiative and know exactly what they want. They should be willing to take risks and should commit themselves to a course of action but still be flexible in modifying their plans, if necessary. This author further suggested that because a leader is considered as the head, he should be able to command the respect and confidence of people working under him. A good leader should be gifted. He should be a man of integrity who inspires others. He ought to take the lead

internally as well as externally and be able to direct his people and at the same time be able to enter into negotiations effectively at a high level with authorities and diplomatic representatives of other countries. In fact, leadership is a function of the situation. When people are led effectively, their energy is added to that of the leader. When people are forced and threatened, they tend to waste energy by working against the leader (Kroon, 1990).

### 2.6.3 **Moral values and leadership**

According to Kroon (1990), a leader as the holder of status and authority and as chief spokesman for the group, has a comprehensive function to fulfil, such as the establishment and maintenance of equality between task activities and problems, and psycho-social activities and problems in the group. The fulfilment of this function goes together with particular personality traits and skills of the leader as well as the expectations of the group. Kroon (1990) added that in his leadership role, the leader should realise that as a figure of authority he is merely the first among equals. The authority of the leader is firstly assigned to him by God to be exercised in a responsible manner and in accordance with the commands of God. He also pointed out that the same is true regarding personality skills and traits; these are also God-given. As such the leader may not misuse his leadership position but should hold it to the honour and service of God Almighty.

Qaradawi (1984) pointed out that effective leadership requires good moral training and this training encompasses patience, steadfastness, and hope. He further emphasized that a leader must not hesitate in helping others with life, wealth or property. Thus, effective leadership must be planned to serve God and provide neighbourly services.

## 2.7 Leadership styles

### 2.7.1 Introduction

Linhard (1985) classified leaders into two categories: autocratic or authoritarian and democratic or participative. An autocratic leader tends to give orders and expects that his orders be followed without any question. He gives no reasons and accepts no suggestions from others. A democratic leader, on the other hand, discusses his plans with members of his group before he decides to take any action; he will therefore use a warm and expressive approach in building his relationship with his followers. In relation to educational situations, McDonald (1965) suggested that such a leader uses a large degree of permissiveness to promote healthy teacher-pupil relationship. McDonald added that a democratic teacher praises and criticises his pupils objectively.

A third leadership style is known as the *laissez-faire* approach. According to Kroon (1990), *laissez-faire* leadership style tends to create chaotic situations since leaders, who adopt this style, allow their subordinates to act as they wish.

### 2.7.2 Effectiveness of leadership styles

Kroon (1990) pointed out that behaviour patterns of leaders, ie the styles they display, have also been looked into and several styles of leadership have been identified, namely autocratic leaders, who make all decisions by themselves, democratic leaders who believe in teamwork. Theory-X leaders who believe that most people are lazy and have to be coerced into working, while Theory-Y leaders believe that most people like to work and accept responsibility willingly. Kroon further suggested that each leadership style has its merits and demerits and none of them can be regarded as the best leadership approach because a host of situational variables are involved in social situations.

Some situational leadership models have been proposed to identify a style of leadership that will be most effective in any given situation. To this regard, Britz and Reese (1976) pointed out that if leaders can be trained to be more flexible and prepared to change their style of leadership to a particular situation, they will be able to perform more effectively as leaders in a variety of situations.

Matsei (1990) put forward an idea that leadership style is the distinctive behaviour which is exhibited by a person in a formal position of leadership. And the kind of leader a person is, depends mainly on the kind of human-being he is. Matsei contended that leadership style is the characteristic behaviour which is demonstrated by the individual leader and it results from a combination of situation, experience, and the personality of the leader. To lead is to show

the way by going first, to guide by example or persuasion. Leadership, Matsei added, denotes an interpersonal relationship between those who lead and those who follow.

From the aforementioned ideas, it is evident that leadership is a complex concept and that the best style has not yet been identified (Cronje, 1991). A leader must therefore have a goal, the ability to communicate, be sensitive to people and be able to organise (Linhard, 1985).

## 2.8 **Educational Leadership**

### 2.8.1 **Definition**

Educational leadership is aimed at promoting: (a) pupils' growth towards assuming roles of adults, (b) welfare of members of staff working in institutions of learning. An educational leader is the nucleus around which the administration and management of institutions of learning revolve. He/she usually guides and directs educational occurrence<sup>3</sup>, regulates and organises educational matters, creates educational infra-structure, and plans, implements, manages, controls and evaluates educational programmes (Badenhorst , 1987).

### 2.8.2 **Social and academic aspects of educational leadership**

Bone (1984) pointed out that the factor of ability is one of the pre-requisites for someone to be a successful leader. When one speaks of a teacher to be a



leader, he should have teaching ability. In other words, he should be an expert on the subject he teaches and be able to apply didactic skills in order to pass knowledge to his pupils. In addition, the teacher should be able to lead his pupils, to treat them kindly, to understand their personal needs and to make it clear through his behaviour that he respects them as individuals (Bone, 1984). In order to lead his pupils in an appropriate manner, Bone (1984) emphasized that the teacher should be able to motivate them. Although intrinsic motivation is often preferred to extrinsic motivation, the value of extrinsic motivation should not be underestimated; if he/she can reward success of a pupil with a prize or through the award of a certificate, this practice would indeed have a strong motivational value. It is also sometimes necessary to employ negative reinforcement. Bone further recommended that punishment be administered sparingly, as the teacher who punishes unnecessarily would be seen as a despot rather than a true leader.

Leadership and caring for people are not mutually exclusive activities. The needs and values of the teachers should be integrated with the needs and values of the school. The principal has to merge expectations of the school with the expectations of the staff duties (Waters, 1983). His success as a leader will depend upon his ability to persuade the staff to carry out school duties. Since almost every task in the school is done by the teachers, the principal will be unable to implement his ideas without seeking full cooperation

of his staff (Waters, 1983).

In a comprehensive study of leadership traits that was carried out between 1960 and 1976, Constantini and Craik (1980) administered some personality tests to more than two thousand elected officials. The officials scored higher than a group of non-leaders in self-confidence, achievement and dominance needs; they scored lower than non-leaders on needs for others' nurturance.

### 2.8.3 Productivity and educational leadership

Kroon (1990) suggested that schools have sometimes been likened to factories in which children with varied characteristics are put in at one end but come out like identical sausages at the other. The picture may be highly exaggerated, but it does highlight the notion that modern schooling involves a certain amount of factory-type management. He further indicated that good management requires the resources to be used in the most efficient way possible and that a high quality of product is maintained. Farrant (1988) therefore suggested that in school and particularly at class teacher level, teachers must be able to exercise efficient management over their pupils and resources available to them, so that learning proceeds efficiently and that desired standards of output are maintained. Farrant added that the teacher, as manager, must be able to spot wherever the process is not working efficiently or is in danger of breaking down. He must know how to correct whatever is going wrong without disturbing more than the part immediately involved. With

experience, the teacher will learn to anticipate trouble<sup>s</sup> and take appropriate actions in order to prevent them.

According to Sanford and Evertson (1981), a teacher who wants to maintain the role of leadership can do so by: (a) keeping his class actively and meaningfully employed while he gives individual attention to some pupils; (b) keeping the entire class under control while he works with smaller groups; (c) answering questions and advising pupils; and (d) involving pupils in informed class discussions. Sanford and Evertson (1981) further suggested that the instructions should be presented in such a way that common objectives are achieved.

#### 2.8.4 **Classroom management and educational leadership**

Good and Brophy (1984) put forward their idea that for the sake of effective classroom management the teacher can use a number of managerial skills in close association with instructional activities and the pupils' learning activities. These skills include administrative activities, the determination of rules and regulations, disciplining, the creation of learning opportunities, reinforcement and encouragement, prompting, emphasising positive and desirable behaviour, initiation, commendation, determination of strategy, solving problems, and feedback. These authors argued that the other important task a teacher as leader must perform is managerial work, which entails the management of pupil activities, the creation of a favourable learning climate, the

making available of aids and the disciplining of pupils. In this regard, Emmer and Evertson (1981) proposed the following relevant managerial skills with which a teacher should be familiar:

- (i) being aware of the pupils' activities;
- (ii) attending to more than one task at a time;
- (iii) switching smoothly from one learning activity to another;
- (iv) keeping pupils alert and awake during a lesson;
- (v) surveying the pupils' achievements continually; and
- (vi) motivating pupils.

According to Good and Brophy (1984), the imposition of classroom rules and procedures is closely related to school policy, but also to the class policy of each teacher. Some other researchers, such as Anderson (1981), have noted that teachers who prove themselves to be good managers spend a lot of time at the beginning of a new school year discussing class rules and procedures with their pupils. In primary schools, some of them even demonstrate to their class how to move chairs.

Effective managers tend to stress the importance of their pupils' work and the need to establish efficient classroom procedures in which instruction and learning could take place. In order to ensure success in this field, the teacher must also make certain that the rules and procedures are applied consistently

and that pupils adhere to them (Calderhead, 1984). Metzger (1981) also suggested that pupils must also be encouraged to participate actively in the drawing up and implementation of classroom procedures and rules. A teacher who is thoroughly prepared for his day's task has already laid the foundation for sound instruction. This enables him to devote more attention to management tasks. Calderhead (1984) emphasized that effective teachers in both primary and secondary schools have repeatedly been found in teaching lessons which are more fluent, contain fewer interruptions and involve smoother transitions between activities than those of less effective ones.

#### 2.8.5 Headteacher as leader

A principal is not merely an outstanding teacher who has been promoted on account of the excellent work he has done in the school and the good results his pupils obtained in examinations. He is an educational leader not only of his staff and pupils but also for his community. He is a person with a calling; one who should possess personal qualities and character which place him in a special category (Engelbrecht, 1982).

The manual for principals of schools of the Department of Education and Training (1982) summarizes the qualities and abilities of principals as given below:

- (i) Integrity, reliability, firmness of principles and resolution without narrow-mindedness;

- (ii) Vocational awareness, idealism, enthusiasm, dedication, responsibility, self-sacrifice and diligence;
- (iii) Leadership and the ability to exercise authority in a dignified manner, and the ability to control and manage a school and all activities connected with it successfully;
- (iv) The ability to maintain sound discipline;
- (v) The ability to inspire and motivate a teacher and to assist him actively in the realization of predetermined immediate and remote educational objectives;
- (vi) Wisdom, power of discernment, perception and perspicacity;
- (vii) Professional skill and unceasing attempts at supplementing it; and
- (viii) Knowledge of and love for children as well as a genuine interest in all their activities, including extramural activities.

Engelbrecht (1982) asserted that a principal should be open-minded and give serious consideration to the views, opinions and suggestions of teachers and other interested parties (parents, departmental officials etc). He further suggested that a principal who can admit that he has made a mistake and is prepared to grant that it is possible to improve on his arrangements and directives in fact shows his inner strength and he is likely to be respected by his staff.

Gray and Freeman (1987) believed that head teachers hold a particular position in the organisation of the school which is quite unlike the top job in any organisation. Titles tell you very little about the nature of the organisation but head teachers are familiar figures from everyone's past and appear to be something special. By and large, head teachers are held to be responsible for just about everything that goes on in a school and are thought of as having a ubiquitous presence. Schools tend to encourage this belief and some heads seem to rejoice in it. Gray and Freeman (1987) analyzed the term head teacher. According to these authors, the term head teacher implies that heads are primarily teachers, but it does not have to mean that they are teachers as well as bosses. However, some head teachers have a problem in choosing between being a teacher and being a manager. In some schools, a head teacher is one of the members of teaching staff. For instance, in small schools a head will be counted as a teaching member. In some secondary schools, the head teacher is expected to do some teaching. This expectation does nothing to resolve the dilemma for the fact is, it is not possible to be a top person as well as an ordinary member of the organisation. Even among heads themselves there is some confusion because heads often speak of themselves as 'Captain of the ship' without realizing that captains are gifted and a ship would not get far out to sea if they were not. Captains do a different job from other sailors (Gray and Freeman, 1987).

## 2.8.6 **Delegation and the Principal**

A good principal is one who ensures better use of human resources through delegation. The division of work amongst subordinates ensures that everybody does something at all time. When subordinates are allowed to participate in decision making, the thinking skills of everybody are engaged in promoting organisational goals (Matlawe, 1990). Jenks (1986) believed that through delegation, the decision making is shifted to the lower and appropriate levels. Decisions are taken by the lower paid employees, rather than by the highly paid managers. He further pointed out that shifting down the decision making to the lower and appropriate level is important because decisions are perishable. Decisions should, if possible, be taken at the level where they will be implemented. McKenzie (1972) pointed out that if you are a principal of a school, you will be spending the public funds. Effective spending and use of manpower through delegation and other similar processes would enhance the effectiveness of principal's leadership.

## 2.9 **Morale**

### 2.9.1 **Definition**

Morale as defined by the Webster's Third New International dictionary Volume 11 (1976) is, "confident, resolute, willing, often self-sacrificing and courageous attitude of an individual to the function or tasks demanded or expected of him by a group of which he is a part that is based upon such factors as pride in the achievements and aims of the group, faith in its leadership and ultimate

success, sense of fruitful personal participation in its work and a devotion and loyalty to the other members of the group" (p.1468). It further explained that morale is a state of individual's psychological well-being and buoyancy based upon such factors as physical or mental health, a sense of purposefulness, usefulness, and confidence in the future (p.1469).

### 2.9.2 Morale of Teachers

Farrant (1988) suggested that morale in the teaching profession in many countries is generally low and the turnover of teachers is high. Teachers' unions and professional associations account for this in various ways and presented the following possible reasons:

- (i) there are too many untrained teachers employed, resulting in the profession having low status;
- (ii) salaries are low by comparison with other jobs that are comparable in their educational demands eg. nursing; and
- (iii) career prospects in terms of promotion and higher salaries are not encouraging.

Farrant (1988) added that in-service training opportunities are too few and there is insufficient support in the form of resources and supervision for the teacher on the job. Also work conditions are unattractive, with buildings in poor condition and equipment in short supply, and too little initiative is allowed to

teachers; all important decisions affecting their work are taken by administrators and politicians. Farrant (1988) also suggested that unless a teacher gets satisfaction in his work, he is unlikely to remain long in the job or put his heart into it. Unfortunately, many people who train themselves as teachers fail to discover that they do not get satisfaction in teaching until they have completed their training and started work in school. It is therefore necessary, Farrant pointed out, to give some thought to the factors needed for job satisfaction in teaching which will ultimately improve the morale of teachers. Teachers are expected to:

- (a) have sufficient general education to enable them to undertake professional training;
- (b) have a genuine interest in and liking for children;
- (c) have a conviction that teaching is worthwhile;
- (d) have an interest in the tasks that teachers are supposed to perform; and
- (e) have some assurance that reasonable career prospects are attainable under the available educational system (Farrant, 1988).

### 2.9.3 **Appraisal and morale**

Fiedler and Cooper (1991) recommended that appraisal of teachers can be used as a morale booster. Staff development can take place using appraisal processes to improve the level of performance of teachers for the benefit of

children in their care. Cooper and West-Burnham (1990) held that the appraisal process has a significant role to play in facilitating the morale of individual teachers. A properly managed appraisal process provides the opportunity for enhancing communication and thereby developing and improving interpersonal relationships within the organisational structure of the school. Dean (1991) suggested that if teachers are to be happy with appraisal they will need to be involved in the design of the appraisal pattern in their own schools. Discussion about what is involved in classroom observation and agreement about what is to be observed make the process much more acceptable and valuable. Hill (1990) emphasized that appraisal is surely the way forward to achieve an increased sense of professionalism within the teaching force, but there has to be preparation and it has to be introduced in a sensitive manner which acknowledged the legitimate fears of teachers. According to Feidler and Cooper (1991), appraisal has to be seen as a crucial component of effective school management and not a discrete activity. If the appraisal process becomes a bureaucratic ritual, then it not only fails in its essential purpose but may actually become counter - productive. Appraisal is thus a constituent of an overall strategy which enables staff development to take place and enhance teacher morale.

#### 2.9.4 Principals' attitude and morale

Yssel and Lubbe (1985) emphasised that teachers are professional people who are entitled to professional treatment by the principal. A principal who treats his staff firmly but politely, fairly and with respect, will in turn enjoy their respect and support. A loyal staff, on whom the principal can rely, makes his task much easier. On the opposite side, contempt breeds contempt. A principal who does not treat his staff with respect reaps the bitter fruits of his attitude and conduct; this in turn will lead to lowering of teacher morale.

Engelbrecht (1982) pointed out that class visits is a kind of professional control, aimed at giving the teachers guidance and encouragement, and to ensure that the teaching is up to the standard required. Engelbrecht and Lubbe (1981) believed that the principal of a school plays a key role in the staff development and in-service training of his staff. Therefore, he has to constantly and purposefully strive for the improvement and development of staff. This can be done through in-service training. They further suggested that teaching is a dynamic science and teachers who do not keep up with new developments, improved teaching methods and technology, run the risk of stagnating. The principal's task is to encourage his teachers to continue with their studies, which he must do by his own examples and guidance. Teachers with potential must be given additional duties, and must be given support in carrying out these duties, to train them for promotion and boost their morale (Department of Education and Training 1982).

## **SUMMARY**

Since this study involved the variables of social perception, leadership styles and morale of teachers, this chapter outlined definitions, explanations and opinions presented by writers about the said variables. Physical perception involves integration of sensations into percepts of objects. Perceptual meaning an individual attaches to the information received through senses is determined by objective reality and organization of the information. A normal child is equipped with the capacity to see, hear and feel things around him and he learns about his physical environment through his eyes, ears, mouth, nose and skin. Child-rearing practices play a significant role in perceptual development of the child.

We not only perceive inanimate objects but also other people around us. The perceiver receives more information about physical objects and relatively little information about another person. Several theorists put forward ideas to explain the nature of social perception. However, in the literature, four attribution theories hold a prominent position. These four theories were presented by: (1) Heider (1958), (2) Jones and Davis (1965), (3) Kelley (1973), and (4) Weiner (1979, 1986). The description of these four theories lead us to hold that in social perception the process of attribution is a rational attempt of a perceiver who tries to understand the actions of others, but he may not be able to get accurate explanations for events. There are several factors which may contribute to inaccuracy in person perception.

Although psychologists generally do not agree on the precise meaning of leadership, the term refers to the exercise of authority in a social group. But the exercise of authority depends upon the nature of social group and the circumstances in which leadership is established. There are various types of power a leader can possess. The use of these powers in useful manners largely depends on the personal characteristics of a leader.

The related literature suggested that there are three main styles of leadership: democratic, autocratic, and laissez-faire. Although democratic style of leadership appears to be popular, but there is no adequate evidence to suggest that democratic style of leadership is more effective than the other two styles of leadership. In educational setups, teachers and school principals hold some powers to organize school activities in order to achieve educational objectives. They are therefore regarded as leaders in school situations. There are several views and opinions presented by researchers and writers as to what these educational leaders do and what they should not do in order to promote the realization of educational goals of their schools.

Morale of an individual or a group signifies the condition with respect to self-control, self-confidence and disciplined action. It was pointed out that there are several factors which directly or indirectly contribute to lowering the morale of teachers. The manners by which school principals treat their teachers can have some impact on teachers' morale.

## **CHAPTER 3**

### **3. METHODOLOGY**

#### **3.1 Research Questions**

This investigation was carried out to explore the answers of the following research questions:

- (a) How do high school students in Molopo District of the North-West Province perceive leadership styles of their teachers?
- (b) How do high school students in Molopo District of the North-West Province perceive leadership styles of their school principals?
- (c) How do high school teachers in Molopo District of the North-West Province perceive leadership styles of their school principals?
- (d) Are there significant sex differences in students' perception of leadership styles of their teachers and school principals in high schools in Molopo District of the North-West Province?
- (e) Are there significant sex differences in teachers' perception of leadership styles of their high school principals in Molopo District of the North-West Province?
- (f) Are there significant sex differences in morale of high school teachers in Molopo District of the North-West?

#### **3.2 Population and Subjects**

There were 19 high schools in the Molopo District of the North-West Province. Of these 19 schools, only three were randomly selected for this study and these were labelled as School 1, School 2, and School 3.

### 3.2.1 School 1

#### 3.2.1.1 Relevant Statistics

Table 1 gives the relevant statistics of School 1.

Table 1: Populations of Teachers and Students at School 1

Teachers/Students	Total Number	Male	Female
Teachers	35	12	23
Students (total)	885	354	531
Std. 9 students	322	137	185
Std. 10 students	196	77	119

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3.2.1.2 **Principal.** The school was headed by a male principal who obtained a B.A (Hons) degree and he had been working as the principal of the school for five years. His total teaching experience was about 17 years. He belonged to Tswana subgroup.

3.2.1.3 **Disruptions at School 1.** The school experienced several disruptions during the regime of ex-President Lucas Mangope. It was generally believed by teachers and students that the following were the main reasons for disruptions in the school:

- a. lack of proper leadership given by the principal;
- b. inability of the principal to discipline his staff;
- c. lack of sports facilities at the school; and
- d. issue of the refund of examination fees to std. 10 students

### 3.2.2 **School 2**

#### 3.2.2.1 **Relevant Statistics**

Table 2 gives the relevant statistics of School 2

Table 2: Populations of Teachers and Students at School 2

---

Teachers/Students	Total Number	Male	Female
Teachers	40	9	31
Students (total)	904	362	542
Std. 9 students	145	58	87
Std. 10 students	114	46	68

---

3.2.2.2 **Principal.** This school was headed by a male principal who had the D. Litt degree and he had been working as the principal for 14 years. His total teaching experience amounted to 22 years. He was a white South African.

3.2.2.3 **Disruptions at School 2.** This school experienced a serious disruption in July 1993 while the students were possibly persuaded by their colleagues at a neighbouring high school to create agitations at schools. The students presented a memorandum of their demands, but the principal refused to acknowledge their memorandum. The students then went on the rampage and destroyed some property of the school. Under these circumstances, the principal conceded to the students' demands and they were allowed to participate in almost all matters of decision-making.

### 3.2.3 **School 3**

#### 3.2.3.1 **Relevant Statistics**

Table 3 provides the relevant statistics of School 3.

Table 3: Populations of Teachers and Students at School 3.

---

Teachers/Students	Total	Male	Female
	Number		
Teachers	37	25	12
Students (total)	975	390	585
Std. 9 students	280	109	171
Std. 10 students	386	163	223

---

3.2.3.2 **Principal.** This school was headed by a male principal who had B.A(Ed)and B.Ed degrees and he had been working as the principal for 8 years. His total teaching experience was 18 years. He belonged to the Tswana tribe.

3.2.3.3 **Disruptions at School 3.** No serious disruptions took place at this school.

#### 3.2.4 **Sample of Teachers**

The stratified sampling technique was employed to randomly choose 60 teachers (35 female, 25 male). The selected teachers were approached by the researcher to explain the aims of the investigation to them and to seek their willingness to participate in the study. All of them expressed their willingness to take part in the investigation. Table 4 gives the distribution of the sample of teachers who were willing to participate in the study.

Table 4: Teachers who agreed to participate in study

School	Total	Male	Female
1	20	7	13
2	20	5	15
3	20	13	7
Total	60	25	35

### 3.2.5 Sample of Students

Considering the time and resources available to the researcher, it was decided to choose only 150 subjects from the population of std. 9 & std. 10 students and to request them to participate in the study. Table 5 provides the distribution of the sample of std. 9 and std. 10 students taken from the three schools.

Table 5: Students who agreed to participate in study

School	Total	Male	Female
1	50	21	29
2	50	20	30
3	50	20	30
	150	61	89

### 3.3 Construction of Questionnaires

Four short questionnaires were constructed to take estimates of: (a) students' perception of principals' leadership styles; (b) students' perception of their teachers' leadership styles; (c) teachers' perception of principals' leadership styles; and (d) morale of teachers.

### 3.3.1 Perception of Students about Principal's Leadership Styles

The relevant literature suggested that in school situations, three leadership styles were earlier identified: democratic, autocratic, and laissez-faire. Hence, some items were constructed which could directly or indirectly tap the perception about the above three leadership styles. A draft questionnaire containing 20 Likert-type items was first constructed. The draft questionnaire was discussed with some teachers and std. 9 & 10 students. The discussion led the researcher to finalize the questionnaire containing only twelve items. An example of the items is given below:

"I have no interest in my school since the principal has a don't care attitude.

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree".

The questionnaire had three subscales, each having 4 items. Responses to the items could be quantified by allocating numerical scores to them. For example, responses to the above item were quantified as shown below:

Strongly Agree	5
Agree	4
Undecided	3

Disagree	2
Strongly Disagree	1

Each subscale had 4 and 20 as minimum and maximum scores, respectively.

In order to check the reliability of the questionnaire, it was administered to 30 std. 9 & 10 students and readministered to them after a gap of 10 days. The reliability coefficient of the questionnaire was 0.76. Hence, it was considered as a fairly reliable instrument.

### **3.3.2 Perception of Students about their Teachers' Leadership Styles**

This questionnaire was constructed in the same manner as described in 3.3.1. It had also 12 items and three subscales. The reliability coefficient of this questionnaire was 0.79, and it was also deemed as a fairly reliable instrument.

### **3.3.3 Perception of Teachers about Their Principal's Leadership Styles**

A questionnaire, based on 12 Likert-type items, was also constructed for teachers to complete it and indicate their perception about their principal's leadership styles. It had 3 subscales, 4 items in each scale. The reliability coefficient of this questionnaire was 0.91.

### 3.3.4 Teachers' Morale

A questionnaire, based on 10 Likert-type items, was constructed to take estimates of teachers' morale in the three schools. The reliability coefficient of this scale was 0.82.

The above described four questionnaires are given in Appendix No. 1 (A-D). The responses to the items of these questionnaires were scored using a 5-point scale (Strongly Agree = 5 ---- Strongly Disagree = 1).

### 3.4 Completion of Questionnaires

The researcher contacted all subjects (teachers and students) who were earlier identified by using the stratified random sampling procedure and they expressed their willingness to participate in the study. They were contacted on individual basis. Copies of the relevant questionnaires were given to them and they were requested to complete them without consulting other people and return the completed questionnaires to the researcher within three days. The researcher, inspite of his efforts to remind the subjects, did not get completed questionnaires from all subjects. Table 6 gives the statistics of the subjects who returned completed questionnaires to the researcher.

Table 6: Subjects who returned completed questionnaires

---

School	<u>Teacher</u>		<u>Students</u>	
	Male	Female	Male	Female
1	7	7	13	15
2	5	7	11	14
3	8	7	13	12
	20	21	37	41

---

## CHAPTER 4

### 4. DATA ANALYSIS

#### 4.1 First Research Question

How do high school students in Molopo District of the North-West Province perceive leadership styles of their teachers?

The scores on the questionnaire completed by a sample of std. 9 & std. 10 students to indicate their perception about their teachers' styles of leadership are given in Appendix No 2A. Table 7 provides the mean scores of the three subscales (democratic, autocratic, and laissez-faire). The close examination of the figural details given in Table 7 suggests that students perceived their teachers as:

- (i) having characteristics of all three leadership styles; and
- (ii) demonstrating significantly more application of democratic style of leadership than autocratic and laissez-faire styles of leadership

#### 4.2 Second Research Question

How do high school students in Molopo District of the North- West Province perceive leadership styles of their school principals.

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TABLE 7: Means Scores and Standard Deviations: Students' Perception about their Teachers' Leadership Styles.

School	Democratic						Autocratic						Laissez-faire					
	Boys			Girls			Boys			Girls			Boys			Girls		
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD
1	13	14.70	3.17	15	14.06	1.53	13	9.69	2.98	15	8.60	2.03	13	8.23	3.24	15	6.30	1.17
2	11	13.27	3.55	14	14.35	1.78	11	8.91	2.38	14	8.00	1.62	11	7.36	3.23	14	6.78	1.63
3	13	13.38	4.95	12	12.58	3.75	13	9.38	3.30	12	9.30	1.93	13	8.6	2.22	12	7.50	1.78

TABLE 8: Means Scores and Standard Deviations: Students' Perception about Leadership styles of their school Principals.

School	Democratic				Autocratic				Laissez-faire			
	Boys		Girls		Boys		Girls		Boys		Girls	
	N	SD	N	SD	N	SD	N	SD	N	SD	N	SD
1	13	15.0	15	14.40	13	12.38	15	9.00	13	8.00	15	5.90
		3.24		1.29		4.52		1.41		2.24		3.65
2	11	15.50	14	13.14	11	9.54	14	7.42	11	8.45	14	7.00
		3.36		1.16		2.34		1.91		2.02		1.24
3	13	13.38	12	12.58	13	9.38	12	9.30	13	8.60	12	7.50
		4.95		3.75		3.30		1.93		2.22		1.78

The raw scores on the questionnaire completed by the sample of std. 9 & std. 10 students to indicate their perception about the principals of their schools are given in Appendix 2B.

Table 8 gives the mean scores of the three subscales (democratic, autocratic, and laissez-faire). The data revealed that std. 9 & 10 students perceived their school principals as:

- (i) having characteristics of all three leadership styles; and
- (ii) having a tendency to employ significantly more democratic style of leadership than the other two styles

#### 4.3 Third Research Question

How do high school teachers in Molopo District of the North-West Province perceive leadership styles of their school principals?

The raw scores on the questionnaire completed by the sample of high school teachers to indicate their perception about leadership styles of their school principals are given in Appendix 2C. Table 9 gives the mean scores of the three subscales (democratic, autocratic, and laissez-faire).

The data given in Table 9 suggested to believe that teachers perceived their school principals as:

TABLE 9: Means Scores and Standard Deviations: Teachers' Perception about Leadership styles of their school Principals.

ol	Democratic			Autocratic			Laissez-faire											
	Male		Female	Male		Female	Male		Female									
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD									
1	7	21.14	4.05	7	19.30	3.90	7	10.85	5.46	7	8.30	3.40	7	10.85	2.19	7	10.14	2.60
2	5	16.00	1.22	7	14.30	3.86	5	7.20	0.45	7	9.70	4.03	5	6.40	2.14	7	10.80	4.98
3	8	21.40	2.67	7	19.30	2.93	8	9.50	2.14	7	10.14	2.48	8	9.50	5.61	7	9.14	4.01

TABLE 10: Sex Differences in Students' Perception of Leadership styles of Teachers and Principals.

ship of	School	Democratic			Autocratic			Laissez-faire			t											
		Boys		Girls	Boys		Girls	Boys		Girls												
		N	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD		N	$\bar{X}$	SD	t							
rs	1	13	14.70	3.17	15	14.06	1.53	0.67	13	9.69	2.98	15	8.60	2.03	1.10	13	8.33	3.24	15	6.30	1.17	2.03
	2	11	13.27	3.55	14	14.35	1.78-0.92	11	8.91	2.38	14	8.00	1.62	1.09	11	7.36	3.23	14	6.78	1.63	0.51	
	3	13	13.38	4.95	12	12.58	3.75	0.46	13	9.38	3.30	12	9.30	1.93	0.07	13	8.60	2.22	12	7.50	1.78	1.38
pals	1	13	15.00	3.24	15	14.40	1.29	0.63	13	12.38	4.52	15	9.00	1.41	2.60*	13	8.00	2.24	15	5.90	3.65	1.86
	2	11	15.50	3.36	14	13.14	1.16	2.23*	11	9.54	2.34	14	7.42	1.91	2.80**11	8.45	2.02	14	7.00	1.24	2.10*	
	3	13	13.38	4.95	12	12.58	3.75	0.46	13	9.38	3.30	12	9.30	1.93	0.07	13	8.60	2.22	12	7.50	1.78	1.38

\*p < 0.05 ; \*\*p < 0.01

- (i) having and using characteristics of all three leadership styles; and
- (ii) applying significantly more democratic style of leadership than the other two styles.

#### 4.4 Fourth Research Question

Are there significant sex differences in students' perception of leadership styles of their teachers and school principals in high schools in Molopo District of the North-West Province?

Table 10 provides comparisons of perception of leadership styles between male and female students. The interpretation of t values led the researcher to believe that:

- (i) in students' perception of leadership styles of their teachers, no significant sex differences existed;
- (ii) in students' perception of leadership styles of their school principals in Schools 1 & 2, significant sex differences were found on the scores of the Autocratic subscale; the mean scores for the girls were found significantly lower than those for the boys. In School 2, the boys' mean score for the Laissez-faire subscale was found significantly higher than that for the girls in the same school.



TABLE 12: t values: Sex Differences in Morale of Teachers in Three Schools.

School	Morale						t
	Male			Female			
	N	$\bar{X}$	SD	N	$\bar{X}$	SD	
1	7	28.42	3.20	7	23.43	3.81	2.66*
2	5	30.20	3.31	7	24.00	7.11	2.03
3	8	30.38	3.97	7	32.57	2.06	- 1.36
Whole Sample	20	29.65	3.99	21	26.67	6.37	1.81

\*p < 0.01

#### 4.5 **Fifth Research Question**

Are there significant sex differences in teachers' perception of leadership styles of their high school principals in Molopo District of the North-West Province?

Table 11 gives comparisons of perception of leadership styles between male and female teachers. The t values indicated that no significant sex differences in teachers' perception of leadership styles of their school principals in all three high schools existed.

#### 4.6 **Sixth Research Question**

Are there significant sex differences in morale of high school teachers in Molopo District of the North-West Province?

Raw scores on the morale questionnaire for 41 teachers are given in Appendix 2D. Table 12 gives the mean scores, standard deviations and t values. The examination of all t values in Table 12 indicated that mean scores of female teachers tended to be lower than those for male teachers in Schools 1 & 2 . These data suggest a trend that disruptions at school tend to adversely influence morale of female teachers.

## **CHAPTER 5**

### **5. FINDINGS AND CONCLUSIONS**

#### **5.1 Aims of Investigation**

The study started with some beliefs held by students and teachers, that student disturbances in Mafikeng-Mmabatho area of former Bophuthatswana which turned to happen too frequently in the early part of 1994, were due to use of less democratic leadership styles by schools principals and teachers. Since there were no empirical data to support the aforesaid beliefs, this researcher became interested in providing some relevant data which may either establish the beliefs or discard them. The researcher deemed it pertinent to focus on the following three aspects of the research problem: (a) students' perception about leadership styles of their teachers and school principals; (b) teachers' perception about leadership of their school principals; and (c) teachers' morale in schools affected by student disturbances.

#### **5.2 Main Findings**

The data were closely examined and statistically analyzed by computing means, standard deviations and t values where appropriate. The analysis of the data led the researcher to conclude that:

- (a) students perceived their teachers and school principals having characteristics of democratic, autocratic and laissez-faire leadership

styles but both teachers and principals are inclined to use democratic styles of leadership significantly more than the other two styles;

- (b) teachers' perception about leadership styles of their school principals was found similar to that of students;
- (c) there were no consistent significant sex differences in students' perception about their teachers' leadership styles;
- (d) there were some sex differences in students' perception about their school principals, girls' mean scores for the Autocratic subscale in Schools 1 & 2 were significantly higher than boys' mean scores;
- (e) there were no significant sex differences in teachers' perception of leadership styles of their school principals; and
- (f) a trend was observed that disruptions at school tend to adversely influence the morale of female teachers.

### 5.3 **Possible Explanations**

The results that students perceived their teachers and school principals as having characteristics of democratic, autocratic and laissez-faire leadership styles fit into commonsense. No human being can be expected to be totally committed to any of the three styles of leadership. The data of this small scale study further indicated that both teachers and principals tend to be perceived as inclined toward democratic leadership style. Though there is no clearcut evidence to suggest that democratic leadership style is more effective than other two styles, democratic leadership is more acceptable than other styles. Democratization is the current demand and a popular slogan of the present time in the new RSA.

The data of this study did not show any consistent pattern of sex differences in perception of leadership styles. These results are also in consonance with the commonsense. In school situations, males and females receive similar treatments from teachers and school principals. Boys and girls are also equally expected to strive for the realization of learning goals in schools.

The researcher expected that female teachers' morale in the schools affected by student disturbances would be significantly lower than their male counterparts. The results of this investigation indicated some trends in line with the researcher's expectations. It appears that female teachers take disruptions at school more seriously than their male counterparts.

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#### 5.4 Main Conclusions

The data of this small scale study tended to be contrary to the widely held beliefs that student disturbances in some high schools in Mmabatho-Mafikeng area of former Bophuthatswana were mainly due to autocratic and laissez-faire leadership styles adopted by school principals and teachers. There were possibly some other external forces which disrupted the school programmes and caused heavy financial losses to some high schools in Mmabatho-Mafikeng area. The data of this investigation generally supported the stand of those theorists who contended that person perception is a very complex phenomenon; perceivers are influenced by a host of variables and they often hold inaccurate perception about others.

## 5.5 **Cautions**

Although the researcher earlier intended to take representative samples of teachers and students, but the circumstances in the schools did not permit the researcher to do so. The actual samples of teachers and students became very small in size. In addition, the four questionnaires, used in this study were constructed by the researcher. Although their test-retest reliability coefficients were acceptable, it is not yet established that these instruments measured the constructs for which they were designed. With these constraints, one is not sure of reaching some definite conclusions of this study.

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## APPENDIX NO.1A

### STUDENTS' PERCEPTION ABOUT LEADERSHIP STYLES OF TEACHERS

Read the statements below carefully and indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) with them.

Example:

Our teachers discuss all important matters about their teaching subjects with students.

SA, A, U, D, SD

- D 1. I am happy at this school because most teachers use the democratic style of leadership.

SA, A, U, D, SD

- A 2. I do not enjoy studying at this school and I am not loyal to the school since my teachers are autocratic.

SA, A, U, D, SD

- A 3. I have no confidence in my teachers since they are people who do not keep to their words.

SA, A, U, D, SD

L 4. My teachers at this school do not care about their work.

SA, A, U, D, SD

D 5. I am motivated to do my school work since our teachers are very cooperative.

SA, A, U, D, SD

A 6. I am frustrated since teachers at this school always overrule decisions made by the student body.

SA, A, U, D, SD

D 7. I am happy at this school because when there is a major problem at our school, the teachers deal with it in a just and fair manner.

SA, A, U, D, SD

D 8. The teachers at this institution show signs of being good leaders, since they successfully manage the affairs of our school.

SA, A, U, D, SD

A 9. Our teachers become offended if any of the students question their decisions.

SA, A, U, D, SD

L 10. Teachers at this school do not provide a word of encouragement to their students.

SA, A, U, D, SD

- L 11. I do not enjoy studying at this school because our teachers do not bother about students' problems.

SA, A, U, D, SD

- L 12. Teachers at this school do not really care whether or not students achieve good results.

SA, A, U, D, SD

D = Democratic Style of Leadership

A = Autocratic Style of Leadership

L = Laissez-faire Style of Leadership

**APPENDIX NO.1B**

**STUDENTS' PERCEPTION ABOUT LEADERSHIP STYLES OF SCHOOL PRINCIPALS**

Read the statements below carefully and indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) with them.

Example:

Our principal discuss all important matters of school with students.

SA, A, U, D, SD

D 1. The principal of my school uses the democratic style of leadership.

SA, A, U, D, SD

L 2. I have no interest in my school because the principal does not bother about school matters.

SA, A, U, D, SD

A 3. I do not enjoy being at this school and I am not loyal to the school general since the principal is an autocratic person.

SA, A, U, D, SD

D 4. I do my work with great enthusiasm since head of our school is a caring person.

SA, A, U, D, SD

- L 5. We have no confidence in our principal since he is a man who does not keep to his word.

SA, A, U, D, SD

- D 6. When there is a major problem at our school, the principal deals with it in a just and fair manner.

SA, A, U, D, SD

- L 7. Our principal's supervision is stagnant because it does not improve with time.

SA, A, U, D, SD

- A 8. The only way the principal of this school can persuade students to work is by frightening them.

SA, A, U, D, SD

- D 9. I am highly productive since the principal undertakes regular class visits and makes positive remarks regarding students' work.

SA, A, U, D, SD

- A 10. The principal of our school conducts meetings with regard to student affairs in such a way that they are unable to contribute ideas freely.

SA, A, U, D, SD

L 11. The principal of our school does not take interest in his work.

SA, A, U, D, SD

A 12. Our principal does not consult the student leaders whenever he makes a decision on crucial matters affecting students.

SA, A, U, D, SD

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**APPENDIX NO.1C**

**TEACHERS' PERCEPTION ABOUT LEADERSHIP STYLES OF THEIR SCHOOL PRINCIPALS**

Indicate whether you Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) with the following statements:

D 1. I am extremely happy at my school since the principal uses the democratic style of leadership.

SA, A, U, D, SD

L 2. I have no interest in my school since the principal does not care about school matters.

SA, A, U, D, SD

D 3. My principal is cooperative with teachers.

SA, A, U, D, SD

A 4. Our principal uses the autocratic style of leadership.

SA, A, U, D, SD

A 5. Teachers at this school are not party to decisions that are made by the principal.

SA, A, U, D, SD

D 6. Teachers at this school are given all help they need from the principal.

SA, A, U, D, SD

L 7. I have no confidence in my principal since he is a man who does not keep to his word.

SA, A, U, D, SD

D 8. Our principal undertakes class visits on a regular basis and make positive remarks about his teachers' teaching ability.

SA, A, U, D, SD

A 9. Whenever new teachers are appointed at the school, relevant teachers are not consulted.

SA, A, U, D, SD

A 10. Our principal's allocation of duties to teachers are based on unfair and unjust practices.

SA, A, U, D, SD

L 11. Our principal does not make positive remarks about his teachers' efforts.

SA, A, U, D, SD

L 12. Nothing really bothers our principal, even poor results by students do not disturb him.

SA, A, U, D, SD

**APPENDIX NO.1D**

**TEACHERS' MORALE**

Read the following statements carefully and indicate one of the following answers: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

1. I am enjoying my work at this school.

SA, A, U, D, SD

2. This school is a hell for me.

SA, A, U, D, SD

3. I have no interest in my work at this school.

SA, A, U, D, SD

4. We are working at this school as a good team.

SA, A, U, D, SD

5. There are no rules and principles at this school; every one does things the way he/she wants.

SA, A, U, D, SD

6. We appreciate the leadership of this school as it is fair to every one of us.

SA, A, U, D, SD

7. I am disgusted and I will leave the school at my earliest opportunities.

SA, A, U, D, SD

8. We must work hard to show good results for this school.

SA, A, U, D, SD

9. I made a mistake by accepting my appointment as teacher at this school.

SA, A, U, D, SD

10. Students and teachers are very friendly to each other at this institution.

SA, A, U, D, SD

APPENDIX 2A

STUDENT'S PERCEPTION ABOUT LEADERSHIP STYLES OF TEACHERS:  
RAW SCORES

<u>School 1</u>			<u>School 2</u>			<u>School 3</u>											
<u>Male</u>	<u>Female</u>		<u>Male</u>	<u>Female</u>		<u>Male</u>	<u>Female</u>										
<u>D</u>	<u>A</u>	<u>L</u>	<u>D</u>	<u>A</u>	<u>L</u>	<u>D</u>	<u>A</u>	<u>L</u>									
17	8	10	12	7	5	15	9	8	11	8	8	9	7	6	16	10	9
17	17	17	14	11	7	15	9	12	16	8	4	15	8	5	14	7	7
17	7	5	16	11	5	14	9	6	16	8	6	14	9	5	9	9	4
10	14	10	13	6	6	5	12	6	14	10	8	14	9	5	14	7	5
12	9	9	16	9	7	17	6	15	16	10	5	7	9	13	16	6	4
11	11	7	13	7	7	15	7	5	16	10	8	13	14	8	17	6	7
18	7	10	15	8	8	13	9	5	12	10	8	8	6	6	15	5	5
16	8	9	12	6	5	14	8	5	15	8	6	15	6	6	10	10	6
11	9	7	16	10	6	17	9	7	14	6	6	16	8	5	16	8	8
17	7	6	14	10	6	9	14	6	16	8	4	19	10	5	16	11	8
18	8	5	13	6	6	12	6	6	13	6	6	13	9	6	19	10	5
17	10	6	16	12	6	-	-	-	12	8	8	9	7	7	12	10	7
11	11	6	14	10	9	-	-	-	16	7	7	12	8	6	-	-	-
-	-	-	15	7	7	-	-	-	14	5	8						
-	-	-	12	9	5												

- D = Democratic Style of Leadership  
A = Autocratic Style of Leadership  
L = Laissez-faire Style of Leadership



APPENDIX 2C

TEACHERS' PERCEPTION ABOUT LEADERSHIP STYLES OF PRINCIPALS:  
RAW SCORES

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<u>School 1</u>			<u>School 2</u>			<u>School 3</u>											
<u>Male</u>	<u>Female</u>		<u>Male</u>	<u>Female</u>		<u>Male</u>	<u>Female</u>										
<u>D</u>	<u>A</u>	<u>L</u>	<u>D</u>	<u>A</u>	<u>L</u>	<u>D</u>	<u>A</u>	<u>L</u>									
13	21	14	15	14	10	16	7	6	14	11	13	20	13	17	16	14	17
20	6	8	24	6	8	18	7	6	7	15	19	25	10	5	17	12	9
23	11	13	25	5	8	15	7	7	16	12	13	18	12	19	20	20	11
25	14	10	17	7	15	15	8	8	15	13	12	23	8	11	20	9	9
24	11	12	18	12	8	16	7	5	18	5	9	25	8	6	19	6	6
20	8	10	20	8	10	-	-	-	18	7	5	20	7	7	18	10	5
23	5	9	16	6	12	-	-	-	12	5	5	19	10	6	25	10	7
												21	8	5	-	-	-

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APPENDIX 2D

TEACHERS' MORALE: RAW SCORES

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<u>School 1</u>		<u>School 2</u>		<u>School 3</u>	
Male (N=7)	Female (N=7)	Male (N=5)	Female (N=7)	Male (N=8)	Female (N=7)
26	24	31	26	33	
30	21	33	22	24	32
32	23	25	24	38	31
35	26	34	28	28	36
28	20	28	19	32	33
27	19		23	31	29
21	31		26	30	33
				27	34

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